

INSPECTION REPORT

THE CRESCENT PRIMARY SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 115886

Acting Headteacher: Mr John Fleat

Reporting inspector: Paul Bamber
15064

Dates of inspection: 16 – 19 October 2000

Inspection number: 224756

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Toynbee Road Eastleigh Hampshire |
| Postcode: | SO50 9DH |
| Telephone number: | 023 80612536 |
| Fax number: | 023 80612612 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs Barbara McFall |
| Date of previous inspection: | September 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------------------|----------------------|--|--|
| Mr Paul Bamber 15064 | Registered inspector | Physical education | How high are standards? |
| | | | How well are pupils taught? |
| | | | How well is the school led and managed? |
| Juliet Baxter 9075 | Lay Inspector | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| Patricia Walker 15372 | Team Inspector | English | |
| | | Art and design | |
| | | Geography | |
| | | History | |
| | | English as an additional language | |
| Norma Myers 10367 | Team Inspector | Information and communication technology | |
| | | Music | |
| | | Provision for children in the Foundation Stage | |
| Elizabeth Pacey 25925 | Team inspector | Mathematics | |
| | | Design and technology | |
| | | Equality of opportunity | |
| Eric Wilson 8722 | Team Inspector | Science | How good are the curricular and other opportunities offered to pupils? |
| | | Religious education | |
| | | Special educational needs | |

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal,
Sevenoaks
Kent
TN15 0EG

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Crescent Community Primary School is a popular school and educates pupils between the ages of four and eleven. The school has 41 pupils who attend part-time and 19 attending full-time in the two Reception classes. There are 376 full-time pupils on roll (above average) with eight more girls than boys. Around three per cent of pupils use English as an additional language (above average); nine per cent of pupils are entitled to free school meals (around average). The school has 116 pupils on the register of special educational needs (well above average) and four pupils have Statements of Special Educational Need. During the last school year, 20 pupils left and 24 entered the school at times other than those for normal entry or transfer (well above average). Overall, children enter the school with below average standards. The school has had a large turnover of staff and a new chair of governors since the previous inspection, and at the time of this inspection it was led by an acting headteacher and an acting deputy headteacher. Many more pupils than is average live outside the school's immediate catchment area.

HOW GOOD THE SCHOOL IS

The school is effective overall. By the time the pupils leave the school, they achieve average standards in English and science but below average standards in mathematics. The quality of teaching is good in over half of all lessons and pupils' attitudes and behaviour are very good. Although the improvement since the previous inspection is not as good as it should be and there have been delays in managing aspects of school development, the present management of the school is satisfactory overall. The school gives satisfactory value for money.

What the school does well

- The children in the Foundation Stage make good progress as a result of skilled teaching and the well planned provision for them.
- Throughout the school, pupils attain standards above the national expectation in art and design and physical education.
- The school promotes a strong sense of community to which pupils respond with very good behaviour and very positive attitudes to their work.
- The provision for pupils' moral and social development is very good. Pupils have a clear sense of right and wrong, they relate very well to each other and adults and willingly take responsibility.

What could be improved

- Standards are too low in mathematics throughout the school. Some unsatisfactory teaching of the National Numeracy Strategy contributes to this.
- The school does not rigorously monitor the delivery of its curriculum: it does not sufficiently identify losses in teaching time throughout the day or ensure that pupils are given sufficient time in lessons to consolidate their knowledge or practise new skills.
- Teachers do not always use their knowledge of pupils to set work that matches their needs.
- The school makes insufficient use of the analysis of test data to set appropriate targets for improvement or to ensure that all pupils make the progress they should, especially in mathematics.
- The school does not fully comply with the statutory requirements as regards acts of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made unsatisfactory improvement since the previous inspection in September 1996. Only three of the seven key issues identified at that time have been fully addressed. The school still has weaknesses in its use of assessment information and in developing a more strategic approach to the management of the school's performance. Standards have fallen: in mathematics at both key stages and in writing at Key Stage 1. The overall quality of teaching has improved. Standards in science and information and communication technology have risen, high standards of behaviour have been maintained and the school now fully meets the requirements of the Code of Practice for special educational needs. Given that the school is about to appoint a new headteacher and has identified its main weaknesses in a new strategic plan, which contains a costed improvement plan, the school has satisfactory capacity to improve.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | C | C | C | C |
| mathematics | C | D | C | D |
| science | E | D | C | C |

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

The information shows that the pupils perform consistently at average standards in English, compared both with all school and with similar schools. In mathematics, standards are average compared with all schools but below average compared with similar schools. Standards have risen steadily in science, from well below average in 1997 to average, when compared with all schools and similar schools, in 1999. For 2000, the school set formal targets for 80 per cent of pupils to reach or exceed the nationally expected level in English and for 70 per cent in mathematics. Early indications from unvalidated national test results are that the school failed to reach either of these targets which, given the well above average number of pupils with special educational needs in that year group, were very challenging. The findings of this inspection are that an average proportion of the pupils are likely to achieve the expected level in English and science in the 2001 tests, but that a smaller proportion than nationally, will achieve the expected level in mathematics. Standards in art and design and physical education are above the national expectation. Pupils' use of literacy in all subjects is satisfactory but that of numeracy is unsatisfactory. Children in the Foundation Stage make good progress and are on target to attain all the Early Learning Goals by the time they enter Year 1. Pupils with special educational needs make satisfactory progress overall as do those who use English as an additional language.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are very keen to learn and concentrate well in lessons. |
| Behaviour, in and out of classrooms | The quality of pupils' behaviour, including that of children in the Foundation Stage, is very good. They consider the needs of others and respond well to the school's behaviour management strategies. |
| Personal development and relationships | Very good. Pupils get on very well together and with adults. Pupils of all ages assume responsibilities for school routines and carry them out diligently. They help each other readily. |
| Attendance | Good. The rate of attendance is above that nationally and there is a lower rate of unauthorised absence than is the average. |

The attitudes pupils have to their work and their very good behaviour are a major strength of the school and contribute well to the progress they make in their learning.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory. It is consistently good for children in the Foundation Stage. The quality of teaching in English, including literacy lessons, is satisfactory but the teaching of mathematics and numeracy is unsatisfactory. Aspects of the National Numeracy Strategy are not taught sufficiently well and pupils' standards suffer as a result. Teaching in art and design and physical education is good throughout the school, it is good in science, information and communication technology and religious education at Key Stage 2, and it is good in history and geography at Key Stage 1.

During the inspection in 93 per cent of lessons observed, teaching was satisfactory or better. In six per cent, teaching was very good and in seven per cent, it was unsatisfactory. A particular strength of the teaching is the skill with which teachers manage pupils; this promotes very good behaviour and very positive attitudes to learning. Major weaknesses in the teaching are a failure by some teachers to match the work they set to their pupils' levels of attainment and overlong introductions to lessons, which limit the time available for pupils to do their own work. The quality of children's learning in the Foundation Stage is good; they work with increasing independence, at a good pace and make good progress. For pupils in Key Stages 1 and 2, the quality of learning is satisfactory overall. Strengths include pupils' ability to work productively, concentrate for sustained periods and to use their imagination and creativity. Throughout the school, the provision for and teaching of pupils with special educational needs and those who use English as an additional language, are satisfactory.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. Well-planned provision for the children in the Foundation Stage promotes good progress. There are strengths in the range of extra-curricular activities offered and in the school's links with the community, which enrich the pupils' experiences. There are weaknesses in the school's provision for numeracy and in the use of time. This contributes to low standards in mathematics and some loss of teaching time. |
| Provision for pupils with special educational needs | Satisfactory. Statemented pupils are well supported and make steady improvements. Class teachers do not always pay due regard to Individual Education Plans when they plan work for other pupils with special educational needs and this means these pupils make less progress than they should. |
| Provision for pupils with English as an additional language | Satisfactory. The support given to these pupils enables them to make similar progress to other pupils in their class. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. It is very good for their moral and social development. Good for their cultural development and satisfactory for their spiritual development. |
| How well the school cares for its pupils | Satisfactory overall. The staff like their pupils, respond well to them and ensure their safety. Staff know the procedures for child protection and first-aid is provided promptly and sensitively. However, weaknesses in the school's monitoring of pupils' academic progress results in some of them not achieving as well as they might. At present there are too many diverse procedures for recording what the pupils can do and know and this information is not used in a coherent way to raise standards. The school sets individual academic targets but they are rarely sufficiently rigorous. |

The school's partnership with parents is good and contributes well to the pupils' very good behaviour and attitudes.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The acting headteacher and acting deputy headteacher have successfully managed the school through a difficult period over the last six months. A new strategic plan has been written which identifies costed ways in which the school intends to rectify its main weaknesses. Staff new to the school have taken on subject responsibilities but have as yet had little impact on raising standards. There are some weaknesses in the management of the implementation of the National Numeracy Strategy. |
| How well the governors fulfil their responsibilities | Satisfactory. Many governors are involved and knowledgeable about the school and individual governors oversee the school's provision for literacy, numeracy and special educational needs. The governors do not ensure that the school meets its statutory obligations as regards acts of |

| | |
|--|---|
| | collective worship. |
| The school's evaluation of its performance | Unsatisfactory. Although the quality of teaching is monitored throughout the school and action taken to address weaknesses, this has had little impact on improving the quality of teaching in numeracy or that of individual teachers. The school does not use test data well to set targets for improving whole-school performance or the attainment of individual pupils. |
| The strategic use of resources | Satisfactory. Financial planning is now much more focused and the budget is monitored rigorously. The actions to be taken to address identified weaknesses in standards and teaching are carefully costed. The school uses new technology well for communications and security. It seeks value for money at competitive rates. The school does not formally involve parents or pupils in decision making. |

The school's staffing and accommodation satisfactorily support teaching and learning and the quality of the school's learning resources makes a good contribution to the pupils' progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The school has high expectations • Pupils are helped to become mature and responsible • Behaviour is good • Children like the school • The school is well led and managed | <ul style="list-style-type: none"> • The right amount of homework to be given • To be better informed about their child's progress • A wider range of out-of-school activities to be offered to younger pupils |

Inspectors concur with most of the parents' positive comments although the expectation of the level of work, of which some of the pupils are capable, is sometimes too high or too low. The school satisfactorily uses homework to reinforce basic literacy skills but not those of numeracy. It provides parents with as much information about their children's progress as most schools. Inspectors do agree that more opportunities could be offered to younger pupils to be included in after-school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Analysis of the school's end of Key Stage 2 national test data for 1999 shows that, in English and in science, standards were average compared with all schools and with similar schools. In mathematics, the data shows that standards were average compared with all schools, but below average compared with similar schools. The school test results for 1999 show that the percentages of pupils achieving Level 4 or above and Level 5, in English, were close to the national average. In mathematics and in science, the percentage of pupils attaining at Level 4 and above was below the national average. The percentage achieving at the higher Level 5, in both of these subjects, was close to the national average.
2. Information from national comparative data for 2000, as yet unvalidated, indicates that the school's results in 2000 are similar to those for 1999 in English and science, but have deteriorated in mathematics.
3. When the averages of the school's 1999 test results are compared with those for 1996-1999, they show a trend of improvement broadly in line with the national trend. The combined data for 1996-1999 show that the attainment of boys is close to the national average in English and science but that it was marginally below that average in mathematics. The same data show that girls' attainment is slightly above the national average in English, but below in mathematics and slightly below in science. Within the school, girls perform considerably better than boys in English, but less well in mathematics and science. Taking English, mathematics and science together over this period, the attainment of boys and girls is close to the national average.
4. The school set formal targets for 80 per cent of pupils in Year 6 to achieve at least Level 4 in English and for 70 per cent to achieve at least Level 4 in mathematics in the Year 2000. The school failed to reach these goals. The school has set the same targets for 2001 and indications from the inspection findings are that the school will fall short again. The present Year 6 has 35 per cent of pupils with special educational needs, which makes the targets set very challenging.
5. The findings of the inspection are that the oldest pupils at Key Stage 2 attain average standards in English, including literacy. Pupils attain standards in line with national expectations for their age in speaking and listening. They speak clearly, exchange ideas and listen very well to each other and adults. They attain similar standards in reading: they read with reasonable fluency, employ a range of techniques to read unfamiliar words and use classification systems to obtain information. Overall, in writing, pupils attain standards in line with those expected nationally. They use punctuation accurately and correctly and change the form of words to match tense but their spelling is weak as a result of which they find using dictionaries difficult. Lower attaining pupils use capital letters and full stops inconsistently. Higher attaining pupils read a wide range of literature and talk knowledgeably about different genres, especially autobiography and biography.

6. In mathematics, including numeracy, pupils in the present Year 6 attain below average standards. Too many pupils attain unsatisfactory standards for their ages, because they have insufficient recall of basic number facts when calculating mentally and have difficulty applying existing knowledge to new concepts. Higher attaining pupils use ratio and symmetry confidently and identify equivalent fractions correctly. Most pupils accurately identify the names and properties of two-dimensional shapes. The below average standards pupils attain in mathematics are linked directly to the too high incidence of unsatisfactory teaching in the subject.
7. Standards in mathematics are significantly below those in English because teachers do not teach the National Numeracy Strategy with the same expertise or confidence as they do the National Literacy Strategy. Pupils use literacy satisfactorily to support their learning in other subjects but their use of numeracy is unsatisfactory across the curriculum. The standards in English and mathematics are similar to those indicated by the unvalidated results of the 2000 national tests.
8. In science, pupils in Year 6, attain standards in line with national expectations for their age. They understand scientific processes and they have a good grasp of the principles of scientific enquiry.
9. Standards are above the national expectation in swimming and art and design and in line with these in information and communication technology, music and religious education. There was insufficient evidence to make a judgement about pupils' attainment in geography or history. In art and design, by the age of eleven, pupils attain standards above the level of national expectations for their age. They evaluate the most appropriate media to use when sketching, colour wash and produce accurate observational drawings. In design and technology, pupils achieve standards in line with national expectations for their age. They use pulleys to make a fairground ride and incorporate elastic band springs and electric motors into their designs. Pupils' standards in food technology are less good because they have limited facilities in which to practise a range of skills. In information and communication technology, they use data from the Olympic games, changing and editing text and using a wide range of software. The oldest pupils attain standards in line with national expectations for their age. Year 6 pupils use other communication technology when they use the telephone, CCTV and security systems whilst staffing the school office on a rota basis during lunchtimes. In music, overall, 11-year-old pupils achieve standards in line with national expectations for their age, although the quality of their singing is above these expectations. They have a wide repertoire, sing in tune and with evident enthusiasm. By the time they leave the school, pupils swim with confidence and attain above national expectations for their age. In religious education, pupils attain standards in line with those expected. They have a good understanding of religious ceremonies, prayer and places of worship
10. When the averages of the schools' test data for the 1999 end of Key Stage 1 national test results are compared with all schools, they show that standards were below average in reading, writing and mathematics. When compared with similar schools they show that standards were well below average. Of the pupils who sat the 1999 tests, 35 per cent had special educational needs. This is likely to have made it difficult for the year group to attain average standards. Indications from the unvalidated results for the Year 2000 are that the school attained lower standards in all three subjects. This year group had an even higher percentage of pupils with special educational needs but there is evidence that weaker teaching, in a Year 2 class, was linked to the lower standards achieved.
11. Analysis of the school's end of Key Stage 1 national test results show that in reading

the percentage of pupils attaining Level 2 or above was below the national average and that the percentage achieving the higher Level 3 was well below that average. In writing, the percentage of pupils attaining Level 2 or above and at Level 3 was close to the national average. The percentage of pupils attaining the expected Level 2, or above, was well below the national average in mathematics, but close to that average for the percentage of pupils' attaining at Level 3. The assessments made by teachers, show that the percentage of pupils attaining Level 2 or above in science, was at the national average. The percentage attaining Level 3 was well above average. The assessments made by teachers in English and mathematics were similar to the test results, although in mathematics there was an over assessment of the percentage of pupils who would attain Level 3.

12. When the end of Key Stage 1 test results in reading, writing and mathematics for 1999 are compared with 1996-1999 they show a varying trend in standards. This may be explained by differences in the percentage of pupils with special educational needs. This year-on-year difference in standards is similar in all three subjects. Taking all four years together, the performance of girls was close to the national average in reading, writing and mathematics. The performance of boys exceeded the national average in reading but fell below the national average in writing and mathematics.
13. The findings of this inspection are that the proportion of pupils in Year 2 who attain at the national expectation in reading, writing and mathematics is below average. An average proportion of pupils attains the national expectation in speaking and listening and in science. Pupils, in Year 2 attain standards above national expectations for their age in art and design and physical education and standards, which are in line with expectations in design and technology, information and communication technology, history, music and religious education.
14. By the age of seven, pupils contribute to discussions and listen carefully to teachers. In reading and writing, pupils' attain below the national expectations for their age because too few read with expression or use simple punctuation consistently. Although seven-year-old pupils count fluently and use number bonds to ten, they do not recall other basic number facts and are too slow in mental calculation. Many pupils fail to apply what they know to problem solving. In science, pupils in Year 2 attain standards in line with the national expectations for their age. They record the rate at which ice melts under different conditions and recognise that some changes of state are reversible.
15. Seven-year-old pupils attain standards above the national expectations in art and design and in line with that expectation in design and technology. They attain standards in line with national expectations in history, information and communication technology and music. In physical education, Year 2 pupils attain standards above national expectations when they closely control a ball with a hockey stick and pass a football accurately. Pupils attain standards in line with national expectations in religious education. They have a good knowledge of major festivals and the importance of the Bible.
16. Children who enter the Foundation Stage of learning have below average standards in communication, language and literacy, mathematics, creative development and their knowledge and understanding of the world. However, they show average standards in their personal, social and emotional development and physical development. They make good progress as a result of well-planned provision and good quality teaching. The children are in line to at least reach all the Early Learning Goals by the time they

enter Year 1. Children behave well, take turns and accept responsibility. They recite rhymes clearly, know their way around books, recognise sounds and practise writing, but few children write their own name. Children count to five and know the days of the week. Few understand 'more than' or 'less than'. They change independently for physical education and use space in the hall safely but have little experience of propelling or directing large wheeled toys. Children use a mouse to move objects on a computer screen and know there is a pattern to the seasons. They paint boldly, cut and paste accurately and sing hymns and Nursery rhymes confidently.

17. Overall, pupils with special educational needs attain satisfactory standards and make good progress in relation to their prior attainment. By the end of Key Stage 2, these pupils attain good standards in English, science, art and physical education. In some classes, pupils do not make as much progress as they might because the work set is not well matched to the targets in their Individual Education Plans. Pupils for whom English is an additional language make similar progress to other pupils in the same class.

Pupils' attitudes, values and personal development

18. The school has good attendance. Pupils are punctual and come to school every morning ready to settle down to their work quickly and enthusiastically.
19. The children who joined the school this autumn in the Reception classes have clearly benefited from the school's sensitive and well-structured induction arrangements. They have quickly adjusted to the school's routines and procedures and have started to make good progress in all aspects of their work and play. This is particularly noteworthy considering that a number of them have not had access to any form of pre-school provision. They take a full and confident part in school assemblies, for example when practising songs for Harvest celebrations, and play and socialise well together at break-times.
20. Pupils' attitudes throughout the school are very good. It would be difficult to find a pupil who does not enjoy settling to work and concentrating hard in lessons. They respond particularly well to investigative work as, for instance, in a Year 2 science lesson, when they melted and cooled chocolate to find out about reversible processes. They concentrate and pay attention well throughout all lessons and behave extremely well, even on those occasions when the content of lessons is unexciting and the pace is slow.
21. Standards of behaviour are very good in nearly all classes throughout the school day. This is similar to the judgement made at the time of the previous OFSTED inspection. However, one pupil was excluded the week before the inspection. The very good behaviour has a positive impact on pupils' learning and has a profound effect on their personal development. Staff promote pupils' personal development very well, trusting them to carry out a variety of responsibilities. They respond to this challenge with courtesy, maturity and a strong sense of good humour. Year 6 pupils are elected by their peers to be prefects and carry out their duties efficiently and with pride. They patrol indoor corridors at break-times, help with younger pupils and on a rota and manage the school office at lunchtime. Pupils answer the phone and take messages, collect faxes, and monitor the security cameras. No bullying was observed during the inspection and on speaking to pupils it is clear that it is a rare occurrence and is dealt with efficiently and speedily by staff.
22. Relationships between pupils and between pupils and adults in the school are very

good. They are based on mutual respect and trust. In assemblies and plenary sessions in lessons pupils listen carefully to the contributions of others and value what is said. They do not hesitate to add their own views but do so by taking turns and waiting patiently until it is appropriate for them to speak.

23. Pupils' positive attitudes, very good behaviour and high standards of personal development ensure an orderly, good humoured and loyal community that is undoubtedly a strong feature of this school.

HOW WELL ARE PUPILS TAUGHT?

24. Overall, the quality of teaching and learning throughout the school is satisfactory. Within this judgement there are significant differences in the quality between classes and within subjects. The quality of teaching in English, including literacy, is satisfactory, but it is unsatisfactory in mathematics, including numeracy. The quality of teaching and learning for children in the Foundation Stage is good. It is satisfactory at Key Stages 1 and 2. During the inspection, 70 lessons or parts of lessons were observed. In six per cent the quality of teaching was very good; it was good in 53 per cent, satisfactory in 34 per cent and unsatisfactory in seven percent. This represents an improvement on the findings of the previous inspection when 22 per cent of lessons were judged unsatisfactory or poor. In the best lessons, teachers have very good control to ensure that the pupils pay good attention and are fully and gainfully occupied. They use good quality resources to motivate the pupils and interest them in their work. The teachers' high expectations of the quantity of work pupils should produce in a given time ensures that the pupils work productively. In unsatisfactory lessons, teachers fail to use their knowledge about the pupils' prior attainment to set work that matches their needs, which results in pupils finding the work too easy or in a few instances too difficult. In other less satisfactory lessons, teachers either do not manage pupils' behaviour well or take too long in introducing lessons, leaving pupils with insufficient time to consolidate their knowledge or to practise new skills. In addition, the school does not promote numeracy well enough across the curriculum. This contributes to the below average standards the pupils attain in mathematics. The teaching of literacy skills across the curriculum is satisfactory. Good quality teaching in art and physical education means that pupils attain good standards in these subjects throughout the school.
25. The quality of teaching and learning for the children in the Foundation Stage is consistently good. This results in children making good progress in all aspects of their learning. This is a similar judgement to that made at the time of the previous inspection. Particular strengths in the teaching at this stage are: teachers' good knowledge of the needs of the children, good use of assessment to plan work at the appropriate level, high expectations of the children's ability to work independently and the close teamwork between class teachers and the other adults involved with the children's learning. All of these strengths result in the children working purposefully at challenging and interesting tasks and receiving sensitive support.

26. At Key Stage 1, the quality of teaching and learning is good in information and communication technology, physical education and history. There was insufficient evidence to make a judgement about the quality of teaching in design and technology. It is satisfactory in religious education and all other subjects of the National Curriculum. At Key Stage 2, the quality of teaching and learning is good in science, art and design, information and communication technology, physical education and religious education. It is unsatisfactory overall in mathematics. Although the quality of two thirds of lessons is at least satisfactory in mathematics, the significant proportion of unsatisfactory teaching in this subject contributes to the low standards the pupils attain at both key stages. Too many teachers fail to teach aspects of the National Numeracy Strategy sufficiently rigorously. This is particularly evident in the mental mathematics sessions in which teachers do not push the pupils along at a fast enough pace and this means that the pupils do not have secure recall of basic number facts and do not calculate quickly. The quality of teaching and learning is satisfactory in English, history and music. There was insufficient evidence to make a judgement about the quality of teaching and learning in design and technology and geography.
27. A good Year 6 English lesson exemplified many of the characteristics of the best teaching at Key Stage 2. The teacher used her knowledge of the pupils' understanding of the differences between biography and autobiography to extend their awareness of how writers used the first and third persons to create effect and to involve readers. She used questions to challenge pupils' powers of inference and deduction and advanced their learning well. She used an overhead projector effectively to make the shared text accessible to all and chose an interesting passage to read. As a result, the pupils were fully involved in the lesson and showed a high level of motivation.
28. Many of the characteristics of the unsatisfactory teaching in Key Stage 1 were observed in a numeracy lesson about money. The teacher spent too long talking to the pupils at the start of the lesson. This resulted in too little time remaining for the pupils to work on the main task. The explanations were insufficiently clear and as a result some pupils were confused about the methods they should use to calculate change. For many pupils the task was too hard and they struggled to gain any success.
29. Overall, the quality of teaching and learning for pupils with special educational needs is satisfactory. Well-briefed non-teaching staff sensitively support pupils with Statements of Special Educational Need. When teachers plan lessons for pupils with special educational needs, using the Individual Education Plans, the quality of learning is at least satisfactory and, in Key Stage 2, sometimes good. However, sometimes these plans are not referred to and as a result the quality of the pupils' learning is unsatisfactory. Teachers do not adequately match the tasks they set to the specific needs of individual pupils. In a very good physical education lesson, the close partnership between class teacher and the adult supporting a statemented pupil meant that the pupil was given equal access to the lesson and took a full part in all the activities with success and obvious enjoyment.
30. Pupils who use English as an additional language are taught satisfactorily and make similar progress to other pupils in their classes. Most of these pupils have a good grasp of the English language and require little extra support.

31. Overall, teachers use homework satisfactorily. In English, homework reinforces pupils' knowledge of spelling and promotes their reading skills. In mathematics, however, homework is not used to encourage pupils to improve their numeracy skills. Teachers set homework tasks to older pupils which give them opportunities to extend their information and communication technology skills and use research techniques, for example to enhance their work in history.

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

32. Overall, the quality of the school's curriculum is satisfactory. The school has maintained the standards identified in the previous inspection report and has increased the opportunities for experimental work in science. The curriculum is broad and balanced and fully meets statutory requirements. The curriculum provided for pupils in the Foundation Stage is particularly good. In Key Stages 1 and 2, sufficient time is allocated to each subject, although this time is not always used well within lessons and within the school day. Long introductions mean that pupils have insufficient time to work for a sustained period during lessons. The structure of the school day means that some pupils do not start their lessons for up to an hour after the start of the day. The curriculum promotes the intellectual, physical and personal development of the pupils and is enriched by the use of visits, visitors and additional music tuition. The introduction of new schemes of work and the improved use of assessment in planning have the potential to help raise standards.
33. The provision for pupils with special education needs has improved since the previous inspection and is now satisfactory. The Code of Practice for special educational needs is now fully implemented and the role of the support staff is much clearer, although the use made of them in classrooms is still inconsistent. Pupils' Individual Education Plans are more detailed but not always used in all classes. The regular consultation between the special education needs co-ordinator, the support assistants and the teaching staff helps to improve provision for special educational needs within the school. The governing body is fully involved with this aspect of the school's provision. The governor with responsibility for special educational needs makes regular visits to the school. The school has recognised that higher attaining pupils also have particular needs and has made provision for them through the appointment of a member of staff with particular responsibility for the more able pupils. The school needs to consider how the provision can be further enhanced through full implementation of Individual Education Plans and the consistent use of the classroom support staff.
34. The National Literacy Strategy has been satisfactorily implemented and most teachers have a good understanding of its requirements. There are however, some occasions when a more flexible approach to the timing of the various stages of each lesson would result in a brisker pace and enhanced commitment of all pupils. At present, the school's implementation of the National Numeracy Strategy is unsatisfactory overall. Some teachers lack an understanding of the purpose and structure of the strategy and as a result not all teaching has a positive impact on pupils' progress or attainment.
35. All pupils, including those with special educational needs, have equal access to all aspects of the curriculum. There are, however, differences in the attainment of boys and girls within subjects as exemplified in the results of the 1999 tests. They relate partly to the large number of boys or girls with special educational needs in the different cohorts. The school has identified this as an area to be monitored with a

view to taking the appropriate action. Boys and girls work well together in class and share responsibilities during the lunch period and at break times.

36. The school offers a good range of additional activities for pupils during the day and after school. These include a variety of sports and clubs for a range of activities, for example arts, crafts and gardening. There is an active choir and a developing computer club, and opportunities are provided for pupils to learn to play musical instruments. All activities are available to older pupils but not for the younger children. A club for the more able pupils is planned for all year groups in the school.
37. The school enjoys good links with the community. It makes good use of visits to local places of interest, and of visitors, for example, those who were evacuated to the area during World War 2 and the local police. Parents support the school well. The parent teacher association is very active and provides very good support through its organisation of activities and fund-raising work. There are good links with a local home for the elderly and also with local businesses which provide good support for the school's activities, for example for the road safety programme. The school makes good use of Eastleigh College and Eastleigh Action for Learning, an educational partnership which provides opportunities for work experience. A business partnership provides support for training in information and communication technology and a local firm supplied a new photocopier. The links with the local secondary schools and colleges are good, characterised by regular consultation. Pupils in Year 6 visit their future schools in the summer term. Good opportunities are provided for trainee teachers to work in the school and also for students on an NNEB course to work with younger children. Eastleigh College provides good support through its support for the family literacy and activity development programmes.
38. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' moral and social development is very good and for cultural development it is good, and for their spiritual development it is satisfactory. Provision is evident in much of the school's work but is not yet consistently identified in the planning. The school's provision for the pupils' personal, social and health education is good. This is achieved through elements of the curriculum and the way in which pupils are treated and valued, both as individuals and members of the school community. The programme for pupils' personal development is included in the religious education and personal health and social education programmes and is implicit in all the school's work. The requirements for sex education and for drug awareness are fully met.
39. Provision for pupils' spiritual development is satisfactory and is often made through assemblies, personal development and religious education programmes. The school provides an environment in which pupils' efforts are valued and celebrated. Pupils are given opportunities to explore relationships and feelings, for example through consideration of 'what makes me happy, sad, disappointed' and of what they like or do not like in other's behaviour towards them. Pupils in Year 2 identify objects that are precious to them and explore the importance of recognising value, but not in financial terms, for example through icons used in worship at home. Pupils in Year 5 show particular sensitivity when they consider the issues surrounding death and have opportunities to reflect upon funeral ceremonies and rituals in ancient Egypt and in today's major religions. Visits to local churches and visits from ministers do much to enhance the school's provision for the pupils' spiritual development.
40. The school provides a wide range of acts of collective worship which are often of good quality. They are conducted in an atmosphere of calm, involve pupils and allow

time for reflection and worship. Pupils enjoy these occasions and behave extremely well. Acts of collective worship are not provided every day and as a result the school is not fully meeting its statutory obligations. Assemblies are held for pupils in key stages, in year groups and individual classes but the school cannot meet as a community because of the inadequacy of the hall.

41. The provision for pupils' moral development has improved significantly since the previous inspection and is now very good. The school encourages pupils to have a clear idea of what is right and wrong and of the need to help others. A variety of strategies are used to reward good work, effort and behaviour. Relationships in the school are very good and pupils play well together in the playgrounds. There is a strong commitment to maintain a high standard of behaviour which, combined with the effectiveness of the behaviour policy, is having a positive effect on all aspects of school life. Class rules are clear and positive, emphasising appropriate behaviour rather than containing a series of 'don'ts'. Opportunities for pupils to discuss problems in confidence through the use of 'bubble time' are used well and have a positive effect on behaviour and personal development. Incidents of bad behaviour are rare and, when it does occur, it is dealt with very effectively. Parents are happy with the standards of behaviour in the school. The school's programme for personal development includes sex and drugs awareness education and makes good use of 'Getting It Right'. The programme has the support of the local constabulary.
42. The school's provision for pupils' social development has improved since the previous inspection and is now very good. The pupils make valuable contributions to various charities including the National Society for the Prevention of Cruelty to Children and the Royal British Legion. Pupils willingly help around the school and accept responsibility naturally. The school prefects, from Years 2 and 6, are chosen by their peers and carry out their tasks responsibly. Older pupils staff the school office effectively during the lunch period, answer the phone and monitor visitors through the closed circuit television system. All the pupils are well mannered, are at ease with adults and readily discuss their work. A sense of community exists throughout the school where parents, teachers and pupils are working well together to provide the best environment for learning. The school's use of residential and day visits makes a very good contribution to this aspect of the pupils' development. Pupils are fully aware of others within the community and make regular visits to the local home for the elderly. There is a good range of extra-curricular clubs and activities.
43. Provision for pupils' cultural development is good. It is promoted through a wide range of activities within the curriculum including consideration of local history and the works of various artists. The school's curriculum for history makes a strong contribution to this aspect of pupils' development through consideration of past cultures, for example the Romans. Visits to Porchester Castle and the school's celebration of a 'medieval banquet' also make significant contributions to their cultural development. The school makes good use of its local environment and uses visits to local museums and residential centres well. The school's provision for considering other cultures is less well developed. Some pupils have written Haiku poems about the sea. Good use is made of the experiences of pupils from other religions in religious education lessons, but opportunities to reflect on other cultures and ways of life are rare and are currently limited to European cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. A range of effective policies underpins the school's care of its pupils. The provision made for their welfare is satisfactory and effectively promoted through regular health

and safety audits, good procedures for child protection and an adequate number of staff who are qualified to administer first-aid. There is a small medical room for pupils who become unwell at school. Pupils feel safe and secure in their school environment.

45. Attendance is monitored well by class teachers in co-operation with the administrative staff. The school acts swiftly in instances where there are concerns with regard to the attendance of individual pupils. The school's vigilance in promoting and monitoring attendance results in the good rate overall.
46. The very high standards of pupils' behaviour and personal development are the result of the school's effective behaviour and discipline policies which are implemented corporately by all staff. Teachers give rewards sparingly and only when they have been truly earned by pupils. On no occasion during the inspection week was a pupil observed to be sanctioned. The programme for developing pupils' personal, social and health education encourages them to behave well and to develop social skills.
47. Pupils with Statements of Special Educational Need are well supported by staff and by a variety of visiting professionals from outside agencies. This ensures that they and other pupils with special educational needs in Key Stages 1 and 2 make satisfactory progress. Children with special educational needs in the Reception classes make good progress.
48. Procedures for assessing pupils' attainment and progress and the use of assessment information to guide curricular planning are unsatisfactory overall. The lack of the use of assessment and recording procedures to track pupils' progress and inform the next stage of learning was an issue in the previous inspection which has not yet been fully addressed. However, assessment is used satisfactorily in the Foundation Stage to identify children's attainment when they enter full-time education. This assessment helps to identify pupils with special educational needs at an early stage. The baseline assessments are followed by regular testing in English, mathematics and science as the pupils progress through the school. Pupils' work in information technology is assessed well, but there is little assessment or recording of pupils' work in other subjects. Some brief analysis of assessments has been made in the past. However, the practice has lapsed and assessments are not at present effectively used to track pupils' progress in order to target areas of improvement for groups or individuals. Targets are set for individual pupils in mid-year reports, but they are infrequently referred to, nor are predicted levels of attainment shared with pupils. As a result, many pupils do not know what they have to do in order to improve their attainment.

49. A satisfactory marking policy is in place, and some good examples were observed of evaluative marking with comments designed to help older pupils identify how to improve their work. However, the use of the policy is inconsistent and some young pupils cannot read what their teacher has written. Most teachers maintain records of pupils' day-to-day work. However, there is no consistently used, formally agreed method of recording clearly what pupils have achieved in lessons. Nor is there an efficient, simple system for passing on detailed information to the next teacher. As a result, there is no complete and reliable picture of what pupils know, understand and can do which may be used to guide teachers when planning the next stage of learning. Consequently, many activities are repeated at a similar level in different year groups, which restricts progress. For example, work on symmetry in mathematics had been carried out by pupils in the two successive previous years and was clearly understood. Procedures for monitoring and supporting pupils' personal and social development are satisfactory although there is no whole school system for recording their personal achievements. No recent, moderated collections of pupils' work are available to guide teachers and to ensure that they all share the same understanding of what National Curriculum levels pupils should attain as they progress from year to year. As a result, teachers' expectations of what their pupils should achieve are not always appropriate and this restricts progress. The school is aware that this is an area for development and has identified assessment, recording and their use as priorities in its strategic plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The good relationship between parents and the school, as identified in the previous inspection report, has been maintained in the intervening years. In addition some improvements have taken place in the provision of information for parents.
51. The quality of information provided for parents is good overall. A variety of newsletters and information for parents is distributed weekly to keep them up to date with forthcoming events and happenings in the school calendar. Forty communications have been sent out to parents in the half term prior to the inspection including key stage newsletters informing parents of forthcoming programmes of work for different year groups. Criticism of the school's prospectus, in the previous inspection report, has resulted in the revision of this document which now has a very good new format with all the information that new parents require. The governors' annual report to parents is also well-structured and informative.
52. In the second half of the autumn term parents are invited to a consultation evening. They receive an interim report on their children and are given information on the targets pupils have been set. The appropriateness of these targets varies considerably. Some are well focused and detailed but others are too general to be of much value to either pupils or parents. The success or otherwise of these targets is discussed with parents at a consultation evening in the spring term and parents have an opportunity to discuss their children's annual reports at the end of the summer term. These annual reports are variable in quality. Many tend to be bland and do not focus specifically on pupils' strengths and weaknesses. Pupils are given homework in some classes but the practice is not consistent across the school. This may improve when the newly devised homework diaries are distributed to parents in the near future and staff new to the school become clearer about the school's expectations.
53. The school has a parents' association that works hard over the year to organise social and fund-raising events raising money for the benefit of pupils. The association

has recently contributed to improvements in the playground facilities.

54. The parents are closely involved in the work and life of the school. Some parents volunteer their services to help in lessons each week. Many parents appreciate the presence of the acting headteacher and acting deputy headteacher in the playground every morning. They are aware that other teachers are available to them if necessary.
55. Parents are particularly pleased at two innovations the school has recently introduced, firstly the school's organisation of curriculum evenings in family literacy and, secondly, the interviews that take place in the autumn term with all parents of Reception class children. These have provided parents with opportunities to understand better the way in which their children are taught English and to discuss how the children in the Foundation Stage have settled into school.
56. It is clear from the questionnaires returned by parents and from comments at the pre-inspection parents' meeting that the school enjoys the support of the vast majority of parents. It can develop this good partnership further by ensuring that there is more consultation with parents and that they have more opportunities to express their views on a regular basis.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Overall, the quality of the school's leadership and management is satisfactory. The school is in the process of appointing a new substantive headteacher. Six months ago, the previous headteacher left at very short notice, at the request of the local education authority, to temporarily assume the leadership of another school. Subsequently this temporary absence from the school became permanent. The substantive deputy headteacher has been acting headteacher since March 2000 and, for the following term, was in the position of not being sure if and when the substantive headteacher might return. As a result, some important school developments were delayed, including specific actions to ensure that the school met its targets for school improvement. Since more certainty has been restored, the acting headteacher and acting deputy headteacher have been able to establish clearer educational direction for the school. This is exemplified in the school's recently published strategic plan, which identifies, succinctly, the main weaknesses in the school's current performance and perceptively signals the need for a more consultative and inclusive approach to decision making within the school. This plan also links costings to the main priorities for development and addresses some of the weaknesses in the school's financial planning which have existed until now. The acting headteacher and acting deputy headteacher and other staff with management responsibilities successfully promote the aims of the school which relate to personal development, the quality of relationships, widening the pupils' experiences and good behaviour. They have been less successful, to date, in equipping pupils with essential learning skills in numeracy or in ensuring that all pupils make the best possible progress at all stages of their time in the school. The contribution made by key staff with management responsibilities has insufficient impact upon raising standards. This is partly due to recent changes in staffing, but also because insufficient time is given to co-ordinators to monitor their specific areas of responsibility and there is no consistent approach to monitoring.
58. The governing body fulfils its statutory duties satisfactorily in all aspects apart from ensuring that all the school's acts of collective worship meet requirements. Several governors visit the school frequently to gain first hand knowledge of its work, particularly in the areas of special educational needs and in the implementation of the

National Literacy Strategy and National Numeracy Strategy. When necessary, the governors obtain reports or request presentations from subject co-ordinators to inform their knowledge of new initiatives or their spending decisions. Governors have worked in partnership with staff with key management roles in formulating the school's new strategic plan and have influenced priorities, particularly those related to staff development and financial planning. However, governors are still insufficiently aware of the reasons why standards are low in mathematics or whether the school's monitoring of teaching and learning has effected any improvements. The governing body and its committees meet regularly and carefully minute their discussions and decisions. Committees have clear terms of reference and make strong contributions to the work of the school in ensuring the pupils' safety and welfare and in maintaining the buildings to a good standard. During the present unsettled period, the governing body has delayed setting formal performance targets for the acting headteacher or acting deputy headteacher although they had made clear the paramount importance of completing the school's strategic plan.

59. The school's monitoring and evaluation of its own performance are unsatisfactory overall. Although the quality of teaching and learning has been monitored and evaluated this has had insufficient impact upon addressing some weaknesses, especially in the teaching of numeracy. In some cases, teachers have received suitable advice as a result of observations of their lessons. During the inspection, two teachers, new to the school, who are experiencing difficulties in their classroom management or in the implementation of national strategies, were supported by more experienced teachers in order to share good practice. The school does not use its own nor national analyses of test data well enough in order to set targets for whole school improvement or for individual pupils' progress. This means that the school does not fully utilise all the information at its disposal in order to meet its targets for improvement. The deployment of support staff is unsatisfactory in some respects. In some lessons such staff are insufficiently involved and this has a direct negative effect on children's learning. The school needs to use the information at its disposal to overcome some of the weaknesses in its provision, particularly in relation to the quality of teaching and in the standards pupils attain.
60. The school's use of its strategic resources is satisfactory. Recent improvements have been made in the quality of the school's financial planning. The strategic plan is now costed carefully over the period of a year and approximately for a further two years. The weighting of planned expenditure appropriately reflects priorities, especially for raising standards in mathematics and for improving boys' reading skills. The school monitors its spending satisfactorily. Due to the substantive headteacher's absence during the first term of this financial year and delays in allocating funds to priorities in the strategic plan, the school has built up reserves which are double the recommended level. However, they have now been allocated to the newly formulated priorities contained within the school's plan. This includes much expenditure upon school improvement items such as releasing co-ordinators to monitor the quality of provision in their subjects, additional books chosen to encourage boys to read, or additional staff training. The day-to-day management of the school's finances is very efficient and the school's administration supports teaching and learning very well and makes good use of new technology. The recommendations of the school's previous audit report have been fully implemented. Governors are regularly and well briefed about the school's current spending. Although governors seek good value for money when seeking tenders for building maintenance and improvements and when purchasing learning resources, they do not formally consult with parents or pupils about the work of the school.

61. The school has sufficient and appropriately qualified teachers to meet the demands of the curriculum. However, teachers do not always have sufficient knowledge of the subjects they teach. The uncertainties regarding the headship in recent months have been unsettling for all staff and in the circumstances have been handled well, resulting in no diminution of the strong teamwork that is evident throughout the school. Induction procedures for new staff are very sound and the newly qualified teachers in post speak highly of the procedures in place for them in their early days of their teaching careers. No appraisal systems are in place but all teachers have had professional development interviews over the last few months and the school is waiting for its consultant in performance management to visit the school. The governing body will then finalise its policy on performance management. The school is also in the process of re-writing all job descriptions following consultation with staff.
62. The quality of classroom support assistants is variable, as is their deployment, use and management by some teachers. In some instances their work needs to be more closely co-ordinated and directed in order to ensure good value for the financial investment the school makes in this area.
63. The school's accommodation was built 60 years ago and at the time of the inspection had problems with its flat roofs. All routine decoration has been delayed until these problems have been dealt with. The building is of adequate size to deliver the curriculum but classroom sizes vary considerably. There is a computer suite, reasonable office accommodation and a library. The hall is quite small, which limits not only its use for special events and assemblies but makes it difficult for teachers to deliver adequately aspects of the physical education curriculum. Displays in classrooms provide a reasonable learning environment for pupils but many of them are the work of teaching staff and whilst some do celebrate pupils' work, more could be done to acknowledge pupils' achievements in this way.
64. Overall, the quality and quantity of resources are good. The exception is in design and technology in which the facilities and resources for teaching food technology are unsatisfactory. Resources are well looked after and easily accessible to staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards of attainment further the governors, headteacher and staff should:
- (1) Raise standards in mathematics by:
- ensuring that all teachers conduct the mental mathematics session within the National Numeracy Strategy with good pace and a specific focus upon reinforcing basic number facts;
 - providing further training in the teaching of the National Numeracy Strategy to those teachers who have less confidence or knowledge of mathematics, or who have not experienced the strategy before;
 - enabling those teachers who do teach the strategy well to disseminate their practice more widely throughout the school.
(paragraphs number 1-6, 10-14, 24-26, 28, 32, 57-59, 87-94)
- (2) Make the best use of curriculum and teaching time by:
- ensuring that the time which elapses between the pupils arriving at

- school and lessons starting is not too long;
- organising all lessons to allow pupils to have more time to consolidate their knowledge and practise new skills.
(paragraphs number 31, 33, 84, 85, 137, 141)

(3) Use assessment information more productively by:

- agreeing a whole school assessment and recording policy which will rationalise the many different systems now in use and provide a coherent framework for targeting improvement in school performance and individual pupils' attainment;
- ensuring that all teachers use what they know about pupils' attainment consistently to match work to their needs.
(paragraphs number 32, 47, 48)

(4) Make better use of the analysis of test data by:

- identifying more closely specific strengths and weaknesses in pupils' attainment, particularly in mathematics, so that teachers may be more aware of particular aspects upon which they need to focus;
- highlighting weaknesses in individual pupils' attainment so that targets may be set for them to achieve higher standards;
- devising a process by which whole school targets may be more accurately set and achieved.
(paragraphs number 57, 58)

(5) Comply with statutory requirements by providing an act of collective worship every day. (paragraphs number 40, 58)

Other issues which should be considered by the school:

- Improve the limited provision for pupils to study food technology.
(paragraphs number 64, 110, 112, 113.)
- The school should review arrangements for teaching swimming to Year 6 pupils, in the light of some imbalance in the physical education curriculum offered to them.
(paragraphs number 137, 140, 141)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 70 |
| Number of discussions with staff, governors, other adults and pupils | 65 |

Summary of teaching observed during the inspection

| | | | | | | |
|-----------|-----------|------|--------------|----------------|------|-----------|
| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
| 0 | 6 | 53 | 34 | 7 | 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 | YR – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 376 |
| Number of full-time pupils eligible for free school meals | 34 |

FTE means full-time equivalent.

| | |
|---|---------|
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 116 |

| | |
|---|--------------|
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 7 |

| | |
|--|--------------|
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 24 |
| Pupils who left the school other than at the usual time of leaving | 20 |

Attendance

Authorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 4.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 0.2 |
| 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 |
|--|------|------|-------|-------|
| | 1999 | 33 | 27 | 60 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 26 | 27 |
| | Girls | 21 | 25 | 22 |
| | Total | 46 | 51 | 49 |
| Percentage of pupils at NC level 2 or above | School | 77 (100) | 85 (88) | 82 (100) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 26 | 27 | 29 |
| | Girls | 24 | 24 | 25 |
| | Total | 50 | 51 | 54 |
| Percentage of pupils at NC level 2 or above | School | 83 (100) | 85 (98) | 90 (98) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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 |
|--|------|------|-------|-------|
| | 1999 | 29 | 23 | 52 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 18 | 18 | 23 |
| | Girls | 20 | 16 | 17 |
| | Total | 38 | 34 | 40 |
| Percentage of pupils at NC level 4 or above | School | 73 (73) | 65 (51) | 77 (71) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 17 | 17 |
| | Girls | 16 | 17 | 19 |
| | Total | 29 | 34 | 36 |
| Percentage of pupils at NC level 4 or above | School | 57 (66) | 67 (66) | 71 (68) |
| | National | 68 (65) | 69 (65) | 75 (72) |

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 | 1 |
| Indian | 1 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 355 |
| 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) | 15 |
| Number of pupils per qualified teacher | 26 |
| Average class size | 26 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 17 |
| Total aggregate hours worked per week | 315 |

Financial information

| | |
|--|-----------|
| Financial year | 1999-2000 |
| | £ |
| Total income | 660,697 |
| Total expenditure | 651,716 |
| Expenditure per pupil | 1,625 |
| Balance brought forward from previous year | 23,924 |
| Balance carried forward to next year | 32,905 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 462 |
| Number of questionnaires returned | 68 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 26 | 6 | 1 | 3 |
| My child is making good progress in school. | 47 | 44 | 6 | 3 | 0 |
| Behaviour in the school is good. | 40 | 51 | 6 | 0 | 3 |
| My child gets the right amount of work to do at home. | 20 | 51 | 20 | 3 | 6 |
| The teaching is good. | 50 | 43 | 4 | 1 | 1 |
| I am kept well informed about how my child is getting on. | 49 | 26 | 19 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 15 | 9 | 1 | 3 |
| The school expects my child to work hard and achieve his or her best. | 60 | 35 | 3 | 0 | 1 |
| The school works closely with parents. | 44 | 32 | 16 | 4 | 3 |
| The school is well led and managed. | 49 | 43 | 7 | 0 | 1 |
| The school is helping my child become mature and responsible. | 50 | 45 | 3 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 37 | 31 | 15 | 7 | 10 |

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

66. The school makes good provision for children in the Foundation Stage. This is a similar judgement to that made at the time of the previous OFSTED inspection. The school admits 60 children into two Reception classes and all places have been allocated. At the time of the inspection, 19 children attend full-time, with all part-time children attending for mornings only. Teacher's expertise in both the Reception classes is a strength of provision. Children receive a flying start to their education.
67. Many children begin school with below average attainment in communication, language and literacy and mathematics. This is confirmed by initial assessments over the past four years. Personal, social, emotional and physical skills are satisfactory on entry and provide a good foundation for skilled staff to develop all areas of learning. Children are on target to attain the Early Learning Goals in communication, language and literacy, mathematics, creative and physical development and knowledge and understanding of the world. This is due to the good teaching by all staff in these areas. In personal, social, and emotional development teaching is very good and pupils are on target to exceed the Early Learning Goals.

Personal and social and emotional development

68. Most children enter the Reception classes with above the expected levels in their personal and social development. The quality of teaching by all staff ensures children's all round good progress so that by entry to Year 1, they attain well above expected levels. Children respond positively to school rules and their behaviour is very good. They are confident in their approach to learning tasks and when talking to other children or adults. For example, in considering someone special to them, one child identifies her sister because she comforts her when she is upset. Relationships are very supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. The secure and stimulating environment staff create fosters the childrens' curiosity and sense of wonder. The extremely good links established with parents enhance this positive start. Children with special educational needs are identified early and included in all activities. The quality of teaching in both classes ensures that these children make a particularly good start. Their needs are understood and met and activities are well matched to their prior attainment. All children take responsibility for a range of duties, including taking the register back to the office and tidying up at the end of sessions.

Communication, language and literacy

69. One of the many strengths of teaching in this area is the clear picture that teachers have of what children know and can do. They use information from baseline and classroom assessments to target areas for development, fully involving parents to an unusual degree. Children make good progress and this is directly related to the strong emphasis placed by teachers on the early acquisition of basic skills. Children recite rhymes clearly and the majority speak confidently to the whole class. They talk and role play confidently in small group activities such as playing in the nursery rhyme house. All staff make their high expectations clear to the children, who, as a result, listen carefully and begin to express their own views clearly. Progress in reading is good, as a result of good teacher knowledge of basic skills development. Children know how books work and understand that print conveys meaning. A good start has

been made to early phonic development. For example, resources are well used to support letter of the week, 'j', as children wobble like a jelly and contribute a good range of 'j' words, well supported by a bank of classroom words and illustrations. Computer programs are effectively used to enhance pupils' phonic learning. Children have access to a range of good quality, well-organized books and thoroughly enjoy their many opportunities to read to adults and to each other. Elements of the National Literacy Strategy framework are used well in both classes. For example, children 'read' a big book and correctly identify the title and author. Teachers use well-planned cross-curricular opportunities to develop writing skills. This approach is successful and children make good progress in their independent writing skills. For example, they write to poor Humpty Dumpty in hospital. However, very few children write their own name clearly at this stage. They are greatly encouraged by the prompt replies from Humpty and really want to know what he has written. As a result of this very good planning children are keen to read and write.

Mathematics

70. A key strength of teaching in mathematics is the use of assessment. Through keeping accurate records of pupils' progress, teachers plan and provide a well-targeted approach to mathematical development. They focus appropriately on basic counting skills. Every day children count days of the week, numbers on registers or how many are going home. Opportunities are given daily to work systematically with numbers to five, threading beads, arranging teddies or creating patterns. Numbers to ten are displayed. In one group of five children, although two could recognize seven, no one could yet match seven teddies. Few, as yet, understand the meaning of 'more than' or 'less than'. Observation confirms teacher assessment of a low level of attainment on entry. However, scrutiny of past work shows that by the end of the Reception year higher attaining children add and subtract numbers to ten and have a good understanding of simple shapes. In both classes, the development of mathematical understanding through investigative work and solving problems practically, is a strength of teaching and learning. The children sort shapes according to shape, size and colour. All staff regularly pose mathematical questions to involve children in estimations or calculations. Specific times are set aside for numeracy sessions and all children benefit from this structured pattern of learning. These sessions are successful and combine well with oral work in other areas of learning.

Knowledge and understanding of the world

71. Teachers plan lively and interesting tasks, well matched to children's interests. They encourage children to talk about where they live and the people in their families. The good progress children make in understanding the world in which they live is directly related to the well-planned opportunities teachers create for children to put their ideas into words. For example, they learn most effectively about their school environment as a result of first-class planning. Teddy is photographed in mysterious places which the children, as detectives, investigate. Support staff are used particularly well to support this activity, enabling good development of children's speaking and listening skills. Good attention is given to the development of the children's awareness of the pattern of the days of the week, months of the year and seasons. From their stories and from talking about events that have taken place, children understand aspects of the past in relation to themselves and their families and begin to distinguish between fact and fiction. Children enjoy using computers. They control the mouse and approach new learning confidently, well supported by adults.

Physical development

72. Children make sound progress in their physical development. They change for physical education lessons independently and the majority take great care to fold clothes properly. They are confident in their use of space in the hall and display agility and dexterity. Both classes have a secure outside play space but during the week of the inspection this was little used. Children do not have access to a range of large wheeled outside toys, although these are on order. Teachers plan and effectively provide a good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Such activities support the children's well-developed eye and hand co-ordination. Good use is made of shared space between the two classes for well-focused physical development. In lessons, children follow simple safety rules and use equipment sensibly.

Creative development

73. Close co-operation between all teachers and well-trained assistants contributes to the good progress children make. Children use paint boldly and have a very independent approach. There are well-established routines for the use and care of resources. Children explore colour and texture using a variety of materials and explain how things look and feel. They cut and paste adeptly and persevere until they are satisfied with their results. They join in confidently when singing in assemblies or performing number and nursery rhymes in their classrooms. The unusually good behaviour of the children means that teachers introduce a wonderfully exciting range of musical instruments, for the first time, and know that all children will treat them with care. Everyone, including the teacher, looks happy and joyful. The good teaching results in purposeful learning. The provision for imaginative play is good and children co-operate amicably. Teachers' plans show that role-play activities regularly reflect topic themes. Children move confidently, play agreeably and respond very positively to the interest and attention of adults in both classes.

ENGLISH

74. The end of Key Stage 2 national test results in 1999, based on average points scores, were broadly in line with the national average and the average for similar schools. The percentage of pupils attaining both the expected Level 4 and higher Level 5 was close to the national averages. This is a similar judgement to that made at the time of the previous inspection. The provisional results for 2000 are broadly similar to those attained in 1999, with an increase in pupils attaining the higher Level 5. Over the three years 1997-1999, pupils' performance was almost identical to the national average. Over the same period, girls' results have been consistently higher than those of the boys and, although the margin between them has fluctuated, it has always been higher than the difference found nationally. The provisional results for 2000 indicate that for the first time boys have overtaken girls.
75. The findings of this inspection are that in the present Year 6 most pupils attain at the level expected for their age. This is a similar judgement to that made at the time of the previous inspection. The confidence and enjoyment with which pupils speak and exchange ideas is a strength of the school. Pupils are aware of the necessity to explain their ideas as clearly as possible and take care to use the full range of their vocabulary and to speak in complete sentences. Most pupils show enthusiasm for discussion, for example when comparing their ideas on the differences between biography and autobiography, and enhance their own progress on such occasions.
76. Pupils show enthusiasm for reading as a leisure pursuit as well as a means of acquiring information. Most pupils read regularly at home and enjoy discussing books

they read. Pupils read reasonably fluently and when lower attaining pupils are faced with a word they find difficult, they have the techniques necessary to work it out. Pupils across the attainment range have satisfactory understanding of library research skills and explain how to locate the information they need by using the classification system.

77. Most pupils use basic punctuation accurately, although lower-attaining pupils use full stops and capital letters inconsistently. Many pupils spell inaccurately and inconsistently. In general, they do not use dictionaries regularly. This means they find looking words up rather difficult. Many pupils gradually develop a wider vocabulary, particularly of 'describing' words, and use their newly developed vocabulary conscientiously. Although most pupils know some more advanced grammatical concepts, for example the use of the first and third person, a minority of pupils continue to make grammatical errors.
78. The end of Key Stage 1 national test results in 1999, based on the average points scored, was below the national average in both reading and writing and well below the average for similar schools. The percentage of pupils attaining at the expected level was below the national average in reading and close to the national average in writing, while the percentage attaining the higher level was close to the national average in reading and writing. There is a decline in the provisional results for 2000, although in this cohort of pupils there was a very high proportion of pupils with special educational needs and some incidence of weak teaching. Over the four years 1996-1999, attainment in National Curriculum tests based on average points scored has fluctuated but, overall, results in reading and writing have just exceeded the national average. Throughout these four years the performance of girls has been better than that of boys, but there have been marked fluctuations in the margin between them and the difference was usually smaller than that found nationally.
79. The findings of the inspection are that the proportion of pupils in the present Year 2 attaining at the national expectation for their age is at the average in speaking and listening but below average in reading and writing. This represents a decline in standards at this key stage since the previous inspection. Pupils with special educational needs and those who use English as an additional language make satisfactory progress.
80. Most pupils contribute to discussions by expressing their ideas clearly and at a volume appropriate for children of that age. Nearly all pupils listen attentively to their teacher and are careful to pay attention to the ideas of others. Pupils' constructive response to the opportunity to discuss their work and hear other opinions has a positive impact on their learning.
81. Pupils' read generally accurately but are only in the initial stages of the development of expression. Some pupils read in order to explore and clarify their knowledge and understanding. Higher-attaining pupils write poems and read them to the rest of the class in order to discuss and revise their ideas. Lower-attaining pupils find difficulty in reading their own work aloud and showed little understanding of the way in which rhyme can help with pace and expression.
82. Most pupils develop a wider vocabulary and attempt to use in their writing the words they have recently acquired; for example, pupils writing about fireworks were using such words as 'whizz' and 'fizzle'. Although some pupils express their ideas in simple, complete sentences, too few are aware of the use of simple punctuation. Capital letters and full stops are not used consistently.

83. Pupils' attitudes to their work and their behaviour in lessons are good. Pupils, including younger ones, respond well and show good levels of concentration, especially when an activity is well matched to their interests. For example, when pupils traced the shapes of cursive handwriting on the back of their partner, they worked very carefully and made good progress. Most pupils respond to their work in a lively and enthusiastic manner, but despite this are willing to settle to their assignments sensibly. Pupils respond to the small proportion of teaching which is less appealing to their interests by quite quickly losing interest and commitment. They concentrate well when approaching a difficult concept and this is linked to the progress they make in knowledge and understanding on such occasions. For example, older pupils studying the demanding topic of the use of pronouns show a high level of commitment and make good progress. Pupils respond positively to the good support they are given by teachers to overcome some of the difficulties they encounter in putting newly acquired knowledge into practice in their written work. This situation remains unchanged since the previous inspection report, which commented on good behaviour and concentration.
84. The quality of teaching is satisfactory overall with good teaching in about half of the lessons observed. Teachers plan a good range of activities and present them in an interesting manner in order to appeal to pupils' interests and promote learning. For example, those pupils acting as 'human commas' made good progress in understanding the use of commas in lists. In individual and group work, teachers offer a variety of activities to meet the learning needs of pupils across the ability range. On those occasions when teachers spend too long introducing a topic or when they present it in a less inspiring manner, pupils lose interest and they sometimes have too little time to do their own work. This has a negative impact on learning. Teachers make good use of questioning to make pupils think hard about their work and to assess what they have understood and remembered. Teachers and classroom assistants provide sensitive support to pupils who encounter difficulties. For example, extra time is devoted to pupils who experience difficulty in recognising the sounds made by a range of letter combinations. Effective use is made of whole-class plenary sessions at the end of each lesson to enable pupils to share their work and to emphasise, reinforce and extend the learning which has taken place. This represents an improvement since the previous inspection when some of the teaching in Key Stage 2 was judged to be unsatisfactory.
85. Overall, the National Literacy Strategy has been successfully implemented and most teachers have a good understanding of its requirements. There are some occasions when a more flexible approach to the timing of the various stages of each lesson would result in a brisker pace and enhance the commitment of all pupils. Literacy and oracy skills are used appropriately in other subjects of the curriculum. Pupils study the Second World War and write in a variety of styles, for example the recording of factual and statistical information and writing from the point of view of someone living at the time. They discover additional information by preparing a questionnaire and interviewing a group of visitors to the school who had been evacuees during their own childhood. In geography, pupils record their knowledge and understanding in a range of forms most suited to task, for example brief notes, longer pieces of writing and lists. There is evidence that teachers do not place sufficient emphasis on the importance of correct spelling in subjects of the curriculum other than English. Pupils use their information and communication technology skills to support and enhance their writing skills, for example by selecting effective vocabulary from a computerised list.

86. The leadership and management of the subject are satisfactory. A recently up-dated policy for the subject offers useful guidance to teachers and parents. The school uses the framework for the National Literacy Strategy and meets National Curriculum requirements for the subject. Thought has been put into the disparity of results between boys and girls and there are plans to investigate more precisely the causes of this difference. A diversity of methods is used for assessing and recording attainment in English and although teachers carry these out efficiently, insufficient thought has been put into how this information should be used to trace pupils' progress to diagnose or identify potential under-achievement. Pupils' work is marked regularly and comments are supportive and helpful, although specific and clear targets for improvement are not consistently set. Additional booster classes were used last school year in order to enhance pupils' attainment at the end of Key Stage 2 and there are plans to extend this during the current year. Insufficient attention has been given to ways in which classes could be used to enhance the performance of higher-attaining pupils. The school library is used regularly and pupils' research skills are appropriate for their age. Some books have recently been acquired which appeal specifically to male readers in order to promote regular reading habits amongst boys. Some progress has been made since the previous inspection which reported unsatisfactory procedures for the assessment of pupils' work and inconsistent marking.

MATHEMATICS

87. The school's average test data for Key Stage 2 national tests shows that compared with all schools standards were average but compared with similar schools they were below average. Analysis of the end of Key Stage 2 national tests in 1999 shows that 65 per cent of pupils attained Level 4 which is below average when compared with all schools. Twenty-one per cent achieved the higher Level 5, which is average when compared to other schools. Girls' results indicate that they are approximately two months behind boys, which is a reversal of the Key Stage 1 results. The school set a target for 70 per cent of the Year 6 pupils in 2000 to reach or exceed Level 4 in the national tests.
88. Analysis of the performance in mathematics at Key Stage 2 over the period 1996-1999 shows that standards have varied but remained below average. The assessments made by teachers in 1999 are broadly in line with the test results. The results for the most recent tests show that attainment is lower than previously at both Level 4 and Level 5.
89. The findings of this inspection are that the proportion of pupils in the present Year 6 attaining at the nationally expected level for age is below average. Several factors contribute to this. There is a higher than average number of pupils with special educational needs in this year group which is likely to lower average standards. There has been an unusually high amount of mobility amongst the year group and aspects of the National Numeracy Strategy have not been taught sufficiently well. Although the pupils in Year 6 correctly identify equivalent fractions, work out ratios and understand reflective symmetry, they have insufficient recall of basic number facts, do not calculate at speed in mental mathematics and have difficulties applying their existing knowledge to new concepts or solving problems. Pupils' use of numeracy in other subjects is limited, although they use bar charts and line graphs in geography, organise data in information technology and use their knowledge of symmetry in physical education lessons.
90. Analysis of the averages of the school's test data for the 1999 end of Key Stage 1 national tests shows that compared with all schools, standards were below average

and that compared with similar schools, they were well below average. The percentage of pupils attaining Level 2, the expected level for the age-group, was well below average but the percentage of pupils attaining the higher Level 3 was close to the average. Analysis of the performance in mathematics at Key Stage 1 over the period 1996-1999 shows that standards have varied considerably but are overall in line with the national trend. In 1999 girls reached higher levels than boys. The assessments made by teachers in 1999 were higher than the test results. The results for the most recent tests show a small improvement at Level 2 but with fewer pupils attaining the higher Level 3.

91. The proportion of pupils in the present Year 2 attaining at the level of the national expectation for their age is below average. Higher-attaining pupils count fluently and use number bonds to 10 with ease. Some work successfully making and recognising number bonds to 20. However, too few pupils have sufficient recall of these number facts and many calculate too slowly. In their work on measure, average and lower-attaining pupils have little idea of estimating length by counting bricks and become confused because they do not understand the link between counting blocks and how long an item is. Higher-attaining pupils recognise and use coins with ease for shopping and have their own strategies for working out amounts of change by adding on, but too high a proportion of pupils find this difficult. Only a few pupils work with the larger sums of money when buying teddies from the shop, or record their work confidently and correctly.
92. Overall, the quality of teaching and learning is unsatisfactory. Although two-thirds of the teaching in mathematics is satisfactory or good, the remaining one third is unsatisfactory and this leads to pupils' standards being too low. In the best lessons, teachers have good subject knowledge, high expectations of the levels at which pupils should work and a good awareness of the purpose and structure of the National Numeracy Strategy. Activities are well planned to build on pupils' previous learning and stimulate their interest and enthusiasm. Good use is made of mental mathematics to sharpen pupils' skills and little time is wasted during the lessons. In the unsatisfactory lessons, teachers do not have sufficient knowledge of what their pupils have done before. As a result, their expectations are frequently too low. Sometimes the mathematical concept being introduced is too hard or is presented in a confusing way. For example, a written two-stage shopping problem was given to young pupils who could not understand the complicated wording of the problem or the method they were told to use. At other times work is not based on what pupils already know, understand and can do. Sometimes teachers spend too much time introducing lessons. This reduces the amount of time pupils have to work and make progress. In these lessons, teachers do not have sufficient knowledge or understanding of the purpose and structure of the National Numeracy Strategy to provide stimulating, challenging lessons that move at a brisk pace. As a result, pupils make insufficient progress and their attainment is low. Mathematics lessons are planned to start with mental and oral activities. However, these frequently become an introduction to the topic of the day and as a result pupil's mental agility does not develop well. Satisfactory provision is made for pupils with special educational needs and they make appropriate progress. Pupils who use English as an additional language also make satisfactory progress in their learning.
93. Pupils are conscientious and keen to do their best and to please their teachers. They respond with great enthusiasm when they are given interesting or challenging activities such as shopping for teddy bears in the class shop, or playing team games to solve equivalent fraction problems. Their behaviour is very good in class and they are always polite and considerate to everyone that they work with. They work well

together and support each other in their activities. All pupils work hard even when tasks are easy and repetitive.

94. Overall, the quality and range of learning opportunities offered to the pupils are too limited and those activities which are planned limit the pupils' ability to explore and extend their mathematical thinking. Although teachers make regular assessments of pupils' attainment, they are not used well to match work to pupils' needs. The school has not yet analysed its test results in order to target specific weaknesses in pupils' attainment within the subject. Teachers record pupils' daily achievements in the classroom, but these records differ in quality and are not yet used consistently or efficiently to plan work for the next stage of learning. There is no up-to-date portfolio of children's work in mathematics to support teachers in a shared understanding of the levels pupils are expected to achieve as they move from year to year. As a result, teachers' expectations are sometimes too low or too high and this limits the progress and attainment of pupils. The progress of some of the older pupils at the end of Key Stage 2 is tracked, but the process is still in its infancy and does not as yet have any impact on learning. Targets are set for pupils in their mid-year reports. Progress towards meeting these targets is monitored and teachers report to parents, at a subsequent consultation meeting whether or not they have been achieved. However, pupils do not evaluate their own progress and therefore do not know what they need to do to improve. The range and quality of resources in mathematics are satisfactory. They are well stored for easy access. The co-ordinator for mathematics has already taken steps to seek support for the development of the subject. However, the quality of monitoring and evaluation of teaching and learning in the subject is unsatisfactory. Weaknesses in the implementation of the National Numeracy Strategy have not been identified sufficiently.

SCIENCE

95. In Key Stage 2, the statutory assessments in 1999 show that 77 per cent of pupils reached the expected standard of Level 4 or above and 29 per cent reached the higher Level 5. Analysis of the averages of these results shows that standards were average compared with all schools and similar schools. In 2000 the school achieved its best results so far when 89 per cent of pupils reached Level 4 or above and 28 per cent the higher Level 5. The latest results show a significant rise in the standards for science in Key Stage 2 during the past year. During the past four years, from 1996 to 2000, there has been a steady rise in standards in science when the school's results have risen from well below national expectations in 1996 to being in line with expectations in 2000. Fluctuations in results have been due to significant numbers of pupils with special educational needs in particular year groups.
96. In 1999, at the end of Year 2, attainment recorded in teachers' assessments show that 90 per cent of the pupils reach Level 2 or above in science. These results compare favourably with the national average and also when compared with the results from similar schools. The number of pupils attaining the higher Level 3, at 37 per cent, was well above the national average. In 2000, at the end of Year 2, similar assessments show that 80 per cent of pupils reached the expected Level 2 or above and 15 per cent the higher Level 3. The year group contained a significantly high number of pupils with special educational needs. The Level 3 figures for higher-attaining pupils compare well with national expectations, which suggests that average attainment has been affected by the high proportion of pupils with special educational needs.

97. The attainment of pupils currently in Years 2 and 6 is satisfactory and in line with the national expectation for their age. Overall, there has been significant improvement in science since the last report. That report found that progress and attainment in science were unsatisfactory, particularly for the higher-achievers, and that not all aspects of the National Curriculum were taught. All pupils, including those with special educational needs and those who use English as an additional language, make satisfactory progress.
98. Pupils in Year 2 have a good grasp of the three states of matter and recognise that some changes of state are reversible. They appreciate the importance of careful observation and recording when they investigate melting ice in different parts of the classroom. Pupils in Year 1 know and name the five senses and use them well to carry out simple investigations. Pupils in Year 6 investigate solutions and the effects of exercise on heart rate with reasonable accuracy. They know the importance of identifying variables in order to make the tests as fair as possible. They know that some substances dissolve and explain the differences between solutions and suspensions. Pupils in Year 3 learn about the properties of materials and investigate the elasticity of everyday items. In Year 4, pupils learn how sound and volume may be controlled through the use of a variety of materials. In Year 5, pupils study electricity and know the effects of the introduction of extra elements into circuits, write confidently about conductors and draw circuit diagrams with reasonable accuracy. Overall, there is a good balance is achieved between the gaining of knowledge and the development of scientific skills.
99. Pupils have very good attitudes to their learning in science and they behave very well in lessons. They enjoy their lessons, are keen to contribute, use equipment sensibly and work well together.
100. Overall, the quality of teaching and learning is good. It was satisfactory, overall, in Key Stage 1 and good in Key Stage 2, where teachers make better use of time within the lessons. Lessons are well planned and prepared and clearly based on the agreed topics for the school. Teaching is most successful when time is used effectively and pupils work for extended periods within the lesson, intended learning and outcomes are shared with the pupils and the work clearly builds on previous learning. Teachers' subject knowledge and management of pupils' behaviour are good. They use group work effectively and encourage pupils to help one another. Where teaching is less successful, introductions to lessons are too long and pupils have insufficient time to work independently. The marking of work in books is inconsistent. The best examples provide targets and pose questions to stimulate future work. Good use is made of resources, accommodation and additional help provided by other adults.
101. The quality of the science curriculum is satisfactory. The needs of all pupils are now met and there is a good range of planned opportunities for pupils to build on previous experiences. Teachers now have higher expectations for their pupils and a good emphasis is placed on scientific enquiry. This combination of improved teaching and well-planned sessions has a positive effect on raising standards. All this has been achieved through a careful analysis of test results and pupils' attainment in order to set targets for the future and to structure the programme to support these intentions. The introduction of a new scheme of work, with its balance of science skills and knowledge, is providing a good foundation for future work and provision is now fully in line with the demands of the National Curriculum.
102. The co-ordinator provides good leadership. She is well qualified and very experienced in the teaching of the subject. She has a clear action plan for raising standards

further through target setting, providing for higher attaining pupils, emphasising numeracy and literacy in science and for training staff. There are plans to develop further the use of the school grounds. The new scheme of work allows for the systematic development of skills and learning. Some monitoring of the quality of teaching in science does occur but it is not consistent and no time is allocated for it. Teachers carry out assessments during lessons and check the levels of attainment half-termly. The information from these assessments is used to check progress. However, this practice is insufficiently established throughout the school and the procedures for promoting individual pupils' progress do not match the good practice used to identify whole school development.

103. The quality of the resources is satisfactory, they are used well and are readily accessible. The school grounds and visits to the local area are also used well to support science. These opportunities include residential visits and field-work. The subject makes sound contributions to literacy through opportunities for speaking and listening, and to mathematics through the application of data display skills in graphs and charts. Science makes a sound contribution to the pupils' social development through opportunities to work together during investigations.

ART AND DESIGN

104. Pupils' attainment at the end of Key Stage 2 is above the national expectation for age. This is an improvement on the judgement made at the time of the previous inspection report which judged standards to be sound at the end of Key Stage 2. All pupils, including those with special educational needs and English as an additional language, have good knowledge of the properties and effects of the media they use and compare and evaluate them. For example, pupils sketch the same still-life, use a wide range of media and evaluate the advantages and disadvantages of each. They have good colour-mixing techniques and use various shades of the same colour to produce a harmonious effect and replicate the colours found in nature. Pupils use a colour wash over biro sketches to produce a wash of good consistency and develop techniques to effectively control their application of this demanding medium. Pupils have good observational skills and include a great deal of accurate detail in their work. All pupils are keen to evaluate their own work and to offer advice to others. They have very clear and realistic ideas about how their work could be improved. Little three-dimensional work was observed at this stage in the school year, and no work in clay, although there are plans for this in the scheme of work.
105. Attainment at the end of Key Stage 1 is above the national expectation for age. All pupils, including those with special educational needs and English as an additional language, use a good range of media and techniques appropriately and in particular make effective use of colour mixing and application to produce work that is subtle and authentic in its effect. When pupils paint self portraits or portraits of their partners, inspired by the work of Pissarro, they produce realistic skin tones and use observational skills to match details, for example eye colour, to the subject. Older pupils work with a wider and more demanding range of media. For example, they use coarse fabric to make effective medieval shields and combine their observational skills of natural objects with neat and accurate cutting of the fabric. Pupils at the end of the key stage use well-developed techniques of self-evaluation and they describe what they need to do in order to improve their work.
106. Overall, the pupils' response to art and design is very good. All pupils, including the younger ones, listen carefully to their teachers and show very good levels of concentration. Older pupils are prepared to work slowly, without the gratification of

instant results, in order to achieve the best work of which they are capable and are eager to refine and improve their work. They respond very positively to the advice of teachers and their peers and as result of this some make considerable progress over the course of a single piece of work.

107. The quality of teaching and learning is good at both key stages. This represents an improvement on the findings of the previous inspection when there was some unsatisfactory teaching in Key Stage 2. Teachers put thought into the assignments they set and the media to be used, in order to offer an appropriate level of challenge. For example, pupils in Year 6 were expected to use a biro as a sketching medium. This was to present them with a medium which they would find more difficult to use effectively. Good links are made with other subjects; for example, pupils study castles as part of their history course and use their enthusiasm for this to design and make appliqué shields as part of their preparation for a medieval banquet. Teachers' explanations and demonstrations are clear and helpful and they make good use of demonstrations by pupils. The tactful and timely support offered by teachers to individuals assists pupils not only in carrying out their tasks but also offers them a positive example of the way in which thoughtful comments can help other pupils to evaluate their work.
108. The curriculum offered to the pupils is satisfactory. A scheme of work produced by a national educational body has been adopted, but there are plans, after a trial period, to evaluate and adapt this to meet the needs of the school more exactly. In addition to the scheme of work, two useful books of practical guidelines have been drawn up and distributed to all teachers. The plans to produce these were mentioned in the previous report. Overall, the leadership and management of the subject are good. The subject co-ordinator provides clear leadership and has identified appropriate priorities for the development of the subject. However, there has been little monitoring of the quality of teaching in the subject and this is a weakness. The lack of emphasis placed on knowledge of the work of successful artists has been correctly identified, steps have been taken to rectify this and there are already signs that they are being effective. Resources for the subject are good and include the provision of specially drawn up 'resource packs' for each topic. A strength of the resources is the high quality paint used, which has a very positive effect on pupils' progress in the use of colour.

DESIGN AND TECHNOLOGY

109. The previous inspection report found that standards in design and technology at the end of Key Stage 1 were satisfactory but that they were unsatisfactory at the end of Key Stage 2. Evidence from discussions with staff, interviewing pupils and examining planning documents, indicate that standards now are in line with the national expectations for pupils' ages at the ends of both key stages.
110. The curriculum overview shows that a wide variety of activities is planned to meet the requirements of the National Curriculum. In Key Stage 1, all pupils, including those with special educational needs or English as an additional language, carefully design and successfully make jackets inspired by the story of The Emperor's New Clothes. They learn to evaluate, improve and develop their designs, for example in considering whether their jackets are large enough to fit the emperor. All pupils learn about pulleys to design and make a fairground ride. They have plenty of very imaginative, interesting ideas and draw on previous experiences when they talk about them, for example when they discuss the possibility of the incorporation of elastic band springs or electric motors into their designs. They talk animatedly and interestingly about their

work and have a good understanding of the processes of designing, making and evaluating. From discussions with pupils it is apparent they make satisfactory progress as they move from class to class. Pupils make sweets and fruit cocktails which do not require cooking. However, food technology is limited as the school has no designated cookery area and pupils have no opportunities to develop their knowledge, skills and understanding by preparing a wider range of food.

111. The pupils clearly enjoy their work in design and technology. They are enthusiastic and remember their work in great detail. They are proud of their achievements, and describe what they have made clearly.
112. Due to timetabling arrangements during the inspection which restricted the opportunity to assemble first-hand evidence, it is not possible to make a judgement about the overall quality of teaching or learning in the subject. Only one lesson, in Key Stage 1, was observed. Resources for design and technology, except for food technology, are satisfactory and include an appropriate range of tools and materials.
113. The leadership and management of the subject are unsatisfactory because there is no co-ordinator to support and guide staff. However, the school is aware of the problem and has identified the future development of design and technology as a priority in the strategic plan.

GEOGRAPHY

114. Due to the organisation of the school timetable and the timing of the inspection, it is not possible to make firm judgements on attainment at the end of Key Stage 1 or 2. However, there is evidence to indicate that all pupils, including those with special educational needs and those who use English as an additional language in Key Stage 1 make appropriate progress in the acquisition of geographical knowledge and skills.
115. Pupils understand that the way from one place to another is called the 'route', that a map drawn to record this should show as many features as possible and that there should be a 'key' to explain these features. In discussion, all pupils understand that a map is a 'from above' picture of a location and make the analogy of a helicopter hovering over a zoo in order to note the position of all the animals. They understand that features look very different from above and would not necessarily be easily recognised. Those who drew maps of their route to school used colour coding to mark features clearly. Pupils made weather observations during September and noted them on a chart using appropriate symbols, but did not draw any conclusions about the pattern of weather during the month. In a lesson about the difference between physical and human geography, all pupils made good progress in distinguishing features from each category and higher-attaining pupils presented a clear argument for this.
116. It was not possible to observe any lessons in Key Stage 2, but there is evidence to suggest that all pupils, including those who use English as an additional language and those with special educational needs, make satisfactory progress towards meeting the national expectations for their age. In discussion, pupils have clear recall of their prior studies about the port of Cherbourg and develop their knowledge and understanding of St Lucia, although this was at an early stage at the time of the inspection. They recognise many similarities between life in northern France and in their own town and understand that life in St Lucia would be different from both. Higher-attaining pupils understand the link between climate, life-style and economy and realise that they would account for St Lucia being a very different place from the one in which they live. Previously completed work suggests that pupils record work in a variety of forms including charts and graphs, diagrams and cartoons. A considerable variety of recorded work was based on factual knowledge rather than on the development of geographical skills. Pupils have satisfactory recall of work previously carried out on rivers, to include the correct use of subject-specific vocabulary such as 'source' and 'tributary' and they recall in some detail the particular features of the River Severn as it joins the sea.
117. In discussion, pupils demonstrated good attitudes to the subject and they recognised that it is important to understand how people live in other countries. In a lesson about the differences between physical and human geography, pupils in Year 2, responded enthusiastically to the opportunity to work in the school grounds and this had a very positive impact on their progress in a challenging concept. Nearly all pupils were eager to contribute their observations and opinions and benefited from hearing the ideas of others.
118. In the one lesson observed, the quality of teaching and learning was good. The teacher made effective use of clear explanations to support pupils in making progress with a challenging concept. Good use was made of the immediate locality of the school to reinforce and demonstrate this and there was a clear expectation that pupils should be observant and knowledgeable about their own environment.

119. Overall, the quality of leadership and management of the subject is satisfactory. Although the school uses its own scheme of work, the recently appointed co-ordinator has made a good start on streamlining and rationalising it to meet current curriculum requirements. However, no monitoring or evaluation of teaching and learning in the subject has taken place and this is a weakness. There is a planned programme of visits for most year groups and good use is made of the local and further environment as a learning resource. The quality of learning resources is adequate with sufficient atlases and aerial photographs, which are easily accessible to the pupils.

HISTORY

120. Due to the organisation of the school time-table and the timing of the inspection, it was not possible to see a sufficient number of history lessons, or to analyse enough evidence of completed work in the subject on which to make a firm judgement about standards of attainment by the end of Key Stage 2. There is, however, evidence to suggest that all pupils, including those with special educational needs and those who use English as an additional language, acquire an appropriate range of knowledge about a number of periods in history. Pupils record this knowledge and understanding in written form, although there is an emphasis in their written work of factual content rather than the evaluation and interpretation of what they know. In their study of Roman Britain, pupils show their ability to use knowledge and understanding to inform their own opinions of the period. Pupils interview visitors to the school who had once been Second World War evacuees. They show sufficient knowledge of the evacuation scheme to plan sensible questions designed to enhance what they already know.
121. Attainment in history at the end of Key Stage 1 is in line with the national expectation for pupils' age. Pupils know that the past was very different from the present in a number of significant ways, including life-style, social customs and language. When they prepare a medieval banquet, pupils know that it will be very different from a modern celebration. Pupils' work completed this term shows that they use their research and observations during a visit to a castle to draw and label the parts of a castle building and to record their knowledge in written form. All pupils show their curiosity about the past by formulating a series of written questions about life in a castle and make simple links between cause and effect, for example in explaining why castles are large buildings. Pupils make use of information and communication technology to paint a picture of a castle and to sort facts into the order in which they happened. Younger pupils in the key stage understand that all things change over time and they record this understanding in simple graphic form. This represents a similar picture of attainment to that noted at the previous inspection.
122. Based on limited evidence, pupils show appropriate respect for what happened in the past and show a good level of curiosity to find out more, especially about social history. They show considerable understanding of the difficulties and problems faced by children who were evacuated. They listen to other people's ideas and opinions with interest and respect and this has a positive impact on their learning. The previous inspection reported a similar picture with pupils enjoying the subject and talking about it in depth.
123. The limited amount of teaching observed was at least satisfactory and in one lesson it was good. Teachers generate interest in history and stimulate their pupils' curiosity by presenting them with a good range of learning opportunities, for example visits to places of interest, visitors into the school and historical 're-enactments' as part of their lessons. Effective use is made of artefacts and other resources, both as part of lessons and in classroom displays.

124. Teachers in Key Stage 1 use a scheme of work recommended nationally. The newly appointed history co-ordinator has plans to revise and update the existing Key Stage 2 scheme of work and a start has already been made on this. Good use is made of a planned programme of visits and visitors and, although the school's own stock of resources is rather limited, these are supplemented by borrowing items from the local education authority. There are good historical research books in classrooms, again many borrowed from the county library.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. All pupils, including those with special educational needs, achieve standards in line with national expectations for their age. This is a good improvement since the previous inspection, when standards were below expectations. Curriculum provision made by the school is now good and fully meets the requirements of the National Curriculum. The school has successfully addressed the weakness identified in the previous report.
126. Pupils enter Key Stage 1, from the Foundation Stage, with positive attitudes and sound skills for their age. Teaching, in both key stages, successfully builds on this good start. Pupils in Year 2 find and open a painting program, successfully save work to file and know how to retrieve it for further refinement. As a result of skilful questioning, the teacher is quickly able to assess which pupils need more input about selecting tools to match a particular purpose. Pupils explain clearly why and how they vary line size, colours and shapes in their drawing of a castle. They relate this task most effectively to a recent visit to Portchester castle. Good links with other curriculum areas strongly support pupils' learning in information technology. Both literacy and numeracy skills are used well. For example, Year 6 use spreadsheets most successfully to interpret data from the Olympic Games. Pupils scrutinise a range of data, select information relevant to their target to compare individual performances with world records. Year 6 pupils use other communication technology well when they receive faxes, scan CCTV monitors and answer the telephone when on duty in the school office at lunch times. Year 5 proof-read and edit challenging text, using spell-check suggestions thoughtfully. They explain, very succinctly, why a computer cannot relate 'creecha' to the correct spelling 'creature'. Throughout the school the pupils work with enthusiasm and concentration, helped by good curriculum planning which gives them time to complete tasks when in the computer suite. As a result of the 'response partnership' system, pupils with special educational needs in literacy or numeracy are well supported when working on challenging tasks. Pupils who use English as an additional language make good progress.
127. Overall, the quality of teaching and the quality of learning are good. A good scheme of work guides teachers' planning, but teachers are also skilled in further refining this to take account of individual needs. For example, a pupil who is a gifted artist is allowed to work individually when using computer art programs. In the best lessons, teachers make sure that the initial teaching session is brisk, fully involves pupils and gives good opportunities for pupils' questions about new learning. In a good Year 2 lesson, the teacher clearly assessed pupils' answers to direct questioning in order to refine whole class teaching about drawing tools. In lessons that are satisfactory rather than good, information is often given whilst pupils are seated at computers and are not fully attentive to the large teaching screen. Teaching was unsatisfactory where a teacher had taken over a lesson at short notice and was unfamiliar with pupils and planning. Teachers have undertaken comprehensive training and have a confident approach to the subject. This has had a very positive impact on pupils' learning.

128. The quality of the curriculum is good. Teachers' planning is well informed by the good use of assessment. Plans are monitored by the co-ordinator, who regularly feeds back any overall weaknesses in a particular year group's development. This good provision has a real impact on pupils' own understanding of their progress. Information technology passports are now firmly in place for older pupils. When editing text in Year 5, pupils identify which strands of their passport targets they are addressing and, moreover, know the passport objectives for the whole term.
129. Pupils' attitudes to the subject are very good and behaviour is good. Resources are good, both in quality and number. They support pupils' learning well. The computers, both in the suite and classrooms, are well maintained by the technician. The number of support staff in lessons seen was low and this does have a limiting effect on pupils' learning.
130. The leadership and management of the subject by the co-ordinator are very good. She has put into place a well-structured scheme of work, effectively adapting published schemes to the needs of pupils in this school. She has a very clear picture of what is happening throughout the school, as a result of the good assessment systems. Well-structured targets support further subject development. This good whole school approach to monitoring, evaluating and development has a very positive impact on pupils' standards.

MUSIC

131. All pupils achieve standards in music which meet the national expectation for their age. At the time of the previous inspection, the school employed a specialist music teacher and standards were judged to be above average. Standards in singing remain above average.
132. The quality of pupils' learning is satisfactory in both key stages. Pupils enter Key Stage 1, from the Reception classes, with sound basic skills in listening and performing and have good singing skills. In Year 2, pupils have a clear understanding of pitch. They have fun as they take part in a good voice warm-up session, singing familiar songs at three different pitches. Good, yet simple to follow, teacher-made resources successfully introduce notation to indicate rising and falling pitch. Imaginative planning links lively group music-making to the rise and fall of Jack and the Beanstalk. By the time pupils are 11, they appraise music of the Baroque period and show detailed knowledge of the development of musical instruments. For example, pupils know that the sackbutt is linked to the modern trombone. They approach composition with confidence, working in co-operative groups to devise their own notation to exemplify ground bass rhythms.
133. The quality and range of learning opportunities provided for the pupils are good. Good planning enables pupils to match simple illustrations to their interpretation of what they hear but, even better, they are allowed to reflect upon their first thoughts. When activities are fun, active and challenging, pupils' learning is good. Singing in the choir and in assemblies shows above average attainment by pupils of all ages. They have a wide repertoire and sing with evident enjoyment. Instrumental lessons are offered privately, after having lapsed for some time.
134. The quality of teaching is satisfactory. Four lessons were observed, three were satisfactory and one good. Teachers are guided by a newly-introduced scheme of work, which successfully adapts published schemes to the needs of this school. In the most successful lessons, teachers plan a good balance between teacher talk and

pupil activity. Teachers use resources very well, for example in Year 3, to accompany the Carnival of the Animals. A sense of fun and enjoyment imbues learning. In lessons which are satisfactory rather than good, pupils spend a lot of time listening to teachers talking about, or even playing, these attractive instruments!

135. The leadership and management of the subject are satisfactory. The new scheme of work is nearly in place, although systems for assessment of the pupils' progress have yet to be developed. Assessment systems were about to be developed at the time of the last report, so this is a persistent weakness in provision. Resources are good and used well to improve pupils' standards in music. Links with information and communication technology are weak, but identified by the co-ordinator as a priority for future development.

PHYSICAL EDUCATION

136. It was only possible to observe swimming lessons for Year 6 during the inspection. Evidence from these indicate that the pupils attain standards above the national expectation for their age by the time they leave the school and that well over 90 per cent of pupils safely swim 25 metres unaided. Evidence from games and gymnastics lessons seen in other classes in the juniors indicate that the pupils also achieve above average standards in these aspects of the subject. This is a similar judgement to that made at the time of the previous OFSTED report. Higher-attaining 11-year-old pupils swim confidently using front and back crawl strokes and breast-stroke. Many pupils use at least two of these styles to swim full lengths of the pool with good direction. Lower-attaining pupils use floats to practise arm and leg movements in order to refine their techniques. Even these pupils take to the water confidently and use different strokes. At least a third of Year 6 pupils swim in clothing and submerge using a pencil drop method. They swim several strokes underwater, using correct breathing techniques when they surface, to achieve more speed. In gymnastics, pupils, in Year 5, work in pairs to create a sequence of movements which are either symmetrical or asymmetrical. They do this whilst using a wide range of apparatus such as wall bars, ropes, benches and climbing frames. Higher-attaining pupils in this activity combine complex movements in good synchrony to achieve above average standards for their age. Most other pupils use apparatus very confidently and finish their movements with good poise. Many pupils in Year 4, balance well on various parts of their body and maintain their balance whilst twisting into a different position.

137. At Key Stage 1, pupils achieve standards above the national expectation for their age. They closely control a small ball with a hockey stick or a larger ball with their foot or hand. They show good knowledge of the rules and parameters of team games and create their own versions of competitive games based on football, handball and hockey.
138. Throughout the school, the quality of teaching and learning is good. Many teachers have good subject knowledge and use it well to teach direct skills to help pupils swim more quickly and with better style, to combine body movements in a graceful sequence and to travel with a ball with good, close control. Teachers' enthusiasm for the subject motivates pupils to try hard to improve. They have good control, both indoors and outdoors, which ensures that pupils work safely and productively. In gymnastics lessons, teachers have high expectations of the pupils' work, especially in finishing their movements, and they encourage pupils to take on challenges when using apparatus or when refining their movements. As a result, the pupils make good progress in building on their existing skills and take great pride in demonstrating their improvements. Pupils work imaginatively, especially in gymnastics, and apply their creativity well when inventing outdoor team games which have rules, scoring methods and which employ specific skills.
139. The pupils behave very well in lessons and have very positive attitudes to their work. They listen attentively to instructions, respond promptly, rarely needing repetition from the teacher. They work safely with regard to others and co-operate well when working in pairs or teams. Pupils volunteer readily to distribute or clear away apparatus and they participate in good numbers in extra-curricular clubs such as football, athletics and netball. This contributes well to their social development and to widening their experience of physical activity.
140. The subject fully meets the requirements of the National Curriculum and the school has a comprehensive scheme of work which provides a good breadth of experience for the pupils. However, the arrangements made for swimming mean that, for a block of ten weeks in the autumn term, pupils in Year 6 do not have any games, dance or gymnastics lessons. This represents some imbalance in the curriculum and means that there is some interruption to the continuity of pupils' learning in these areas. The swimming sessions consume two hours per week (including travelling to and from the local pool), which is excessive. A good range of extra-curricular clubs are offered to the older pupils. These include, football, badminton, athletics, tennis, fun club, rounders and netball and all contribute to the pupils' moral and social development. When creating symmetrical or asymmetrical movements in gymnastics, the pupils reinforce aspects of their mathematical understanding. The school makes limited use of opportunities to celebrate other cultures through dance. Pupils have good opportunities to extend their physical skills when attending residential centres or sailing courses.
141. The management of the subject is satisfactory. The school has a newly appointed co-ordinator who has recently joined the school. In the short time she has been in post, she has formulated a sensible action plan, which includes an audit of resources, a review of the school's present schemes of work and the allocation of time devoted to the different aspects of the subject. A weakness in the management and leadership of the subject is the lack of opportunities which successive subject co-ordinators have had to monitor teaching. This means that the school has an insufficient feel for the quality of provision in the subject and is unaware of any staff development needs. A wide range of good quality resources supports learning and the non-teaching staff who assist individual pupils in lessons are well deployed.

There are good outdoor facilities including ample hard standing and grassed areas. The school hall is too small to comfortably accommodate larger classes of older pupils and this limits the range of activities in which all pupils may participate together.

RELIGIOUS EDUCATION

142. By the time they leave the school, pupils attain standards in line with the expectations of the locally Agreed Syllabus. Standards of work and attainment identified in the previous inspection have been maintained. Pupils know about the world's major religions, in addition to Christianity. They learn about and celebrate festivals such as Christmas, Easter and Harvest. There are close links between religious education and personal, health and social education where the emphasis is placed on behaviour and personal development.
143. All pupils, including those with special educational needs and those who use English as an additional language make satisfactory progress. In Key Stage 2, pupils develop their knowledge of other religions and consider common features, for example that all religions have particular ceremonies and recognise the use of prayer. They explore and learn about the significance of rituals and the different places used for worship. Pupils have opportunities to learn about a variety of rituals, including confirmation and funerals, and to explore personal feelings of those involved in such occasions. By the time they are seven, pupils know about and celebrate major festivals and identify books which are important in religions, such as the Bible in Christianity. Religious education teaching is based on themes, for example 'precious things' which are presented through stories, discussion and displays in classrooms. Pupils listen to stories and celebrate festivals such as Harvest.
144. Pupils show a very keen interest in their work. Their responses and behaviour are very good overall. They listen very carefully to their teachers, contribute their own ideas and listen to those of others. They settle quickly to their tasks and work very well together.
145. Overall, the quality of teaching is satisfactory. In the lessons observed, teachers have good subject knowledge, structure and plan their lessons well and make good use of effective questions. The religious education theme is clearly identified and the lesson content is related to previous work. Teachers have high expectations of pupils and lessons are paced well to maintain interest and involvement. The pupils are encouraged to participate and given opportunities to explore sensitive issues and to discuss them openly, for example when considering the impact of death. Teachers draw effectively upon the experiences of pupils of other faiths, encouraging them to explain certain aspects to the class; for example, a young Hindu pupil explained the importance of worship in the home.
146. The curriculum follows the locally Agreed Syllabus and is well planned. The syllabus provides a satisfactory structure on which the school can base its own programme. Overall, religious education makes a satisfactory contribution to the development of pupils' spiritual, moral, social and cultural development. Pupils explore feelings and relationships and learn about the values and beliefs of others. Time allocation for the subject and the level of resources to support religious education are satisfactory, although it is not clear how the time allocated is utilised within each year. Assessment within the school and arrangements for tracking pupils' progress are both unsatisfactory and there is currently no system for ensuring that religious education is taught throughout the school.

147. The management and leadership of the subject are satisfactory overall although there are some weaknesses in the monitoring of teaching and learning. A new policy is in place which should help to raise standards. The school should consider how the whole profile of religious education could be raised and taught consistently in all year groups. There is a need to consider how the links between personal development, assemblies and religious education could be better developed.