

INSPECTION REPORT

**ST. PETER'S CATHOLIC (VA) PRIMARY
SCHOOL**

Waterlooville, Hampshire

LEA area: Hampshire

Unique reference number: 116489

Headteacher: Mrs C Renault

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 16th to 19th October 2000

Inspection number: 224352

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Stakes Hill Road Waterlooville Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Baker
Date of previous inspection:	June 1996

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Ken Parry 24019	Team inspector	Science Design technology Physical education	Efficiency Staffing accommodation and learning resources
Paul Knight 20654	Team inspector	Mathematics Geography Equal opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's School is a Catholic Voluntary Aided School situated in Waterlooville in Hampshire. The school returned to voluntary aided status in September 1999, having spent six years as a Grant-maintained school. It transferred to its present site and the new accommodation at the same time. Children are admitted aged from 4 to 11 years. The school serves a very wide catchment area with a wide range of social and economic backgrounds. It is a popular school and is oversubscribed in some year groups. The school has 419 pupils on roll and is above average size. It is organised into 14 classes. There are two parallel classes in each year group. Four per cent of pupils are eligible for free school meals. A lower than average proportion of pupils, 16 per cent, is included on the school's register of special educational needs. Most of these are at stages one and two. Three pupils have statements of special educational need. There is one pupil from an ethnic minority group and 10 pupils speak English as an additional language. Attainment on entry is wide ranging and broadly average in most areas, but verbal skills are above average and personal skills are below average.

HOW GOOD THE SCHOOL IS

This is a good school where staff, governors and parents work together effectively. Since the previous inspection in 1996, the school has made significant improvement. The new building on the new site provides an attractive and stimulating learning environment. Pupils now attain above average standards in English, science, information and communication technology and geography. Standards in all other subjects are at expected levels. The overall quality of teaching is good and has a strong influence on the rise in standards. The leadership and management of the school overall is very good. Taking into account the average levels of attainment on entry, the good standards attained by the end of Key Stage 2, the good teaching and learning which take place, the very good leadership and management and the good quality of education provided, the school provides good value for money.

What the school does well

- By the age of eleven, most pupils attain standards which are above expected levels in English, science, information and communication technology and geography.
- The leadership and management of the school are very good.
- There have been significant improvements since the previous inspection.
- The quality of teaching and learning is good.
- The use and development of the new accommodation into a stimulating learning environment are very good.
- The school's links with parents and the community are good.

What could be improved

- As identified in the school improvement plan, further review of the curriculum is required to provide a better balance of time allocated to non-core subjects.
- Some literacy lessons are too long and as a result, progress slows and pupils begin to lose interest.
- Challenge for higher attaining pupils is insufficient to increase the proportion attaining above average levels at the ages of seven and eleven. This is also an identified priority.

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 first inspected in June 1996. Since then, most of the key issues identified in the previous inspection have been dealt with successfully and overall the school has made significant improvements.

The governing body has improved its monitoring and evaluating the quality of education provided. Governors are now very effective and play a full and active part in the life of the school. Clear targets for improvement have been set and these have been achieved. Financial management is now very good and spending decisions are evaluated carefully to measure their impact on the quality of education. The school

improvement plan is very good and details the school's aims very clearly. It is effectively linked to the agreed targets and priorities identified by governors to raise standards. The quality and range of the curriculum have been improved by the provision of schemes of work in all subjects, and now meet the requirements of the National Curriculum and provision for under-fives. However, further review of balance between and within subjects is still needed to meet the requirements of the new Curriculum 2000. Good assessment procedures are now in place and are having an impact on monitoring and tracking pupils' progress. The monitoring and evaluation of teaching and learning are good and have contributed to the rise in standards and improvements in the quality of teaching. Teaching in Key Stage 1 has improved. The completion of the new school has resolved the difficulties associated with unsatisfactory learning conditions and over-crowding. Effective action has been taken to improve levels of attendance. In addition to these areas identified as key issues in the previous inspection, there have been significant improvements in a number of subjects. The school now achieves above average standards in English, science and geography, all previously judged as average, above average standards in information and communication technology (ICT), previously judged as below average and average standards in music and physical education, previously judged as below average.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	A	A	A	C	well above average A above average B average C below average D well below average E
Mathematics	A	B	C	D	
Science	A	C	B	D	

National Curriculum Test results for 2000 show that by the age of eleven, when compared to national averages, pupils in the school attained standards well above average in English, above average in science and average in mathematics. When average points totals are compared to similar schools, those with less than 8 per cent of pupils eligible for free school meals, standards are average in English and below average in science and mathematics. This is due to the relatively low proportion of pupils who attain the higher Level 5 in the tests. Trends over the past three years indicate standards are at least average and often above average in relation to national results.

Standards on entry to the school cover the full range and are broadly average, with above average verbal skills. By the end of the Foundation Stage, almost all pupils likely to attain the levels expected from pupils of this age. By the end of Key Stage 1, when pupils are aged seven, standards in reading are well above average when compared to national averages, but below average when compared to similar schools. Standards in writing are above the national average but average when compared to similar schools. In mathematics, all pupils reached the expected Level 2 and higher, which was above the national average but when compared to similar schools, standards were below average.

The school identified the need to raise standards and has set relevant targets to improve the quality of education, the quality of teaching and to raise standards, particularly those of higher attaining, gifted and talented pupils. Inspection evidence indicates that standards by the end of Key Stage 2 are above levels expected nationally in English, science, ICT and geography, and at expected levels in all other subjects. These are improvements from the previous inspection when it was judged that standards in science were above expected levels, standards in mathematics, art, design and technology, geography and history were at expected levels, and standards in ICT, music and physical education were below expected levels. The school has improved its target setting, achieving most targets, and setting challenging but achievable targets for individual pupils. However, there is still a need to increase the number of pupils attaining the higher levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' have good attitudes and enjoy school. They respond positively in lessons and activities.
Behaviour, in and out of classrooms	Behaviour is good overall, and often very good. However, there are occasional incidents when unsatisfactory behaviour disrupts lessons.
Personal development and relationships	Pupils form good relationships with each other and adults throughout the school. There are suitable opportunities for pupils to take responsibility and show initiative.
Attendance	Good. The rate of attendance has improved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Overall, the quality of teaching and learning observed during the inspection was good. In lessons seen, 97 per cent were satisfactory or better, 11 per cent were very good, 58 per cent good, 28 per cent satisfactory and 3 per cent unsatisfactory. This judgement is a significant improvement from the previous inspection when the quality of teaching was satisfactory or better in only 82 per cent of lessons and 18 per cent was judged to be unsatisfactory. Particular strengths are good subject knowledge, the planning of stimulating learning experiences and the good use of day-to-day assessment. These improvements meet the needs of most attainment levels and teachers have higher expectations of what most pupils should achieve. However, there is a need to provide greater challenge for the higher attaining pupils. The quality of pupils' learning is good. Most pupils are systematically developing skills, knowledge and understanding in a good number of subjects. They are keen to learn and concentrate well. In a small number of lessons, the way in which behaviour was managed was inconsistent and led to some disruptive behaviour. Teachers show good understanding of the principles of the literacy and numeracy strategies and teach the necessary skills in English and mathematics effectively. The teaching of ICT is much improved with good links being made with other curriculum subjects. Pupils with special educational needs are well supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has suitable breadth but there is a lack of balance within and between subjects. The school has plans to review this.
Provision for pupils with special educational needs	Provision for these pupils is good and enables their good progress in relation to set targets as they move through the school.
Provision for pupils with English as an additional language	During the inspection, pupils who speak English as an additional language were observed. Some have been at the school only a short time and support strategies are at an early stage. These pupils make

	satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for pupils' personal development is good. The school makes good provision for the spiritual, moral and social development of pupils through its strong Catholic ethos. Provision for pupils' cultural development has improved and is now satisfactory.
How well the school cares for its pupils	Educational and personal support and guidance for pupils is good and standards have been maintained since the previous inspection. The monitoring of pupils' academic performance is good and the monitoring of personal development is satisfactory.

The school's links with parents are effective and remain one of the strengths of the school. Parents make a significant contribution to the life of the school. Parents have worked hard to develop the courtyard area in the new school and the environment they created is a great asset.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school, provided by the headteacher, senior staff and governors are very good. Significant challenges over the past two years, including moving to a new site, have been managed very well by the headteacher.
How well the governors fulfil their responsibilities	Governors are fully involved with the life of the school and fulfil their responsibilities very well. All statutory requirements are met.
The school's evaluation of its performance	The school reviews and evaluates its performance annually. There is a clear understanding of strengths and weaknesses and relevant priorities are identified for the next stage of development.
The strategic use of resources	The school makes good use of its resources to support pupils' learning. Teaching and non-teaching staff are effectively deployed.

There are significant strengths in the quality of leadership and management and there is a strong joint commitment to raise standards further. There are sufficient and well-qualified teaching and non-teaching staff, who work together well as a team. The new accommodation is very good and contributes effectively to pupils' learning. The principles of best value for money are applied very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The quality of teaching is good. • The school expects children to work hard and do their best. • The way parents are encouraged to approach the school with any problems. • Behaviour in the school is good. • Children make good progress. 	<ul style="list-style-type: none"> • The range of activities the school provides outside of lessons. • How the school keeps parents informed about the progress their children make. • The work children are expected to do at home.

The inspection team agrees with all aspects that please parents most. Overall, behaviour is good but a small minority of unsatisfactory behaviour is not dealt with consistently. Of the aspects identified by a small number of parents as needing improvement, the team judges that the range of extra-curricular activities is satisfactory overall with provision for French, reading, and cookery clubs and various sporting

activities. The team also judges that information given to parents about children's progress is satisfactory and that an appropriate amount of homework, relevant to the ages of pupils, is set and used effectively in subjects such as literacy, numeracy, science and geography.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school covers the full range, with children of higher and lower attainment, and is broadly similar to that expected from children of this age. Verbal skills are above average. Children enter the school in the September of the year in which they are five. The good progress identified in the previous inspection has been maintained. The school's baseline assessment identifies particular strengths in language skills, especially speaking, but with personal skills being below average. From observations made during the inspection it is expected that the majority of children in the foundation stage will achieve the early learning goals. Children make good progress in their learning, particularly in their personal skills, as a result of the supportive environment and the well-structured learning opportunities provided.
2. In English the 2000 National Curriculum tests for seven-year-olds showed that the percentage of pupils reaching the expected Level 2 and above in reading was 100 per cent, well above the national average. However, when the average points score is compared with similar schools, attainment is below average due to the low proportion of pupils attaining the higher Level 3. In writing the percentage of pupils reaching the expected Level 2 and above was above the national average but when the average points total is compared to similar schools attainment is only average. Results over the last four years have been close to or well above national averages. National tests for eleven-year-olds show that attainment in English at the expected Level 4 and above, is well above the national average. However, when the average points score is compared to similar schools, attainment is average. This is due to the relatively low proportion of pupils attaining Level 5.
3. Inspection findings show that by the age of seven, attainment across the whole range of work is above expected levels in speaking, listening, reading and writing. By the age of eleven, most pupils continue to make good progress in their learning and the number of pupils attaining the expected level in reading, writing and speaking and listening is likely to be above levels expected nationally. This is an improvement from the previous inspection when standards were judged to be matching national expectations. Attainment at the higher levels is less secure and raising this is now a target identified by the school. Girls and boys perform at similar levels.
4. In mathematics, the 2000 National Curriculum tests for seven-year-olds show that the percentage of pupils gaining the expected Level 2 and above was above the national average. When the average points score is compared with similar schools, standards are below average. This is due to the low proportion of pupils attaining the higher Level 3. The national tests for eleven-year-olds

show that the proportion of pupils attaining the expected Level 4 and above was close to the national average. When compared to similar schools attainment was below average due to the low proportion attaining Level 5. Evidence gathered during the inspection shows that by the ages of seven and eleven, most pupils are well placed to attain levels expected nationally. This represents a similar standard to the previous inspection.

5. In science, results in the 2000 Teacher Assessments for seven-year-olds were above the national average. However, relatively few pupils attained the higher Level 3 and therefore results were below average when compared with similar schools. National test results for eleven-year-olds were above the national average for the expected Level 4 and above but relatively few pupils attained higher levels so results were below the national average for similar schools. Inspection evidence shows that there has been a considerable improvement in standards throughout the school since the previous inspection with almost all pupils now attaining expected levels by the age of seven and above expected levels by the age of eleven. This is largely as a result of improvements in the quality of teaching with a greater focus upon experimental and investigative work in lessons. However, insufficient time is given to the monitoring of higher attaining pupils' learning and to the setting of more challenging targets to enable them to work consistently at the higher levels.
6. In information technology by the ages of seven and eleven, most pupils make good progress in their learning and attain above expected standards. This shows significant improvement since the previous inspection when standards of pupils aged seven were well below average and standards of pupils aged eleven, were below average. Improvement is due to better teaching, improved curriculum provision, increased teacher confidence and expertise, much better resources and very good leadership in the subject by the co-ordinator. There are good opportunities for them to develop their technological skills in well-planned links with other curriculum subjects. Standards in religious education are the subject of a separate inspection.
7. In other subjects for seven-year-olds, standards in geography are above the expected levels. In art, design and technology, history, music and physical education the majority of pupils make satisfactory progress in their learning and attain expected standards for their ages. This shows improvement since the previous inspection when standards were judged to be average in geography and below expected levels in music and physical education. No judgements were made about geography and history. These improvements are due to the good teaching now evident in the school.
8. In other subjects for eleven-year-olds, standards in geography are above the expected levels. In art, design and technology, history, music and physical education, most pupils attain expected standards for their ages. This shows improvement since the previous inspection, in geography, music and physical education. The school has begun to set realistic and challenging targets for all pupils throughout the school on a regular basis and has identified the need to raise standards attained by the higher attainers. Pupils' progress is tracked and monitored closely and targets are shared with parents and pupils.
9. During the inspection pupils who speak English as an additional language were observed. A few have been at the school only a short time and support strategies for these pupils are at an early stage. These pupils make satisfactory progress. Pupils in Key Stage 1 with special educational needs receive specific support through the Early Years intervention programme and as a result make good progress in relation to prior attainment and targets set in their individual learning programmes, particularly in literacy to attain standards similar to other pupils. Special needs pupils in Key Stage 2 are given helpful and sensitive support, enabling them to make good progress, not only in relation to their set targets but in meeting their social and emotional needs.

Pupils' attitudes, values and personal development

10. Pupils' attitudes and values are good and shaped by the strong Catholic ethos defined in the school's mission statement. A secure school community has a basis of shared beliefs, and also teaches respect for the values and traditions of others. Pupils enjoy school and respond positively in lessons and activities. In the majority of the lessons observed during the inspection, attitudes in class were judged good or very good. Most pupils work responsibly and form good relationships with their teachers and one another. They appreciate lively and stimulating teaching and give of their best when their interest is aroused by well-planned work which challenges them to be thoughtful and creative. Most pupils are good listeners in lessons and assemblies and are confident in speaking and presenting work. This was observed throughout the school but particularly high levels of attention and response were noted among children under five and pupils in Year 6. Pupils with special educational needs co-operate well with their teachers and support assistants, and are usually eager to work.
11. Behaviour is good overall and often very good. The school's mission statement, behaviour code and anti-bullying policy are displayed in every classroom. They are understood by pupils and reinforced by discussions in class and in circle time. Teachers and other school staff provide good role models. There were no exclusions in the past year and no incidents of bullying or racial tension were seen during the inspection. However, there are occasional incidents when unco-operative or aggressive attitudes can disrupt lessons if not firmly and calmly dealt with by teachers. In some Key Stage 1 lessons, inconsistencies in behaviour management led to unsatisfactory behaviour by a small number of pupils.
12. Movement about the school is orderly. The quiet way in which pupils come into the hall for assembly contributes to a sense of occasion and reverence. Pupils appreciate the attractive environment of their new building and treat it well. In the hall during lunch, however, they are rather noisy at times and do not always respond adequately to supervision. During the inspection the presence of the headteacher in the hall during one lunch hour had a significant effect on noise, reducing it to a level at which normal conversation was possible.
13. Pupils form good relationships with each other and adults throughout the school. There are suitable opportunities for pupils to take responsibility and show initiative but these need to be extended. A good example was the interesting assembly given by Year 6 pupils reporting on a recent school trip. The annual school play provides another opportunity for social and personal development, as do some of the clubs. Older pupils are given responsibility for creating partnerships with the youngest pupils to help them settle in to school life.
14. Attendance is good and there is no unauthorised absence. The rate of attendance is 2 per cent better than the national average and has improved since the previous inspection. There is no significant lateness and lessons usually start on time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching throughout the school is good and has a strong influence on improvements in pupils' learning. In lessons seen, 97 per cent were satisfactory or better, 11 per cent were very good, 58 per cent good, 28 per cent satisfactory and 3 per cent unsatisfactory. This judgement indicates a significant improvement from the previous inspection when the quality of teaching was satisfactory or better in only 82 per cent of lessons and 18 per cent was judged to be unsatisfactory. These improvements are due to good monitoring of teaching and good planning with relevant learning objectives, which are often shared with pupils. The good planning meets the needs of most attainment levels and teachers have higher expectations of what most pupils should achieve. Higher attainers are not always sufficiently challenged however, and the school has already identified this as a priority area this year.
16. The quality of teaching of the under-fives is good overall. Particular strengths are the good

planning of stimulating and imaginative activities, sensitive questioning and positive behaviour management. These encourage children's good personal skills and provide the necessary support for children to grow in confidence and systematically develop their self-esteem and the skills of independence. Good use is made of the base line assessment to plan future learning. The teachers work closely and effectively with the classroom support assistants. Methods and organisation of under-fives class activities are very effective. The children are managed effectively and sensitive support is provided for those with special educational needs.

17. The quality of teaching observed in Key Stage 1 is good overall with small proportions of very good, satisfactory and unsatisfactory teaching. Although many good lessons and a small number of very good lessons were seen in Key Stage 1, a small number lacked sufficient pace and variety to sustain pupils' interest. Some restlessness and lack of concentration were seen in these lessons. In Key Stage 2 the quality of teaching observed is good overall. In the best lessons in both key stages, and particularly in Key Stage 2, teachers use their own subject knowledge skilfully to stimulate curiosity and enthusiasm and extend pupils' knowledge and ideas. Expectations of productivity and behaviour are high in many lessons. The teachers' knowledge and understanding of the subjects they teach are good, particularly in literacy, science, ICT and geography. The impact of teaching has not only resulted in standards being above expected levels in English, science, ICT and geography but has raised standards in history, music and physical education which were previously below expected levels.
18. Teachers show good understanding of the principles of the literacy and numeracy strategies and teach the relevant skills effectively. In English in Key Stage 2, the best teaching provides a good level of challenge to meet the needs of all pupils, including higher attainers, and appropriate support is provided for pupils with special educational needs. Good links are made between subjects, as demonstrated when Year 4 pupils based their extended writing on their work on the Victorian age. Good use is made of assessment information collected on a day-to-day basis. This has a good effect on the rate of pupils' progress.
19. In mathematics, the quality of teaching is satisfactory overall. In both key stages, teaching observed was never less than satisfactory, and occasionally good or very good in the upper classes of Key Stage 2. The teachers work hard with the pupils to develop their numeracy skills and to maintain a good pace in the lessons. The size of the groups often makes this a challenging task and the high attaining pupils are not always sufficiently challenged. However, the setting of individual targets for the pupils is effective and pupils respond with enthusiasm by setting themselves targets to further their learning. Another good feature is the skilful questioning techniques of many of the teachers. Good use is made of review sessions at the ends of lessons to reinforce learning and evaluate levels of pupils' understanding.
20. In science, the quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, ensuring that pupils make good progress in their learning. In practical sessions, resources are readily available and managed effectively. In these lessons when taking part in scientific enquiry, pupils are well motivated and become fully absorbed in their work. Teachers have good knowledge of the subject and this is evident in their careful questioning and in the confident way they handle discussions in order to extend pupils' understanding. This was demonstrated in a very successful lesson in which pupils gained a good understanding of how smoking damages the body.
21. Teachers' subject knowledge in other curriculum areas is at least satisfactory and in ICT, geography and design and technology is good. These are improvements on the weaknesses identified in the previous report. This contributes significantly to the good progress in learning made by pupils. Good links are made between literacy and numeracy and many subjects of the curriculum. Good links are also made between ICT and other subjects including the use of computers for word processing and data handling, tape recorders, a digital camera and control work with floor models.

22. In a significant majority of lessons, teachers make effective use of time and resources to support pupils' learning. However, some English lessons are too long, the whole time is not used purposefully and pupils' progress slows. Most teachers have good strategies to manage pupils. They make good use of praise to encourage the pupils and to acknowledge good responses to their questions. However, there are a small minority of lessons where behaviour management is inconsistent. In these instances, unsatisfactory behaviour and attitudes are not dealt with adequately.
23. The teaching of pupils who speak English as an additional language is satisfactory. The school has a very small number of pupils, some of whom have only been at the school a very short time. They receive extra support from the bilingual support service and teachers receive guidance in the form of suggested strategies and materials. Teachers are working hard to provide the necessary support and pupils are making satisfactory progress.
24. The teaching of pupils with special educational needs is good. Teachers employ a variety of successful strategies to support pupils in achieving their individual learning targets. Pupils in Key Stage 1 receive specific support through the Early Years intervention programme. Pupils in Key Stage 2 are given helpful and sensitive support, enabling them to make good progress, not only in learning but in meeting their social and emotional needs. The impact of this support on pupils' progress in reading is particularly good. However, current procedures for drawing up individual education plans are too general. The school has identified this as an area for development and the action plan shows the intention of making shorter and more realistic targets more appropriately linked to class targets.
25. The use of day-to-day assessment to guide short-term planning is good. It enables teachers to plan effectively for what pupils need to learn next and set appropriately challenging targets, particularly for the average and below average attainers. However, there are not always sufficient challenges for the higher attainers. Pupils' work is marked regularly and in English, especially, there are helpful and constructive comments, enabling pupils to improve the quality of their writing. During the inspection good examples were observed of the setting and use of homework in a range of subjects to support pupils' progress in learning. It was used particularly effectively to support reading and spelling in English and mental arithmetic in mathematics. Pupils take books home regularly to share reading with their parents.

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

26. The quality and range of learning opportunities for pupils at Key Stages 1 and 2 are satisfactory. The curriculum for children in the foundation stage is good. It covers all areas of the early learning goals but more emphasis is needed on outdoor play activities. The curriculum for the statutory years is satisfactory, containing all subjects of the National Curriculum and religious education.
27. The National Literacy Strategy has been introduced well, and has effectively improved the reading and writing standards of the pupils. The implementation of the National Numeracy Strategy has resulted in satisfactory improvement in numeracy throughout the school. There has been considerable improvement in the coverage of ICT skills since the previous inspection and this has resulted in much improved standards in all areas.
28. The school has created a good curriculum map, which effectively links subjects across the curriculum. This has had a positive impact on pupils' social development and their academic learning generally. Geography contributes well to the standards of individual work produced and design and computer work effectively supports the development of pupils' research skills. There has been good improvement since the previous inspection when the school was judged not to

provide a framework for all subjects to ensure progression in learning. The impact of provision for higher attaining pupils is unsatisfactory overall but is an identified priority for this year and some improvements are already evident, as for example in literacy.

29. Since the previous inspection, the school has developed adequate policies and schemes of work for all subjects. These, together with detailed medium-term plans, have had a positive impact on teaching and learning throughout the school. However, the schemes of work for the non-core subjects have not been reviewed with due consideration for the new Curriculum 2000 and the nationally published schemes of work. Time allocated to overall teaching time is adequate and conforms to national recommendations. However, some literacy lessons are longer than the recommended time and as a result, the pace of these lessons becomes too slow, making it difficult for pupils in some classes to sustain interest. This also means that some of the non-core subjects at times receive insufficient curriculum time. A review of the curriculum timetable would allow more time for non-core subjects without affecting the good work being done in English. During the inspection good examples were observed of the setting and use of homework in a range of subjects to support pupils' progress in learning.
30. Music has a high profile in the school with a large number of pupils participating in a wide variety of extra-curricular instrumental lessons. This policy plays a significant part in the standards achieved in the various school productions that take place, throughout the year, including the recent official opening of the school. Other extra-curricular provision, including sport, is satisfactorily contributing to pupils' personal and social development. Various activities are well attended, including the football, hockey, netball, and reading clubs, French and cookery classes. Pupils' learning is effectively supported by many musical events in the local area and a variety of visits such as the focused sessions at the nearby study centre and the residential visit at Stubbington. Year 6 pupils took part and enjoyed activities which developed their social and team building skills. It also provided good opportunities to develop skills in science, history and geography.
31. Links with the community are good, particular those with the church community. They enrich pupils' curricular experiences and make a positive contribution to enhancing pupils' learning opportunities. Theatre companies, technology workshop groups and representatives from the emergency services make regular visits to the school. Members of the local community are invited to the school's activity days when religious festivals are celebrated. There are good links with colleges of higher education and trainee teachers will be accommodated during next term. Liaison with local schools is good. A small number of sporting events are organised with other Catholic primary schools in the area. There is good liaison with the local secondary schools and this ensures the smooth transition of pupils to their next stage of education.
32. The planned programme for pupils' personal, social and health education (PSHE), including sex education and attention to drug misuse is satisfactory. Circle time is used well to support topics within the PSHE programme but at times sessions are too long and lose their focus. The newly created school council makes a significant contribution to developing pupils' self-confidence and self esteem.
33. The provision for pupils' spiritual development is good and standards have been maintained since the previous inspection. There are daily acts of collective worship and liturgies in class groups, which are frequently inspirational. Spiritual experiences occur in curriculum subjects, such as art and science and in circle time pupils are encouraged to think about their beliefs. The strong Catholic ethos of the school is evident in daily prayers. During the inspection, the family assembly for Year 2 pupils was an enjoyable and memorable occasion in which the pupils were fully involved and had a good influence on pupils' spiritual and social awareness.
34. Provision for pupils' moral development is good and is supported effectively by the Catholic values, which the school promotes. Pupils know right from wrong and they are honest and

truthful. Teachers expect pupils to show respect for each other and provide opportunities for them to reflect on moral issues. For example, when Year 6 pupils participated in role-play to show how they could say, “No”, if offered cigarettes.

35. Provision for pupils’ social development is good and is promoted particularly well on the residential visit. In most situations, pupils relate well to each other and the adults in the school. They work together co-operatively and, when given the opportunity, as with their partnerships with the youngest pupils, they willingly take on responsibility. A school council has been formed recently and representatives have been asking their classmates about what changes they wish to see in the school. This contributes effectively to the good ethos and relationships in the school.
36. The school's provision for cultural development is satisfactory and has improved since the previous inspection, which identified certain limitations. Pupils are well aware of their own local culture through the provision of interesting local studies and through visiting artists and musicians. They are given increasing opportunities to learn about the diversity of other cultures and to gain an awareness of how these differ from their own culture. The scrutiny of books and resources indicates a satisfactory range of material from world-wide cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for child protection and ensuring pupils’ welfare are good and have been improved since the previous inspection. The school's policies for child protection and health and safety are comprehensive and effective. Staff, including lunchtime supervisors, office staff and the caretaker are well trained and aware of their responsibilities. First aid and medical matters are well attended to, as are fire precautions, and the school is kept very clean.
38. Personal support and guidance for pupils is good and standards have been maintained since the previous inspection. Targets are discussed with pupils and parents in September and reviewed frequently. Many parents and some pupils make comments on reports and they talk about them with teachers. Parents are welcome to come into school at any time to discuss their children's progress or share any concerns they may have.
39. The school's procedures for monitoring and improving attendance are very good and have improved since the previous inspection. The administrative staff are diligent in reminding parents to send notes to explain absence. An accurate computer system is used to make weekly checks on attendance records and staff report any concerns about absence or lateness to the head teacher, who takes the necessary action. Holidays during term time are discouraged and unauthorised absence is extremely rare.
40. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. A system for rewards and sanctions is in place. House points are awarded for good behaviour, although there is some inconsistency from class to class in their application. There are adequate numbers of support staff for pupils with particular needs and supervision of pupils is satisfactory. Pupils' personal development is supported and monitored satisfactorily. The teachers know the pupils and their needs well and rely on this personal knowledge for monitoring. The school council gives some pupils good opportunities for personal development.
41. Assessment arrangements are good and conform to statutory requirements at the ages of seven and eleven. The school carries out additional testing to identify strengths and weaknesses at regular intervals. Optional testing is carried out at the ages of eight, nine and ten years, in English and mathematics. A good system is in place to analyse these tests so that realistic targets for classes, groups of pupils, and individuals can be set and regularly reviewed. This good target setting informs planning and the individual targets for pupils which are appropriately shared with them to aid their personal development.

42. Procedures for assessing pupils' attainment and progress are good. A good assessment policy highlights the importance of using information gained to plan for the next stages of teaching and learning. This process begins with the assessment of the attainment of children at the age of four, when progress is recorded against the early learning goals and then used to plan for improvement. Teachers record in detail what pupils have understood and the skills they are developing. This evidence is then used effectively to guide planning, particularly in English, mathematics, science and ICT. There has been considerable improvement in these subjects since the previous inspection to improve procedures to guide curriculum planning. Among the current priorities in the school improvement plan is the need to raise standards of the higher attainers. Teachers now identify this in their planning, particularly in the core subjects. However, assessment in the other curriculum subjects still remains under-developed. The school is addressing this priority.
43. Teachers' monitoring of academic progress is good with teachers keeping effective records, which effectively track pupils' progress as they move through the school. Portfolios of work have been created for English, mathematics, science and ICT. Teachers use these well to consider the standards of pupils' work and compare them with the levels expected nationally. This helps to ensure that teachers' assessments are accurate and consistent. A current priority identifies the need to track the progress of higher attaining pupils more closely.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's links with parents are good and this remains one of its strengths. Parents make a significant contribution to the life of the school. The Parent/ Teacher Association raises valuable funds as well as involving the church and local community in its events. Parents have worked hard to develop the courtyard garden in the new school and the environment they have created is a great asset.
45. The impact of parents' involvement on the work of the school is good. Parents complete a homework diary and hear their children read at home, as part of the parent/school contract. Parents come into school to help and hear pupils read, assist in cookery and art classes, and accompany classes on the school trips. They are very supportive of their children's work and respond well to the school's requests.
46. The quality of information provided for parents, particularly about pupils' progress, is good. The prospectus and the annual report from the governors fulfil all the statutory requirements, as do the reports on pupils' progress. A general report is sent to parents in March and detailed reports sent in July. The quality of these reports is satisfactory but variable. Some targets are mentioned in the reports and specific achievements and attainments are recorded. The school operates an open door policy and parents feel welcome to talk to teachers at any time. Parents are satisfied with the formal meetings held twice a year and the special meetings to discuss the curriculum, such as the literacy and numeracy hours. Newsletters every two weeks keep parents informed about what is being studied.
47. The contribution of parents to children's learning at school and at home is good. Parents who come into school to help in classrooms are very reliable and most make weekly visits. Many hear pupils read and this is a valuable service, which supplements teaching. They support their children in their homework. For example, when Year 6 pupils were required to discuss smoking with their parents, it was evident that pupils had gained considerable knowledge and insight from this experience. The parents spoken to during the inspection praised the school and considered it to have a caring atmosphere in which their children are happy and learn well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school, provided by the headteacher, senior staff and governors are very good. Significant challenges over the past two years, including moving to a new site, changes in staff and changes in the governing body have been managed very well by the headteacher. She has given the school a clear educational direction throughout this period, setting and achieving clear priorities and targets. Very good monitoring procedures of teaching and learning have enabled her to share the best practice to the benefit of all. The previous inspection judged that there was a lack of emphasis on raising standards. There has been good improvement in this issue and standards have risen in many subjects.
49. Subject co-ordinators manage their areas of responsibility effectively and, together with newly appointed phase managers, are beginning to make significant contributions to better curriculum planning. The co-ordinators for English, science and ICT have made particularly good contributions to these improvements. The effectiveness of the introduction of the literacy strategy is good and the introduction of the numeracy strategy is satisfactory. The management of special educational needs is good and the resources allocated for these pupils are used efficiently. However, this level of support is not yet available for the talented and gifted pupils. The school improvement plan identifies this need and a governor and an Able Child Co-ordinator have been appointed to meet the requirements.
50. The governing body is now very effective and has a good understanding of its strategic role. The school improvement plan is a very good document that details the school's aims very clearly and is effectively linked to the identified priorities and targets. These are reviewed rigorously by the governors on an annual basis. Individual governors attend a range of appropriate training courses and play a full and active part in the life of the school. The governing body has good strategies for evaluating the school's effectiveness such as monitoring the school's National Curriculum test results and setting new targets. The governors fulfil all their statutory responsibilities and help to foster good links in the community. Staff are very appreciative of the commitment they receive from governors and parents.
51. The monitoring of teaching and the curriculum is good overall. The headteacher regularly monitors curriculum planning and scrutinises pupils' work to check levels of attainment and rates of progress. She also observes and evaluates teaching in all classes. Monitoring is closely linked with the school's own appraisal procedures which meet statutory requirements and Performance Management procedures. Staff have individual strengths in subject knowledge and these are successfully shared to contribute to whole-school development in the curriculum and teaching for children under five and in both key stages.
52. The school's aims and values are appropriate and well communicated, reflecting the strong Catholic ethos. The school fosters good relationships and these are greatly valued by parents. Provision for children under five is managed effectively and positively influences their learning. There are good procedures for admitting children and they settle quickly into class routines.
53. The school has a suitable number of qualified and experienced teachers to meet the needs of the pupils and the demands of the curriculum. They have well-defined responsibilities and work co-operatively as an effective team. Subject leaders are successfully developing their roles, as are the recently appointed phase managers who have a clear idea of their responsibilities and their place in the management structure of the school. Teachers and pupils are well supported by a good number of well-trained and effective learning support assistants. They make valuable contributions to the work of the school and in particular to the good progress made by pupils with special educational needs. The efficient administrative staff, site manager and cleaners are valued team members and contribute significantly to the smooth running of the school.
54. Arrangements for training are good and the headteacher holds regular professional development interviews with all staff. This has been successful in helping them to improve their performances as well as giving the headteacher a clearer view of the school's work. New members of staff,

including newly qualified teachers, are given good support enabling them to settle quickly and successfully into their new roles. The school is well placed to fulfil its new function in the initial training of teachers.

55. The new site has been in use for just over one year. The quality of the accommodation is now very good and effectively supports teaching and learning. A key issue arising from the previous inspection was to urgently explore solutions to the cramped and inadequate conditions that existed in the old building. In addressing this issue, the school has shown great initiative and persistence in order to acquire the present site and new buildings. Particular strengths include the library, specialist-teaching areas for ICT and an attractive courtyard and garden. The school is continuing to develop the whole site as a resource for learning with the support and practical assistance of parents and friends of the school.
56. The quantity, quality and range of learning resources are good overall and effectively support all areas of the curriculum. They are readily accessible and used well throughout the school to enhance the quality of education provided. Resources for ICT are much improved and are now very good.
57. The overall efficiency of the school is very good. The school has built successfully on the high standards of financial planning reported at the time of the previous inspection. The headteacher and governors have developed highly structured and systematic procedures that very effectively support the school's educational priorities. For example, the governing body carefully monitors the school's performance to ensure improvement through the latest development plan. This is a process that involves all members of staff in an annual review of the work of the school in order to identify and agree future priorities. A good example of the school responding to the analysis of its current position, while at the same time successfully addressing national initiatives, is the significant improvement in pupils' standards of attainment in ICT. Very good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Resources are used effectively to support teaching and learning, particularly in ICT, mathematics and science.
58. The school successfully applies the principles of best value for money, and is very good at consulting and involving all those concerned in decision-making about spending. Full consideration is given to alternative providers for services and resources in order to secure cost effectiveness, and as a result money is spent carefully. This is a significant improvement since the last inspection when the evaluation of spending decisions was identified as a weakness. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the recent increase in numbers of learning support assistants to raise standards of attainment. Responsibilities are clearly defined in the school's handbook of financial regulations, which guides the work of all those who are involved.
59. A few minor recommendations were identified in the most recent financial audit to which the school is responding appropriately. Teaching and support staff are deployed effectively to promote pupils' learning and their improved expertise is used for the benefit of all. Taking into account the average levels of attainment on entry, the good standards attained by the end of Key Stage 2, the good teaching and learning which take place, the very good leadership and management and the good quality of education provided, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to further raise standards, the school should:
- (1) review the curriculum timetable so that:

- (a) the planned provision for non-core subjects is sufficient to meet the requirements of the new Curriculum 2000. (paragraphs 29, 94 and 109)
 - (b) all literacy and numeracy lessons are of the recommended duration, (paragraphs 22, 29 and 76)
- (2) provide greater challenge for the higher attaining pupils to increase the proportions of pupils attaining above national standards by the ages of seven and eleven. (paragraphs 2, 4, 5, 15)

In addition there are a few other minor issues that the governors should include in their action plan:

- (a) review the policy and procedures for behaviour management to ensure consistent implementation: (paragraphs 11, 71 and 118)
- (b) develop provision for outdoor activities and learning for pupils under five. (paragraph 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	58	28	3	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		419
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		68

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	33	31
	Girls	26	26	26
	Total	60	59	57
Percentage of pupils at NC level 2 or above	School	100 (90)	98 (94)	96 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	34	34
	Girls	26	26	26
	Total	56	60	60
Percentage of pupils at NC level 2 or above	School	97 (90)	100 (98)	100 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	36	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	23	30
	Girls	33	28	34
	Total	61	51	64
Percentage of pupils at NC level 4 or above	School	91 (91)	76 (81)	95 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	25
	Girls	28	28	31
	Total	53	51	56

Percentage of pupils at NC level 4 or above	School	79 (72)	76 (75)	83 (81)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	25.4
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	206

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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Financial information

Financial year	1999-2000
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	£
Total income	882,016
Total expenditure	871,136
Expenditure per pupil	2,105
Balance brought forward from previous year	9,220
Balance carried forward to next year	20,100

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	419
Number of questionnaires returned	174

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	1
My child is making good progress in school.	47	43	3	0	7
Behaviour in the school is good.	47	49	1	0	2
My child gets the right amount of work to do at home.	29	51	13	0	7
The teaching is good.	44	49	1	1	6
I am kept well informed about how my child is getting on.	26	54	12	2	6
I would feel comfortable about approaching the school with questions or a problem.	54	40	4	1	2
The school expects my child to work hard and achieve his or her best.	57	38	1	0	5
The school works closely with parents.	35	49	8	2	6
The school is well led and managed.	34	53	3	3	6
The school is helping my child become mature and responsible.	44	44	1	0	10
The school provides an interesting range of activities outside lessons.	18	44	21	4	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children join the school in the September of the year in which they are five. The Autumn term is used as a 'gentle introduction' which involves a pattern of part-time attendance generally building up to full-time by the beginning of the Spring term. The good relationships that the staff establish with parents, support the children well on entry and make the introduction to school a positive one.
62. The good progress identified in the previous inspection has been maintained. Children begin school with a varying range of skills and abilities but generally fall within the average range. The base line assessment identifies particular strengths in language skills, especially speaking, but indicates that personal skills are below expected levels on entry. From observations made during the inspection it is expected that the majority of children in the foundation stage will achieve the early learning goals in all areas of learning, with a significant minority exceeding them. This is due to good teaching across the curriculum.
63. The **personal, social and emotional development** of the children is good. Children are confident, forming good relationships with staff and each other. They work for short periods independently and as part of a small or large group, for example in physical activities such as parachute games. Children co-operate and take turns, helped by activities such as making play dough cakes where rolling pins candles and cake cases are shared. The children begin to show an understanding of right and wrong supported by the explicit expectations of the school. The ability to show a range of feelings is encouraged by activities such as 'circle time', where children are asked to say what makes them happy. Self help skills are developed through everyday activities, for example, dressing and undressing for physical activities, washing hands before cooking and coping with coats for outside play. Teaching is good and develops pupils' skills well. All adults provide good role models for the children, treating each other and the children with respect, actively listening to what children have to say and valuing their contributions. A feature of the good teaching is the consistent positive behaviour management by all staff.
64. In **communication, language and literacy**, children learn well. They develop good listening skills through sharing stories and express ideas clearly for example, discussing what might be in a wrapped parcel. Children enjoy books and handle them carefully. Most understand how a book is organised, know that print carries meaning and some are beginning to associate sounds to letters and read familiar words. Children are encouraged to think of themselves as writers through activities such as making and writing birthday cards. Opportunities for children to use language creatively through role-play are limited and need to be developed further. Teaching is satisfactory overall, with some good examples observed. Children are well supported through sensitive questioning and focused praise across the range of activities provided in this area of learning.
65. In **mathematics** children's understanding of number is encouraged effectively through rhymes and songs such as 'Five Speckled Frogs'. Children join in with these enthusiastically. Good teaching takes place through the planning and provision of a range of challenging practical activities. As a result of this many of the older children count backwards from ten, order numbers backwards from ten to zero and say what number comes before eight etc. However, some of the younger children found these activities too difficult and lost concentration. Care needs to be taken to ensure that activities meet the needs of all children. Mathematical thinking is reinforced

effectively by teachers through good links with other areas of learning, such as in physical development, when the teacher asked ‘How many balls left?’ and the class sang ‘Seven Little Ducks’ at the instigation of one of the children.

66. Children develop their **knowledge and understanding of the world** effectively through their topic work. They talk sensitively and confidently about themselves, their friends and families. They understand and discuss the importance of significant events in their lives such as birthdays. In cooking gingerbread men, children demonstrate well, the use of tools such as rolling pins, pastry cutters and flour sifters. The satisfactory teaching provides children with a suitable range of learning experiences. As part of a cooking activity, two classroom support assistants imaginatively extended the children’s geographical knowledge. They introduced them to different types of sugar and showed them on a globe where sugar cane is grown. ICT skills are introduced to the children and used across the curriculum, for example a listening centre for a story group, a computer ‘paint’ programme to draw a birthday present and a camera as part of a role-play activity. Opportunities for problem solving through constructional activities and sand and water are limited and need to be developed further.
67. **Physical development** is effectively encouraged through indoor physical activity sessions and outdoor play. Outdoor activities are limited and further development is needed. Children move with increasing control and co-ordination. They develop a good awareness of space and others around them through activities such as the ‘traffic light game’ in physical activities in the hall and when riding wheeled toys outside. The quality of teaching is satisfactory and provides a good range of opportunities for handling a variety of tools including paintbrushes, pencils, crayons, scissors and glue spreaders which successfully develops children’s physical skills.
68. In **creative development** children paint pictures of party food and contribute to class collage displays. When singing rhymes and songs children participate enthusiastically and a good range of percussion instruments is attractively displayed ready for children to use. Role-play areas are available but need to be regularly made an adult focus to exploit their full potential. The quality of teaching is satisfactory. Opportunities for children to explore and develop their own individual creative abilities, across the full range areas covered under creativity, are limited and need to be developed further.
69. Overall the quality of teaching observed was good. Daily lesson planning is clear. Current half-term planning is being used to create the provision for the new Early Learning Goals. It is being evaluated and amended to ensure that all elements are covered. Good use is made of the baseline assessment to plan future learning. The teachers work effectively with the classroom support assistants to create a warm stimulating environment in which the children thrive. There is at present no Early Years co-ordinator to carry forward initiatives within the Foundation Stage. The indoor environment has been thoughtfully resourced and organised to stimulate learning. The outdoor area has significant limitations. It needs to be fenced, and a system developed so that it can be used in an integrated way to complement the indoor area. It also needs to be developed in order to promote and extend opportunities across all the areas of learning. Partnership with parents is successfully promoted through the provision of reading and other activities to do at home.

ENGLISH

70. Attainment in English in the 2000 national tests at the ages of seven and eleven, was above the national average. In comparison with similar schools pupils aged seven were below average in reading and writing at the higher levels. National test results for eleven-year-olds were well above the national average but were only average when compared to similar schools due to low proportion of pupils gaining the higher Level 5. Observations in lessons and scrutiny of written work during the inspection show that the number of pupils attaining the expected level in reading,

writing and speaking and listening is likely to be above the national average by the end of both key stages. Attainment at the higher levels is less secure and raising this is now a target identified by the school.

71. Pupils enter the school with above average verbal skills and these are developed effectively in their foundation stage, so that most pupils start Year 1 speaking confidently, being interested in books and eager to work with their teachers to improve their reading and writing. Speaking skills are maintained at above expected levels by the age of seven and eleven. Listening skills are also above expected levels by the end of both key stages. The poorer listening skills reported in the previous inspection were often related to the problems of shared or open classrooms and have now improved. In the new building, a quieter learning environment enables pupils to concentrate more effectively and most listen well to teachers and to one another in lessons. Occasionally, a few pupils are restless or disruptive and lose concentration, but when the lesson is well managed this does not affect the rest of the class. Very good attention and involvement were evident in the assemblies observed.
72. Most pupils speak clearly and confidently, readily answering and asking questions in class. Good speaking skills and the provision of activities, which encourage confidence, contribute to learning and progress in all subjects. Assemblies also provide valuable opportunities. Year 6 pupils gave an account of their residential visit to a study centre. Their lively, humorous and well-projected presentation, was enjoyed by the large audience of pupils, staff and parents. When discussing their reading, pupils in both key stages give accounts of events and characters, and many pupils in Key Stage 2 confidently discuss preferences, writers and genre, using a good range of vocabulary. Drama activities are limited. In both key stages, pupils lack opportunities to use language creatively in more sustained improvisation and role-play than the current provision allows.
73. Standards in reading are above expected levels. Reading skills, and an informed interest in books, are encouraged by a range of suitable texts for individual readers and the provision of an attractive library. Pupils read regularly in school and at home, and keep records of the books they have read. Teachers regularly assess and record their reading attainment. Good support for pupils with special educational needs enables them to make good progress with their reading. In Key Stage 1, the shared and guided reading activities in the literacy hour improve pupils' phonic skills, word recognition and fluency. They sequence and predict events in stories, and use dictionaries or other appropriate reference materials. Most pupils in Key Stage 2 name favourite writers and some discuss themes and genre with obvious interest. A weekly reading club encourages Key Stage 2 pupils to discuss new books and exchange recommendations, though currently only girls attend. In the Key Stage 2 literacy lessons, the material chosen for the shared reading does not always meet the requirement that pupils should work from texts of greater richness and complexity which are beyond their independent reading levels. Sometimes they share texts which are well within their capacity as independent readers and which do not provide sufficient challenge and extension for this part of their literacy work.
74. Written work has improved since the previous inspection and the range of purposes for writing, described as limited then, has now been suitably extended. In Key Stage 1, pupils write stories and accounts of their own experiences. Most sequence ideas and events and use full stops and capital letters accurately. Higher attainers begin to write in well-formed sentences with a feeling for narrative flow. In Key Stage 2, an increasing range of writing tasks is set, including letters, book reviews, stories, autobiographical accounts, reports, notes and summaries. Some lively, inventive poems by pupils are displayed in classrooms and in an anthology prepared for a competition. However, in small number of grammar exercises there is insufficient development of pupils' knowledge and use of language. For example, in one lesson, the writing of sentences requiring adjectives and adverbs to be added, with little consideration of meaning, do not encourage pupils nor help their understanding of what good writing is and how they can write better.

75. Good use is made of ICT in both key stages, particularly for creating and drafting text. Teachers prepare material for pupils to edit or complete and material for classroom display is often word-processed. Most pupils are confident and competent in their use of computers. Resources are of good quality and are used effectively to support learning. Some language programs have been bought for work in literacy and others are to be added.
76. The quality of teaching observed was good. In almost all English lessons observed, teaching was satisfactory or better and in over half it was good or very good. Teachers have worked hard to implement the literacy strategy successfully. However, literacy lessons are occasionally too long and as a result, the pace slows and pupils lose interest. Teaching was better overall in Key Stage 2, where there was no unsatisfactory teaching and the majority of lessons were good or very good. Although a few good lessons were seen in Key Stage 1, others lacked sufficient pace and variety to sustain pupils' interest. In some Key Stage 2 lessons, the links between subjects worked well, as when Year 4 pupils based their extended writing on their work on the Victorian age. In the best lessons, in both key stages, teachers seized every opportunity to extend pupils' language and ideas, using their own subject knowledge skilfully to stimulate curiosity and enthusiasm. Expectations of what pupils should achieve were high. The level of challenge met the needs of almost all pupils, including higher attainers, and appropriate support was provided for pupils with special educational needs.
77. In both key stages, joint lesson planning across a year group did not always produce the same lesson quality. Pupils' learning experiences varied from satisfactory to very good, depending on the input and interpretation by each teacher. Classroom assistants provide good individual support but are not brought into the whole class sections of the literacy hour, where some form of team teaching would often be helpful. A good deal of interest and enjoyment was shown in most lessons, and pupils were ready to co-operate and keen to learn. The co-ordinator is enthusiastic and well informed. Resources are carefully organised, policies and schemes of work are in place, and assessment procedures are satisfactory. The sampling and moderation of pupils' work contributes to teachers' awareness of levels. All the improvements advised in the previous report have been made and standards have risen.

MATHEMATICS

78. The most recent national test results show that at the ages of seven and eleven, pupils attain levels close to national averages. When compared with similar schools, standards are below average due to the low number of pupils attaining the higher Level 5. In the lessons observed and the work so far completed in pupils books, standards match the levels expected nationally.
79. Pupils' progress in learning is satisfactory. However, pupils are well placed to make further progress during the year, particularly by the age of eleven, due to the good teaching in Year 6, where the higher attaining and average pupils are set in smaller groups than in other year groups. The school has successfully implemented the National Numeracy Strategy.
80. By the age of seven, most average and higher attaining pupils have already begun to develop a good understanding of number, two-dimensional shapes and their basic properties, analogue time for hours and half hours and simple addition of coins. They count confidently and sequence numbers to 1000 accurately, from the smallest to the largest. The higher attainers know their number bonds to 100. In mental arithmetic activities pupils are less certain and work on number bonds between 10 and 20. Lower attaining pupils also make good progress at their own levels of need, particularly when supported by a learning support assistant. Pupils of all attainment levels have a satisfactory understanding of the differences between standard and non-standard units of measurement. The teaching was consistently better than in the previous inspection and the tasks set closely matched the needs of the pupils. There is an over-emphasis on work sheets and this adversely affects presentation and the pupils' ability to record mathematically.

81. By the age of eleven, pupils' mental skills have improved significantly. They have good mathematical vocabularies and know how and why they arrived at their answers. The three sets in Year 6 have a good impact on standards of attainment. Work is set specifically to challenge and extend pupils' learning. They know and manipulate percentages of numbers and convert them accurately to fractions. They refer to real examples of percentage cuts in shop prices and solve simple shopping problems, which involve ratio and direct proportion. However, the mathematics setting is less successful in Years 3, 4 and 5. In these years there are only two sets per year. The sets are large and the ability span too wide to have the same impact as in Year 6. The result of this is underachievement amongst the higher and lower attainers. However there are good features. The pupil's rate of work and their presentation skills are good. They enjoy the challenge of being set targets and also setting their own targets for improvement. Homework is at least satisfactory and is set regularly.
82. Pupils enjoy mathematics and their communication skills and mathematical language are strengths. They respond well to good teaching with the appropriate pace and challenge. In both key stages, there were some good examples of pupils' responses to challenging teaching. Behaviour was generally good though there were isolated examples of pupils inappropriately seeking attention. In the mental activities, pupils showed good levels of concentration and co-operated well with the teacher.
83. Overall, the quality of teaching is satisfactory with good features in some lessons, which result in better progress in pupils' learning. Teaching observed was never less than satisfactory with occasionally good or very good in the upper classes in Key Stage 2. The teachers work hard with the pupils to develop their numeracy skills and to maintain a good pace in the lessons. The size of the groups often makes this a challenging task and the higher attaining pupils are not always challenged with tasks designed to provide opportunities to develop their independent learning by asking the questions 'How?' and 'Why?' However, the setting of individual targets for the pupils is effective and pupils respond with enthusiasm by setting their own targets to further their learning. Another good feature is the questioning technique of many of the teachers. Pupils who answer incorrectly are invited to have another go and the teacher explains where the pupil has gone wrong to encourage self-correction. All teachers set targets for their pupils and use an effective tracking system to monitor progress from year to year. The short term planning is good and contains all the elements required for a good lesson. The plenary session is almost always effective. The exceptions being when the teachers failed to monitor the time correctly. Good quality questioning effectively develops pupils' speaking skills but ICT links are not applied effectively and this is an area for further development.
84. The co-ordinator has only been in post for a few weeks as her predecessor has been seconded to another school for part of this academic year. A suitable, planned procedure for monitoring teaching is in place but has not been used this term. The curriculum statement for mathematics is up to date and the planning meets the requirements of the new National Curriculum. Although ICT has been included in some of the programmes of study, little was evident in practice during the inspection. Resources are satisfactory in quantity and quality and are used suitably to support learning.

SCIENCE

85. There has been a considerable improvement in standards throughout the school since the previous inspection with almost all pupils now attaining expected levels by the ages of seven and above expected levels by the age of eleven. This is largely as a result of improvements in the quality of teaching with a greater focus upon experimental and investigative work in lessons. However, insufficient time is given to the monitoring of higher attaining pupils' learning and to the setting of more challenging targets to enable them to work consistently at higher levels.

86. Results in the most recent teacher assessments for seven-year-olds were above the national average. However, relatively few pupils attained the higher Level 3 and therefore results were below average when compared with similar schools. National test results for eleven-year-olds were above the national average for the expected Level 4 and above but relatively few pupils attained higher levels so results were below the national average for similar schools.
87. Inspection evidence shows that by the age of seven, most pupils attain expected levels. Pupils are familiar with the principle of fair testing when applied to their investigations in both physical and life processes and in their study of materials. For example, as a result of good teaching they recognise the variables when measuring the distances travelled by vehicles running down a ramp. They measure their results using hand spans and record their findings carefully in a simple table. A significant minority of higher attaining pupils confidently discusses the factors that contributed to make their test fair. In their work on forces and motion, pupils explore pushes and pulls in a variety of everyday situations such as opening and closing doors and slowing down or speeding up on roller blades. Most pupils understand the need to make predictions and use appropriate scientific language to record their observations.
88. At Key Stage 2, pupils continue to make good gains in their knowledge and understanding as teachers plan carefully to ensure that their learning builds successfully on their earlier experiences. They are well placed to exceed expected levels by the age of eleven. Pupils in Year 3 develop and extend their understanding of a fair test by investigating the harmful effects of sugar on teeth. In their work on electricity Year 4 pupils begin to understand cause and effect when distinguishing between materials which insulate and those which conduct. In Year 5 most pupils show a good understanding of the life processes using vocabulary such as petal, stamen and stigma when describing the life cycle of plants. Year 6 pupils successfully apply previously gained knowledge and understanding in a mature discussion about the benefits of a healthy lifestyle. The emphasis placed by teachers on a practical, investigative approach makes a significant contribution to the good progress made by pupils with special educational needs. This enables many of them to attain expected levels by the time they leave the school.
89. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, ensuring that pupils make good progress in their learning. Lessons are well planned and pupils respond enthusiastically. In practical sessions resources are readily available and managed effectively. In these lessons when taking part in scientific enquiry pupils become fully absorbed in their work. They clearly enjoy their science lessons and always show interest and enthusiasm. Pupils' learning is enhanced by suitable teaching strategies involving the skills of prediction, investigation and recording. Teachers have good knowledge of the subject and this is evident in their careful questioning and in the confident way they handle discussions in order to extend pupils' understanding. This was demonstrated in a very successful lesson in which pupils gained a good understanding of how smoking damages the body. The teacher clearly respected and valued pupils' contributions, creating a very positive learning environment in which pupils made informed decisions about their lifestyle. Although most lessons are well structured with clearly defined objectives for learning there is little provision for individual research and limited opportunities for pupils to develop independent learning. In lessons seen, for example, and in the scrutiny of previous work, there was little evidence of ICT being used to support pupils' learning.
90. The detailed scheme of work effectively supports teachers' planning and ensures good coverage of the programmes of study, although the school is aware of the need to review and update it in the light of national guidance in Curriculum 2000. Good procedures are in place for assessment and are becoming firmly embedded as an integral part of the teaching and learning process. In Year 5, for example, pupils were given the task of describing and drawing an imaginary plant and its life cycle, giving the teacher an effective means of assessing their knowledge and use of scientific vocabulary. The level of resources has been improved since the previous inspection. Resources are good in quality and range and are used well to support learning.

ART

91. By the ages of seven and eleven, most pupils make satisfactory progress in art and attain expected levels. This is a similar picture to the previous inspection.
92. Pupils throughout the school have satisfactory opportunities to explore a range of art activities. In Year 1, pupils learn to work together using a variety of materials to create a collage, linked to a favourite story character. Year 2 pupils develop skills in crayoning and painting while creating a picture of themselves and their pastel drawings are of a good standard. Computer work with graphics and design is incorporated well into the art curriculum and pupils demonstrate good ICT skills, particularly when seen drawing their own portraits. Clear links with other areas of the curriculum enable learning to be effective. This is evident in history and ICT in particular. In Year 3 pupils acquire skills in painting as they carefully colour-washed tiles in a similar style to those found in Egyptian tombs. Year 5 pupils ably paint a detailed design for a Greek Fresco. The use of sketchbooks is now satisfactory and this is an improvement since the previous inspection. These contain good examples of leaf colour palettes and experimentation of hot and cold colours. There is evidence that pupils have investigated a range of materials and processes in their work. However, some of the older pupils' sketches show that they have limited experience in observational drawing.
93. The quality of teaching is satisfactory at both key stages. A strength of teaching in Key Stage 1 is the planning. Classes are generally managed well with available support staff effectively used to give pupils more one-to-one support. At Key Stage 2 the wider range of provision is having a good effect on pupils' artistic skills and knowledge. Teachers plan and organise their classes well and have high expectations of their pupils' work. They motivate pupils through careful guidance and support, encouraging them to reflect on their work and how they can improve. This was particularly evident when a Year 6 class very eloquently discussed the use of a mixture of paints in creating a landscape. Pupil's responses in these lessons are good. Pupils work collaboratively when required, settle to work quickly and organise themselves well. Relationships between pupils and between staff and pupils are good.
94. Pupils of all ages have opportunities to develop their own interpretations of the work of famous artists through careful teaching and well-structured appropriate activities. There is evidence that the study of the work of sculptors such as Giacometti and Henry Moore has had good influence on the figures created by the pupils. The support of an artist in residence has contributed greatly to the curriculum as can be seen by the tissue sculptures displayed in the library. Although there is some good work displayed in the school, for example, drawings and patterns inspired by William Morris, at present, there are limited displays of pupils' work. Documentation to support teachers in their planning and practice is satisfactory but as yet has not considered the implications for Curriculum 20000 and the nationally produced schemes of work. Due to the demands of other areas of the curriculum limited time has been given to the teaching of art and in light of the new curriculum this needs to be reviewed. A new subject co-ordinator has yet to be appointed. There are no formal procedures for assessment to monitor pupil academic progress in art as they move through the school. Art makes a satisfactory contribution to the provision made for developing pupils' spiritual and cultural awareness.

DESIGN AND TECHNOLOGY

95. The school has maintained the expected standards in design and technology that were reported at the time of the previous inspection. The majority of pupils throughout the school continue to attain standards that are in line with those expected nationally of pupils of similar ages. Many strengths were identified during the current inspection and in some lessons, as a result of good teaching,

standards were above expected levels.

96. In both key stages, teachers create a learning environment in which pupils are introduced effectively to the particular skills of design and technology and experience a good variety of media. These include paper, card, textiles, food, reclaimed materials and construction kits. They make satisfactory progress in their learning as they move through the school as teachers plan increasingly more complex tasks for them to complete. Sensitive and well-focused support for pupils with special educational needs allows them to make at least satisfactory progress alongside their peers.
97. At Key Stage 1, pupils develop sound skills in making and finishing models. Their clear sketches and lists of materials needed to complete their puppets show the careful thought that goes into their designs. In making a racing car for 'Baby Bear', they produce labelled diagrams, while their finished models indicate a good variety of tools and materials. They investigate various methods of joining wheels to axles, successfully extending their understanding of different techniques for different purposes.
98. By the age of eleven, pupils practise and extend their basic skills in designing and making by successfully applying the knowledge and understanding gained in other lessons. As a result, their progress in subjects such as English, mathematics and science is effectively promoted through design and technology. In Year 4, for example, they extend their scientific knowledge while investigating the reliability of different switches when designing and constructing a torch. Throughout the school, pupils are expected to record the various stages in the 'design and make' process and to produce written judgements about their finished products. Teachers take advantage of each of these opportunities not only to further improve pupils' understanding of how things work but also to extend their writing skills.
99. The overall quality of teaching in both key stages is satisfactory. In the few lessons observed, teaching was occasionally good. A particular strength is teachers' good subject knowledge. They have a clear understanding of the distinctive requirements of design and technology, achieving a good balance between the designing and making elements of the curriculum. They establish very effective links with other subjects and plan interesting and challenging tasks. As a result pupils are well motivated and persevere to produce models and other work with a good quality finish. From the earliest stages teachers encourage pupils to talk about their work and to suggest ways of improvement. This makes a significant contribution to the good progress pupils make in some lessons. In Year 2, for example, they carried out a careful evaluation of their vehicles, noticing a number of deficiencies in the design such as wheels not running smoothly on their axles. By Year 6, when making a wallet, pupils sustain their interest well for an extended study period. They check their work against their designs as it progresses and adapt their work accordingly.
100. The co-ordinator is an experienced and knowledgeable teacher who has a good understanding of her management role and a clear view of standards attained by pupils in other classes. Although not consistently implemented throughout the school, some very good examples of assessment were seen. These included a written evaluation of each pupil's technology folder with specific targets for improvement in future projects. Overall, resources for the subject are adequate, although there is no software available in the school to enable the computer to be used to support and enhance the development of pupils' design skills.

GEOGRAPHY

101. Most pupils make good progress and by the ages of seven and eleven, standards of attainment are above expected levels. This represents an improvement from the previous inspection and is due to the above average language skills in speaking and writing, particularly by pupils in Year 6, which extend the levels of knowledge and understanding of the subject.

102. By the age of seven, most pupils have a good understanding of their immediate environment and the local area of Waterloo. They identify local buildings such as the library, the church and the bank. They draw, with good detail and definition, the route from the school to the shopping precinct and develop their maps by including a key to identify the main features. They effectively link their English story 'The Fantastic Mr. Fox' with geography and draw pictures to illustrate physical features such as hills, valleys, farms, fields, bridges and buildings. They make good links with control technology by creating a sequence of instructions to enable a programmable floor robot to follow a route to a predetermined destination.
103. By the age of eleven, most pupils have developed their skills considerably and confidently present their findings to the class. Their good speaking and presentation skills are an asset to enable them to deliver a detailed and interesting exposition of their topics on countries within their European Union. Pupils researched their subjects thoroughly using good computer skills. This included accessing source material from CDROMs and the Internet. They also typed and redrafted their reports, stored them in files and later printed off the results. Other pupils wrote about their chosen countries using good reporting skills matched by good standards of presentation. Older pupils enjoy the subject and participate enthusiastically in discussions. There is good co-operation between pupils and behaviour is always good because they are well motivated by teachers.
104. The quality of teaching is good and has a significant impact on the quality of learning. Topics and tasks are well planned, interesting and presented enthusiastically by teachers with good subject knowledge. Good use is made of support staff. Planning meets the requirements of the new curriculum and teachers make good links with literacy and ICT to reinforce specific skills. Links with numeracy skills are less evident and this is an area for improvement. Appropriate use is made of visits to support learning in the subject and most year groups benefit from these. The residential visit at Stubbington is particularly effective in developing geographical skills. The school has adequate resources for the effective delivery of the curriculum but there is an identified need for more wall maps, reference books and use of the newly purchased computer programs.

HISTORY

105. By the ages of seven and eleven, most pupils attain the expected standards for their ages. Standards have been maintained in Key Stage 2 since the previous inspection but no judgements were made about standards in Key Stage 1 by the previous inspection. Pupils make satisfactory progress in learning throughout both key stages although progress within individual lessons is often good.
106. In Key Stage 1, no lessons were time tabled during the inspection. However, through discussions with pupils and scrutiny of work it was judged that pupils have expected levels of knowledge and understanding and make satisfactory progress. By the age of seven, pupils develop a sense of chronology, placing events, periods and people accurately onto time lines. They develop a range and depth of historical understanding looking at differences between ways of life at different times, for example, through a study of castles including a visit to Portsdown Castle. Pupils recognise why people did things and what happened as a result through studying events such as the Gunpowder Plot.
107. By the age of eleven, pupils have a sound understanding of life in ancient Egypt. They know that the Gods played an important role in the lives of the Egyptians and name some of them. By examining Roman artefacts pupils begin to understand that evidence from the past needs to be interpreted. As part of a study of the Victorians, pupils thoughtfully compare similarities and differences between life then and now.

108. No teaching was observed at Key Stage 1. Teaching at Key Stage 2 is satisfactory overall and in some lessons observed was good. Teachers use a range of approaches to sustain pupil's interest for example, examining artefacts in Year 5, watching a video of a Victorian school in Year 4 and recording information in poster and frieze format in Year 3. The pace of lessons is good with a suitable balance between listening, discussion and activity. Pupils are interested, keen to learn and remain on task. However, the time allocated to History lessons is not always adequate for teachers to teach in sufficient depth or pupils to complete all that has been planned. Teachers prepare and plan their lessons well, matching the level of work for different attainment groups by information given and by outcome. However, no evidence was seen of extension work for higher attaining pupils. Teachers' organisation of classes and management of pupils is good. Pupils' learning is enhanced by visits such as to Fishbourne and visitors to the school, for example 'Legio Secunda Augusta' in Year 3. Displays of pupils' work and collections of objects such as in the 'Victorian Museum' are used effectively to support learning.
109. Resources have been improved since the previous inspection. A good selection of resources is now available in project boxes and good use is made of the local 'resource bank'. Use is made of ICT to support learning for example, using the Internet to find out about the Egyptian. However, the school is aware that a bank of suitable software needs to be built up. Good links are made with other subjects, for example in Year 4 the English text is a Dick King Smith story about a Victorian doll. A detailed scheme of work is in place but needs to be revised in line with Curriculum 2000. The present time allocation needs to be reviewed to ensure that sufficient allowance is made to enable the full programme of study to be covered in sufficient depth and breadth. Assessment is by work set at the end of each unit of study and this is then used to inform future planning. The subject co-ordinator has only recently taken on the role but has already identified relevant priorities and is beginning to work on them.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. By the ages of seven and eleven, most pupils attain above the standards expected nationally in the full range of the subject. This shows considerable improvement from the previous inspection when standards of pupils aged seven were well below average and standards of pupils aged eleven, were below average. Improvement is due to improved curriculum provision, increased teacher confidence and expertise, much better resources and very good leadership in the subject by the co-ordinator.
111. Following the guidance of the new scheme of work, teachers plan a wide range of experiences for pupils throughout the school. All pupils are taught specific skills relevant to their stages of learning and are given good opportunities to consolidate these in links with other subjects. As a result they work with enthusiasm and develop good attitudes at a young age. Year 1 pupils learn how to design pictures using art programs and learn how create text on the screen. They also access text and change its font and style, as for example, when highlighting key words in bold or italic print. Year 2 pupils learn a good range of new skills, including the use of keyboard skills, word-processing, the use of graphics and control work with floor models. By the age of seven standards are above those normally expected.
112. Year 3 pupils build systematically on their knowledge and skills, using the mouse control and keyboard accurately to acquire a wider range of basic technological skills. They support their learning of control skills by using a Logo program to create sequences of instructions and estimate units of distance, enabling a screen turtle to draw a series of prescribed mathematical shapes. Much thought and discussion takes place in these sessions as pupils work together effectively to solve problems. They also access the Internet to use a data-base, gathering information about people from the past, such as Howard Carter and his discoveries in Egypt. Good links are made with history and literacy, creating text and using systems to check spellings. Year 4 pupils demonstrate good knowledge and understanding when accessing word documents and 'Clipart' to

select images, enlarge or reduce them and add text to present work in different, and eye-catching forms. Year 5 pupils use spreadsheets in links with mathematics to produce graphs showing the frequency with which letters of the alphabet are used in a particular study. They also devise questionnaires and gather information to produce block graphs about the most popular choices of snack biscuits.

113. Year 6 pupils extend their word-processing skills when writing accounts of a recent residential visit. They enhance their work with illustrations created through their use of a digital camera and a graphics program. They are aware of the importance of information technology in their lives when accessing files on the A-drive and creating pages by building links between two files. They use good guidance from the teacher effectively to develop graphic alteration skills to design illustrations. They share ideas well and support each other very positively. Tape recorders are used at selected times to improve pupils' speaking and listening skills as when interviewing each other about their studies of other countries. Almost all pupils, including pupils who speak English as an additional language and those with special educational needs, are confident in their use of computers. Almost all pupils work independently and creatively in their use of ICT skills. They make good progress in their learning and have improved to attain above expected standards with a significant minority, well above expected levels. These improvements are due to their enthusiasm for the subject and the development of new skills within the good learning opportunities in the scheme of work.
114. The quality of teaching is good at both key stages and has had a significant impact on raising standards. The previous inspection judged that teachers lacked sufficient expertise and needed more training. The very good leadership by the co-ordinator has successfully achieved this. Teachers and support staff have confidence and good knowledge of computing. They plan positive links with other curriculum subjects, such as those seen in English, history, art and geography. Pupils are progressively taught specific technology skills in the three computer areas in the new school building. Resources are of good quantity and quality and with the new spacious accommodation, contribute significantly to pupils' learning. Skills are effectively reinforced in other lessons and subjects through good opportunities to work in mixed ability and gender groups. These also successfully promote pupils' social development. Since the previous inspection the co-ordinator has produced a new policy and curriculum skills lists, which provide detailed coverage of the Programmes of Study in all aspects of the subject for each year group. The school has developed its curriculum successfully to meet the requirements of the national guidance in Curriculum 2000.

MUSIC

115. By the ages of seven and eleven, most pupils, including those with special educational needs, attain standards that are in line with national expectations. This represents an improvement since the previous inspection, when attainment was judged to be unsatisfactory in many aspects of music.
116. Most pupils make satisfactory progress in performing and composing. Singing is given a strong emphasis and pupils of all ages and attainment join in with songs and hymns with tuneful enthusiasm. Older pupils quickly learn new hymns and sing together with obvious enjoyment, particularly in 'Song time,' taken by an experienced music teacher. Skills of composition are given appropriate emphasis and pupils are given suitable experiences in learning about these aspects of music. Pupils, however, are only given limited opportunities to listen to and appreciate a range of different styles of music and comment upon them.
117. Pupils enjoy their music lessons and their responses are good. Younger pupils enjoy

experimenting with instruments. Pupils in a Year 1 class, learning the difference between high and low pitch, worked satisfactorily together, improving and repeating a simple melody on tuned instruments. Year 2 pupils enjoyed playing a variety of rhythms with increasing accuracy, inspired by a previous performance of a visiting drum player. Year 5 were satisfactorily learning musical expressions such as diminuendo and crescendo while in three parts, performing and recording a rhythmical pattern. There is systematic progression across Key Stage 2 enabling pupils to build on previous experiences. Year 3 and Year 4 pupils, in 'Songtime,' listened carefully, recognising and exploring ways in which sounds could be arranged by chanting and clapping an ostinato pattern. Year 5 and Year 6 pupils worked well performing a protest song that conveyed their feelings.

118. The quality of teaching is satisfactory. This is an improvement since the previous inspection when teaching was judged to be unsatisfactory. Improvements in teaching have contributed effectively to the better all round progress in pupils' learning. All teachers are now involved in the teaching of music. Effective use is made of the new scheme of work which enables all teachers to plan and deliver lessons appropriate to the needs and prior attainment of the pupils in their class. This has a positive impact on pupils' learning and appreciation of the subject and as a result, pupils make systematic progress in their learning. This is an improvement since the previous inspection when class teachers had little involvement in teaching music and elements of music were not taught satisfactorily. Lessons are well planned and organised, have clear objectives and teachers encourage pupils to use untuned percussion to accompany singing. In the better lessons teachers have good subject knowledge, introducing notation appropriately, while successfully encouraging the pupils to sing in tune. At times, however, classroom management is not always conducive to promoting a working atmosphere due to inconsistent behaviour management.
119. Music has a high profile in the school, with a large number of pupils participating in a wide variety of extra-curricular instrumental lessons. This extra provision plays a significant part in the standards achieved in the various school productions that take place, throughout the year, including the recent official opening of the school. The good quality of the choir is locally recognised and it performs at a variety of community events. The school has appointed a new co-ordinator who is aware that the present scheme needs updating, taking into account Curriculum 2000 and nationally published schemes of work. There are no formal procedures for assessment to monitor pupils' academic progress in music as they move through the school. Music makes a satisfactory contribution to the provision made for developing pupils' spiritual, social and cultural awareness.

PHYSICAL EDUCATION

120. By the ages of seven and eleven, most pupils attain standards that are in line with those expected for their ages. As a result of good teaching over the past year, standards have risen and pupils have made good progress since the previous inspection when standards were judged to be unsatisfactory with many pupils throughout the school underachieving. Pupils experience a well-balanced range of physical activities including dance, games and gymnastics throughout the school. In Key Stage 2 swimming and athletics are also introduced. During the inspection pupils were observed taking part in games and gymnastics in both key stages. In swimming almost all pupils attain expected levels. Pupils with special educational needs are fully integrated into lessons, and most make satisfactory progress to attain standards, which are in line with other pupils.
121. In Year 1 pupils demonstrate sound basic games skills of catching and throwing a large ball. They listen carefully to instructions and work hard to improve the accuracy of their two handed passing in small team situations. In Year 2 they are introduced to hockey. They make good progress in ball control and in their ability to work effectively with a partner.
122. In Key Stage 2 pupils continue to make at least satisfactory and often good progress in their learning and in the acquisition of skills in gymnastics. They perform competently both on the floor

and on the large apparatus, practising a fluent sequence of travelling movements with a partner. They show a sound awareness of speed and direction as they refine and improve their ways of travelling. Older pupils demonstrate expected levels of control when dribbling a hockey ball and passing accurately through a gate. However, many of them do not follow instructions carefully enough to make more rapid progress.

123. Overall, teaching is good. This has resulted in the rise in standards from below expected levels, with significant under achievement, to expected levels. In the most successful lesson, the teacher was fully involved in a shared and enjoyable experience with the pupils. She had high expectations of a good quality response, monitored and assessed both their performances and behaviour throughout the lesson and provided helpful and encouraging feedback. This made a considerable contribution to the very good learning that occurred as pupils responded by listening attentively and following instructions carefully. In good lessons, particularly in gymnastics, the teacher's emphasis on the essential cycle of pupils planning, performing and evaluating their own and others' actions, made a positive contribution to the quality of their learning. In the very small number of lessons, where teaching was less effective, significant numbers of pupils did not make sufficient progress as a result of their inappropriate behaviour. They did not concentrate and did not apply themselves willingly to practise in order to improve their skills. This clearly had an adverse effect on the learning which took place. All lessons are planned thoroughly and are well structured with a warm-up and recovery session to promote good attitudes to health related exercise. However, the warm-up does not always include sufficient variety of exercises to prepare adequately for vigorous activity.
124. The facilities and resources for physical education are good. They include a spacious and well-equipped hall, a large playground and a good range of games equipment. Outdoor areas have not yet been fully developed for teaching and learning. A limited range of extra-curricular activities involving sport, enhances the skills of the good number of pupils who participate. These opportunities also contribute to the good development of personal and social skills, although there are insufficient planned opportunities for involvement in competitive games situations as pupils move through the school. The co-ordinator provides effective leadership and support for the development of the subject. The potential for raising pupils' standards of attainment is good.