

INSPECTION REPORT

**SHIRLEY WARREN PRIMARY AND NURSERY
SCHOOL**

Southampton

LEA area: Southampton

Unique reference number: 116262

Headteacher: Mrs S Bailey

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 9th – 12th October 2000

Inspection number: 224925

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Warren Crescent Shirley Warren Southampton Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Valerie Grant
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lorna Brackstone 21872	Registered inspector	Geography Religious education	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements
Chris Farris 19426	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
Jane Pinney 22790	Team inspector	Foundation Stage	How good are the curricular and other opportunities offered to pupils?
Robert Arnold 22729	Team inspector	Equal opportunities Special educational needs English as an additional language Science Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shirley Warren Primary School is situated to the north west of Southampton in the ward of Millbrook. It shares a site with four other educational agencies. Most pupils come from the nearby council estate, which is a recognised area of severe social deprivation. It has a very high proportion of unemployment and the vast majority of properties are overcrowded. The school has 213 pupils on roll and this is about the same size as other primary schools. However, it suffers from a high turbulence factor and, during the past academic year, local authority calculations estimate the turnover of pupils to be 41 per cent. The percentage of pupils known to be eligible for free school meals is 45 per cent and this is well above the national average. Although the majority of pupils are of white European origin, there are four pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs, including statements, is 51 per cent and this is well above the national average. The percentage of pupils with statements of special educational needs is 3.3 per cent and this is also above the national average. There are more boys than girls on roll. Children start Nursery when they are three. They come from a very wide variety of backgrounds but overall standards on entry are very poor. The majority of children transfer to Reception at the start of the year in which they will be five, but a significant minority leave to attend other nearby schools. Approximately 30 per cent of all the children in Reception have speech and language difficulties. There is an 'inclusion' class, for pupils who experience difficulties in a large class and a local authority unit for emotional and behaviour problems is also sited at the school. The current headteacher took up her position in April 1999 one year after the school had been judged to have serious weaknesses.

HOW GOOD THE SCHOOL IS

This is an improving school. Standards in English, mathematics and science are rising, although standards in English are still below average by the time pupils leave school. Most pupils are keen to learn. There is very effective targeting and support for the pupils and, combined with the good teaching, this is raising the pupils' achievement. The headteacher, deputy head and staff are very committed to improving the school and are very effective. The school gives good value for money.

What the school does well

- The school's commitment to raising standards is resulting in the pupils' achieving higher standards, particularly in mathematics and science, which are now in line with the national average by the age of 11.
- The numeracy strategy is having a very good impact on standards in mathematics.
- The overall quality of teaching is good.
- It is very well led and managed.
- The youngest children are provided with a very good start to their school life and make good progress.
- The school has very good procedures to monitor the pupils' academic and personal development and it provides a good level of care and support for its pupils.
- The provision for personal, social and health education is very good.
- Provision for moral development is very good.

What could be improved

- The standards in English, information technology and music at both seven and 11.
- Standards in science at the age of seven.
- Attendance, especially the incidence of unauthorised absence.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in March 1998 when the school was considered to have serious weaknesses. However, improvement since then has been very good. A new headteacher took up her appointment in April 1999. Pupils, staff, parents and governors regard her very well and her leadership

has had a significant impact on the raising of standards. There has been a 50 per cent turnover in staff and the quality of teaching has improved throughout the school. Managerial roles have been developed well and are very strong in key areas such as special educational needs, literacy, numeracy, and the foundation stage. Nearly all of the governors are new to the governing body, but they fulfil their legal responsibilities appropriately and are developing a good understanding of the strengths and weaknesses of the school. All National Curriculum requirements are now fulfilled and parents are given detailed reports on the progress of their children. The school is very well placed to continue 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	E*	E	E	E
Mathematics	E*	E*	E	E
Science	E*	E	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Assessments on entry into the Nursery at age three indicate that attainment is very poor and this is reflected in inspection findings. Children make good progress in both the Nursery and Reception class and, although standards are still well below those expected at the end of the foundation stage in the areas of language and mathematics, they are broadly in line with national expectations in personal and social development, knowledge and understanding of the world, creative development and physical development. Inspection findings indicate that by the age of 11, the standards in mathematics and science are broadly in line with national averages. This represents a significant improvement in standards of achievement since the 1999 results, which are recorded in the above table. The improvements are also reflected in the most recent national tests. However, although standards in English are rising, they are still below the national average at age seven and 11. Standards in science at age seven are also below the national average. Standards of achievement in art are good and are above national expectations throughout the school. In religious education the pupils meet the expectation of the locally agreed syllabus. At the age of seven and 11, standards of achievement are also in line with national expectations in history, geography, design and technology and physical education. The school has recently improved the resources for information technology and, although standards are improving, they are still below average by the time the pupils leave school. Standards in music are also below national expectations throughout the school. Taking into account the very poor levels of attainment on entry to school, the large number of pupils with special educational needs and the high mobility, the overall picture is one of improving standards. Realistic targets have been set, the school has worked very hard to improve and this is reflected in the good progress made by the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils like school and most are keen to learn.
Behaviour, in and out of classrooms	Satisfactory. The majority of pupils behave well. A minority of pupils are disruptive in lessons and around school.
Personal development and relationships	Satisfactory. Pupils respect one another's views and collaborate appropriately. They show initiative and the responsibilities given to them are undertaken well. Relationships throughout the school are good.
Attendance	Poor. Levels of attendance are well below the national average. The

majority of pupils come to school on time.
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Pupils engage well in activities and are proud of their achievements. They usually move about the school in an orderly fashion and are both polite and welcoming to visitors. The punctuality of most pupils is satisfactory. There is a high number of exclusions.

TEACHING AND LEARNING

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

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

The quality of teaching is good, overall, and promotes pupils' learning well. During the inspection, 66 lessons were observed and all were at least satisfactory or better. The quality of teaching was good or better in 65 per cent of lessons and very good or excellent in 26 per cent of lessons. Teaching is good throughout the school. Subject knowledge is good and resources well used. Management of pupils' behaviour is good and is often very good. Relationships are generally good and are always very good in the Nursery and Reception. Lessons are well presented and activities are both interesting and exciting. Planning is very detailed and carefully meets the needs of children of all abilities, including those with special educational needs. The pace of lessons is generally brisk, assessment information is used well to inform planning and the marking of pupils' work is good. Teachers have introduced the National Literacy Strategy well and the Numeracy Strategy has been implemented very well. Mental mathematics sessions are particularly brisk and well focused. Teaching is consistently good in both key stages in English, mathematics, science, art, geography, history and religious education. It is overall satisfactory in information and communication technology, design and technology, music and physical education. The provision for pupils with special educational needs, although variable in quality across all subjects, is good in English and Mathematics lessons. The well-qualified and experienced learning support assistants provide very good support for the teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. Good in the foundation stage and planned well in accordance with the early areas of learning. In both Key Stage 1 and 2, the school provides a broad and balanced curriculum that meets the needs of all its pupils.
Provision for pupils with special educational needs	Good, overall. The co-ordinator has worked hard to develop effective systems to ensure that these pupils are well supported and make good progress.
Provision for pupils with English as an additional language	Good. The school ensures that pupils who use English as an additional language are given equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The school makes very good provision for pupils' moral development and pupils are made well aware of the difference between right and wrong. Provision for social development is good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good, overall. There are very good levels of care provided for all pupils. The tracking of pupils' academic progress is particularly effective.

There is a strong parental satisfaction with the school and information to parents is of good quality. The foundation curriculum is a strength of the school. It is very carefully planned and it interests the

children. The curriculum at Key Stage 1 and 2 is carefully planned to meet the needs of all pupils and it takes account of their differing abilities. The procedures to assess the progress made in the pupils' learning are very good and the level of care is also very good. Extra-curricular activities are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall leadership is very good. Both the headteacher and her deputy draw the efforts of the school team together very well and there is clear direction for its work. The management of special educational needs, literacy, numeracy and the foundation stage are very good.
How well the governors fulfil their responsibilities	Satisfactory. The governors are meeting most of their statutory duties and support both the head and staff.
The school's evaluation of its performance	Very good. The monitoring and tracking of pupils' performance is very thorough and data are used very well to improve standards.
The strategic use of resources	Good. The staff are well deployed to support the pupils' learning and the school uses its resources well. Funding is being used well to raise standards.

The school has a good number of both teaching and non-teaching staff. The internal accommodation is spacious and well maintained. The large corridor areas promote and enhance learning through the use of both attractive and stimulating displays. The school is well resourced and this has had a positive impact on the raising of standards. The leadership and management of the school are very good and the aims and values are very well met. There is a very clear commitment to improvement and the school seeks to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel very comfortable when they approach the school with questions or problems. • Their children like school and are making good progress. • They feel well informed about their children's progress. • They feel that the teaching is good. • They feel that the school is well managed. 	<ul style="list-style-type: none"> • The behaviour of the pupils. • The range of activities provided outside lessons. • The amount of homework given to their children.

Inspection findings support the positive views of the very small number of parents who returned the questionnaire. Inspectors consider the range of extra-curricular activities to be satisfactory, but they are less than those offered in similar schools. Although the majority of pupils behave appropriately, a small number of pupils exhibit challenging behaviour at times and this is reflected in the high number of exclusions. The amount of homework given is considered to be appropriate for this stage of education. At the parents' meeting with the Registered Inspector prior to the inspection, a very small number of parents expressed some concern about the organisation of the classes into mixed year groups. The inspectors took these concerns into consideration, but found that all pupils are receiving an education appropriate to their age and ability.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school at the age of three with very poor levels of attainment. They make good progress in both the Nursery and Reception class. By Year 1, the majority of children have achieved the early learning goals in personal and social development, knowledge and understanding of the world, creative development and physical development. In spite of the good progress that is made from the very low levels of attainment on entry, language and literacy and mathematical development remain well below the expected levels by the end of the foundation stage.
2. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in English was well below the national average. In comparison to similar schools, results were also well below the average. Recent National Curriculum testing indicates that standards are still well below the national average. However, inspection findings indicate that standards of work are improving. By the age of 11, pupils are able to listen carefully to their teacher and listen to each other. However, most pupils are not keen to speak at length to either adults or their classmates. Many pupils read accurately, with appropriate use of expression, but a significant number are unable to discuss the text that they are reading. They often produce a variety of different types of writing, but are inconsistent in their use of punctuation and imaginative vocabulary. In 1999 National Curriculum tests at the age of seven, the performance of the pupils in reading was very low in comparison with the national average. In comparison with schools in similar contexts the performance in the reading tests was also very low. Recent National Curriculum testing indicates that standards are still well below the national average, but inspection findings indicate that they are improving. In the 1999 National Curriculum tests at age seven, the performance of the pupils in writing was very low in comparison with the national average. In comparison with schools in similar contexts it was also very low. Recent National Curriculum tests indicate that achievement was well below the national average and inspection findings confirm this judgement. By the age of seven, pupils quietly sit and listen to their teachers, but the majority are not confident at speaking and only speak in single words or short phrases. They successfully write short stories and poems, but do not consistently use full stops and capital letters.
3. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in mathematics was well below the national average. In comparison to similar schools, pupils' results were also well below the national average. However, there has been a significant improvement in recent National Curriculum tests and this is reflected in inspection findings which indicate that standards of work achieved by pupils at the age of 11 is in line with national averages. This is as a direct result of the implementation of the numeracy strategy, good teaching throughout the school and careful monitoring by the co-ordinator. By the age of 11, pupils have a sound understanding of place value to 1000 and are able to use a variety of written and mental calculations, requiring the use of adding, subtraction and multiplication. They are also able to round off both decimal fractions and numbers to two places. In the 1999 National Curriculum tests at seven, the performance of the pupils in mathematics was very low in comparison with the national average. There has been an improvement in standardised test results and this is also reflected in inspection findings. By the age of seven, pupils are able to read, write, order, add and subtract numbers up to 100 and know the difference between an 'odd and even' number. They also tell the time and are beginning to use symbols and simple diagrams.
4. In the 1999 National Curriculum tests at the age of 11, the performance of pupils in science was close to the national average. In comparison to similar schools, pupils' results were well above the national average. Recent National Curriculum tests indicate that standards are continuing to rise and this is reflected in inspection findings where standards were judged to be in line with national averages. By the age of 11, pupils have a sound knowledge of a variety of different science topics and are able to predict outcomes and carry out experiments when given the opportunity. In the

1999 National Curriculum teacher assessed science tests at the age of seven, results were well below average in comparison with both the national average and in similar contexts. In recent standardised tests results have improved significantly and this is also reflected in inspection findings.

5. Taking the four years from 1996 to 1999, at age eleven, the performance of pupils in English and mathematics was very low in comparison with the national average. Their performance in science was well below the national average. Taking all the core subjects together during this period, although the performance of girls was well below the national average, the performance of boys was very low. Taking the four years from 1996 to 1999, figures show that the performance of the pupils was equally very low in reading, writing and mathematics for both boys and girls. Inspection findings confirm that standards of work achieved by pupils at both seven and 11 are showing significant improvements.
6. Standards of achievement by both age seven and 11 in religious education are in line with the expectations of the locally Agreed Syllabus. This represents a good improvement since the last inspection when there were weaknesses in achievement. In religious education, pupils are acquiring an appropriate understanding of different faiths. Standards of work achieved by pupils at ages seven and 11 in art are above average. Standards of work achieved by pupils at both seven and 11 in history and geography are broadly in line with national expectations. This is made possible through the provision of both discussion and practical activities and enables pupils to make good progress in these subjects. Standards of work achieved in both design and technology and physical education at the ages of both seven and 11 are also in line with national expectations. Standards of work achieved at the ages of both seven and 11 are below national expectations in information and communication technology and music.
7. Overall progress throughout the school is good. The current emphasis on literacy and numeracy is proving successful; both national initiatives benefit from very effective management, good teaching and successful implementation.
8. Progress is good for pupils with special educational needs and for those who use English as an additional language. However, it is difficult to track progress in some individual education plans due to targets being repeated or non-specific.
9. The school is eager to improve standards and carefully analyses the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these given the very good leadership of the headteacher, the good teaching, the focus for raising standards and the positive attitudes of the pupils.

Pupils' attitudes, values and personal development

10. Children in both Nursery and Reception respond well to their teachers and most are developing sound social skills. They engage in activities with gusto, work well together and help each other. Pupils throughout the school have good attitudes to their work and want to do well. They enjoy their lessons and are keen to be involved. Pupils generally settle down quickly and remain working, even when the teacher is not directly supervising them. The majority show good manners in the classroom and know that they need to put their hand up before answering a teacher's question. They like new challenges, such as working in the new computer suite, and they enjoy practical activities. Pupils work in pairs and groups less frequently than in many schools but, when required to do so, they do this co-operatively. However, because teachers closely control activities, there are relatively few opportunities for pupils to work independently. This is a similar picture to the findings of the previous inspection.
11. The behaviour of the pupils is satisfactory, overall, but presents a very mixed picture. Many instances of good behaviour were seen during the inspection, both in the classroom and around the school, but a number of examples of unsatisfactory behaviour were also seen from a minority of the pupils. The school has a number of pupils who find it difficult to control their own behaviour

consistently, including those with identified special needs, and flare-ups frequently occur. The staff control these very well and disruption is kept to a minimum. Pupils are generally polite and courteous and interested in everything that is going on. They know what is expected of them in terms of behaviour. They understand the school rules and have been involved in discussing their own class rules as well. Most happily conform to the rules when supervised, but many slip into less acceptable behaviour when unsupervised. For this reason, the level of adult supervision is always high. There were 38 temporary exclusions during the last year, involving 22 pupils, and this was very high in comparison to other schools. Most of these exclusions were for violent behaviour. No oppressive behaviour was seen during the inspection. The pupils' views, from discussions, are that the staff deal promptly with any incidents of bullying that occur. Behaviour is similar to that found during the previous inspection.

12. Relationships are good among pupils and between pupils and adults, and this has been maintained well since the last inspection. Pupils are very friendly towards their peers, are understanding of those with special needs and tolerant of those who find it hard to behave well. They help each other willingly if the need arises as, for example, in one Year 5/6 class where pupils helped each other in researching facts about Islam. They are sensitive to the needs of others, both in the school and further afield, and they are quick to comfort a classmate who is upset or has been hurt at playtime.
13. There are limited opportunities for pupils to take responsibility, but such as there are, mainly for the older pupils, are undertaken willingly and conscientiously. Duties include setting out the hall for assemblies, acting as 'corridor cops' at playtime, becoming reading buddies of infant pupils and helping in the infant playground. Pupils show good initiative in organising fund-raising activities for Blue Peter and the local Scout Hut and in running a weekly dance club.
14. Attendance during the last reporting year was 91 per cent, which is well below the national average and is poor. Unauthorised absence was high. Attendance figures are adversely affected by the transient pupil population, with pupils shown as absent, often for weeks, even though they have left the school. Attendance is lower than at the time of the last inspection but the unauthorised absence has been reduced. Registration is carried out quickly and without fuss, with some teachers using the time as a learning opportunity and pupils responding in a foreign language or by 'signing'. Registers are correctly maintained. Punctuality is satisfactory, overall, and lessons generally start on time.
15. The behaviour, response and attitudes of pupils with special educational needs are good. They are fully integrated into the life of the school.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good, overall, and promotes pupils' learning well. During the inspection, 66 lessons were observed and all were at least satisfactory or better. Teaching was good or better in 65 per cent of lessons and very good or better in 26 per cent. Parents believe that the quality of teaching is good and the figures show a significant improvement from the previous inspection when 18 per cent of lessons were unsatisfactory and fewer lessons were of good quality.
17. The quality of teaching and learning is good for children in the foundation stage. During the inspection, the quality of teaching was never less than good and was frequently very good. One lesson observed in the nursery was of excellent quality. In both the Nursery and Reception class, relationships are very good and the children feel secure and happy. The presentation of lessons is very good and all staff ensure that the prepared activities are both interesting and exciting, but yet firmly rooted in the foundation curriculum. The management of the children is consistently good and often very good. Subject knowledge is thorough and the teaching of basic skills is effective. Planning is very detailed and both individual and group assessments are made daily. This provides the evidence for the next steps in planning. This is very good practice and supports the good teaching and learning well. Teaching is planned to meet all the needs of children of all abilities, including those with special educational needs. All groups of children are appropriately

challenged. Good strategies are employed in teaching, notably the use of first hand experiences and the use of appropriate language. For example, not only are every day situations set up such as a 'shop', both the teacher and Nursery support assistant involve themselves in role play to support and develop children's language. There is plenty of purposeful involvement with children and use of structured play activities suitable for the age group. Imaginative approaches capture the interest of the children and this maintains their motivation. All areas of learning are well taught with learning support assistants making a very valuable contribution to the quality of children's learning and their progress. Children's learning is good and all ability groups, including those with special educational needs, do well for their capabilities and their previous learning.

18. At Key Stage 1, the quality of teaching and learning is good, overall. It is frequently very good and one lesson observed during the inspection was of excellent quality. Teachers' planning is thorough and provides work for the higher achievers. They show a good knowledge of the subjects they teach and all use resources well to make lessons interesting, so that pupils enjoy learning. Their direct teaching works well, particularly in literacy and numeracy lessons, and promotes pupils' learning of basic skills effectively. Their management of pupils' behaviour is good and is often very good. The strengths of teaching were exemplified in a Year 1/2 numeracy lesson where pupils were highly motivated by the very clear delivery by the teacher and effective use of praise supported pupils with behavioural difficulties. Very good use was also made of practical resources, which helped the pupils visualise the mathematical problem.
19. At Key Stage 2, the quality of teaching is good, overall, and pupils are making good progress in their learning. The teachers' knowledge is good and this gives pupils confidence to ask questions. For example, in a good lesson in Year 6, where there was a focus on the rounding up of decimal numbers to the nearest whole number, the pupils' thinking was directed through good questioning and discussion by the teacher. The pace of lessons is generally brisk and pupils move on quickly to the next task. Assessment information is used very well to inform planning and pupils at different levels of attainment are provided with activities at an appropriate level. Most of the teachers keep a tight control on pupils' behaviour and apply rewards and sanctions effectively. For example, in a very good science lesson in a Year 1/2 class, the teacher was very clear about the boundaries given to one difficult member of the class and praised the rest of the class for ignoring the bad behaviour of this pupil.
20. Throughout the school, the teaching of basic skills is good. Teachers have introduced the National Literacy Strategy well and the Numeracy Strategy has been implemented very well. Teachers have worked hard to improve pupils' writing and, as a result, they are developing their ability to write with imagination and in a neat style. The teaching of basic reading skills is good and the school takes every opportunity to provide focused reading sessions where teachers are able to teach the pupils how to tackle new words or how to progress with more challenging reading skills. Teachers are particularly good at teaching numeracy skills and some sessions are of very good quality in the way they give pupils a thorough understanding of number. Mental mathematic sessions are brisk and are well focused on speeding up pupils' responses to questions fired at them. This has a good impact on their learning and has very successfully raised standards in mathematics.
21. The marking of pupils' work is good. Teachers' comments are helpful and direct and pupils know how to improve their work. Teachers set homework throughout the school which appropriately builds on their work in the classroom.
22. Teaching is consistently good in both key stages in English, mathematics, science, art, geography, history and religious education. It is, overall, satisfactory in design and technology, information and communication technology, music, and physical education.
23. Teachers are very aware of the needs of pupils with special educational needs. The provision, although variable in quality across all subjects, is good in English and Mathematics lessons.

24. The well-qualified and experienced learning support assistants provide very good support for all the teachers. They work very successfully with all the teachers and have a very positive impact on the pupils learning.

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

25. The quality and range of learning opportunities provided by the school is satisfactory, overall. The school's curriculum meets both the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Sufficient time is allocated for the effective teaching of all subjects. This is an improvement on the previous inspection.
26. The curriculum for children in the foundation stage is good. It has recently been reviewed in the light of the publication of the Early Learning Goals and is firmly based on the recommended areas of learning. The present class teachers have a good knowledge of the children in their care and the curriculum is effectively tailored to meet their individual needs. Children are well prepared for their work in Key Stage 1.
27. In both Key Stages 1 and 2 the quality of curriculum planning has improved since the last inspection. There are effective policies and schemes of work for all subjects, which are consistently used to influence teaching and learning approaches positively. In all subjects, teachers effectively plan half termly and provide weekly plans in detail. Learning objectives are closely linked to the National Curriculum and clearly identify the specific skills and knowledge to be acquired. In English, mathematics and science teachers' planning consistently includes details of how activities will correctly match the different needs of pupils within the class. Planning is effectively monitored by, both the headteacher and subject managers, to ensure full coverage of all the programmes of study. There is appropriate provision for sex education. The school is aware of the necessity of establishing a policy for the teaching of drugs awareness and this has been identified as a priority in the school development plan.
28. All curriculum requirements are met for pupils with special educational needs. Individual education plans include targets for literacy, numeracy and, where appropriate, behaviour. All pupils with special educational needs have good access to extra curricular activities and are fully integrated into the life of the school. Additional Literacy Support groups provide an effective way of giving good quality support. The newly formed 'Inclusion Group' for fourteen pupils is being very successful in ensuring that the disruption to the education of the majority is not unduly hindered. It has also served to highly motivate those pupils chosen to be part of the inclusion class through good response to the individual support that is provided.
29. The school has effective strategies for teaching the basic skills of literacy and numeracy. The National Literacy and National Numeracy Strategies have been enthusiastically and successfully introduced and are having a positive effect on pupils' achievement. Other initiatives, such as Additional Literacy Support, are further improving curriculum provision.
30. Opportunities for extra-curricular activities are satisfactory. These include a popular cross-country running club, junior football club and a lunch-time quiet club for pupils who do not wish to play outdoors. These activities also make a good contribution to pupils' social development.
31. The school has sound links with the surrounding community, which make a satisfactory contribution to pupils' learning. For example, there are strong and valued links with the local church and the school choir performs in local residential homes for the elderly each Christmas. The curriculum is enhanced by visits to places of interest in the locality. Visitors to the school include the local fireman, policeman and coastguard.
32. The school has satisfactory links with pre-school providers and with the secondary school to which most pupils will transfer. Transfer arrangements ensure that pupils are well prepared for the change and include visits for pupils.

33. The school makes good provision, overall, for pupils' personal development as they progress through it. Spiritual development is promoted satisfactorily in the daily act of worship, which fulfils statutory requirements. Assemblies are reverent and well planned and the importance of respect for others is affirmed. Pupils are given the opportunity for prayer, although, in assemblies and in lessons, there are limited opportunities for periods of quiet reflection. Circle time provides pupils with good opportunity to share some of their inner thoughts and feelings and to learn to consider the feelings and beliefs of others. In other curriculum areas, opportunities for spiritual development are sometimes missed.
34. The provision for pupils' moral development is very good and is a strength of the school. The school places a high priority on equipping pupils with a clear set of moral values and an effective policy on behaviour ensures that teaching and non-teaching staff have a consistent approach and high expectations. Within the school, there is a significant number of pupils who lack clear understanding of the difference between acceptable and unacceptable behaviour and the school's provision for moral development is very effective at improving their understanding of the difference between right and wrong. For example, charts of sanctions and rewards are prominently displayed in each classroom, so that children are able to understand the consequences of their actions by plotting their own progress on either chart. However, staff understand the importance of raising self-esteem through rewards rather than sanctions and positive support and praise are given wherever possible. All staff in the school provide positive role models. They work hard to ensure that pupils are considerate, tolerant of others and happy to help those in need. Pupils are encouraged to treat their own and others' property carefully. Assemblies, stories and circle time are effectively used to reinforce moral issues. The success of the school's improved provision for moral development is apparent in the record of reduced numbers of pupils receiving playtime detentions for unsatisfactory behaviour, from 20 in one playtime last year, to two in one week this year.
35. Provision for social development is good. Teachers clearly demonstrate respect for pupils, including those with special educational needs, and take every opportunity to encourage them towards a positive self- image. The provision of two residential trips each year, one of which is to France, is particularly effective in developing pupils' social skills, building confidence in relationships and instilling a sense of citizenship. In lessons, pupils are given frequent opportunities to work together and to participate as part of a group, as for example when they participate in team sports. Pupils are encouraged to take on responsibilities that increase as they grow older. For example, younger pupils act as classroom monitors, while Year 5 pupils help with reading in Year 1.
36. Provision for cultural development is satisfactory, but not always implemented consistently throughout the curriculum. Pupils develop a sound understanding of their own culture and heritage through subjects such as English, history and art and through visits to local areas of interest. They learn something of the beliefs and traditions of other cultures. This includes a satisfactory number of opportunities for pupils to develop their understanding of the beliefs and diversity of cultures in Britain today and throughout the rest of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall, the school provides good support for the pupils and there are sound procedures in place to ensure their safety and well - being. This is a similar picture to that at the time of the previous inspection. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn without fear in a caring environment. They enjoy their school life. This was emphasised by the parents at the pre - inspection meeting with parents, in the questionnaires and during discussions with pupils. The pastoral support provided by all staff is very good. Teachers and support staff all know the pupils extremely well and are attentive to their individual needs. The pupils feel able to talk to the staff about any worries or problems they may have. The school has a child protection policy that follows the local area procedures. There is a designated teacher for child protection who has had relevant training. All staff are regularly briefed

and are made aware of any concerns. Appropriate sex education is provided through the programme of personal and social health education. Good support is given to all pupils with special needs, which enables them to make good progress. Additional support is provided by outside specialists and agencies. The school will shortly extend its support over more of the day when it opens a 'breakfast club' in the next few weeks.

38. Procedures for assessing pupils' attainment and progress are good, overall. They have improved since the time of the last inspection. In the core subjects of English, mathematics and science assessments are undertaken each half - term and teachers keep extensive records of pupils' current attainment. Samples of pupils' work are also retained in individual portfolios, providing further evidence of attainment. This information is now used effectively, in these subjects, to ensure that pupils are provided with work that is suited to their individual needs. In other curriculum areas, appropriate assessment procedures are being gradually introduced. In history, where these procedures are already in place, the records clearly help teachers identify pupils' current attainment, with the information being used effectively to plan future work.
39. Procedures for monitoring pupils' progress through the school, in English, mathematics and science are very good. All pupils are provided with targets at the beginning of the year and each term these targets are reviewed, using the information that has been gained. New targets are then provided. As a result of these procedures, teacher assessment has improved significantly since the time of the last inspection. Procedures for monitoring pupils' personal development are also very good and these, together with those for monitoring academic performance, combine very successfully in guiding both teachers and pupils towards the overall raising of standards.
40. The school and its surroundings provide a safe environment for the pupils and day-to-day safety concerns are dealt with promptly. However, the overall management of health and safety within the school has been too informal in the past and there are a number of shortcomings. This has been recognised by the school and action is already being taken which should soon improve matters. Although there is now a safety committee, this has only just been formed and regular safety inspections have not yet taken place. Risk assessment has not been carried out. This is a statutory requirement and its omission is unsatisfactory. Fire procedures are generally satisfactory, with regular fire drills, but the fire alarm is not tested each week and should be. Testing of portable electrical appliances is overdue. First aid procedures are good. There are four fully qualified first-aiders who attend to the playground bumps and grazes. Where a more serious accident or bump to the head is involved, parents are notified and this is confirmed with a note.
41. There are very good procedures for promoting and monitoring attendance. Registers are checked each week and all unexplained absence is followed up by a note and using the education welfare service where necessary. Running totals are kept to check attendance class by class. This has led to a significant reduction in unauthorised absence, enabling the school to meet its target for this over a year ahead of schedule. However, further work is still required to bring attendance figures into line with national averages.
42. Behaviour management is good. The school has an effective policy that is reinforced by a wide range of good strategies that are applied consistently and fairly by the staff. The pupils understand the rewards and sanctions and these play an important part in maintaining good order within the school. Staff have high expectations of the pupils' behaviour and provide good role models for them. Pupils for the most part meet these expectations, but when they fail to do so, the staff react quickly and firmly, but sensitively, to restore good order. Most staff have had specific training to enable them to deal with behaviour problems within the classroom. There are good procedures to eliminate bullying and other oppressive behaviour. Pupils who want to avoid possible conflict in the playground are able to spend their playtimes in the Quiet Club. This provides an opportunity for them to act responsibly in managing their own behaviour. Midday supervisory staff help maintain good order and provide good support during lunchtime on the playground. This has a positive effect on pupils' behaviour and safety.

43. All statutory requirements for special educational needs pupils are met. Although about 50 per cent of pupils are on the Special Needs Register, there are currently no pupils with Statements of Special Educational Needs. All pupils have individual education plans and these are reviewed at least once a term. The quality of targets in these plans is generally good. Pupils are very aware of the targets they are working towards and are sometimes involved in the setting of those targets. There is a good level of support for special educational needs pupils. The inclusion class, in particular, is working extremely well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Overall, the school has a satisfactory relationship with the parents, but this is rather one-sided. Many parents have little interest in the activities of the school and rarely attend meetings. This is a similar situation to that reported at the time of the last inspection. However, the headteacher firmly believes that parents should have a major part to play in the education of the child and has started a number of initiatives to try to involve them more. The views of the parents as expressed in the responses to the questionnaire, at the parents meeting and during the inspection are all strongly supportive. Parents see their children liking school and making good progress. They see the school as well led and managed, with good teachers who are easy to talk to. On a less up beat note, they are concerned about the range of after school clubs and the behaviour within school. The inspection findings support the positive views of the parents. Inspectors see the after school clubs as just satisfactory, but fewer than are found in many primary schools. As reported elsewhere, inspectors find the behaviour satisfactory, overall, with the more challenging behaviour very effectively managed. Overall, the views of the parents, as expressed in the responses to the questionnaire, are significantly more positive than those at the time of the last inspection.
45. The school provides parents with a good range of information about progress and general details. There is a regular newsletter and the headteacher sends letters on other matters of importance. Parents are sent details of what the pupils will learn during the coming term. There is a good introductory leaflet for parents of children starting in the Nursery. The prospectus and governors' annual report contain good information of the school's activities and pupils' annual reports give good details of their attainment and progress, with targets for improvement. There are consultation evenings each term for parents to discuss their children's progress, but the attendance at these is often disappointing. Teachers try to offset this by speaking to parents at other times.
46. Parents are encouraged to play a part in school life and their involvement is seen as just satisfactory. Some classes invite parents in at the start of the day to hear their children read their work in 'writers club'. Parents are encouraged to help in the classroom, but, other than those who have become learning support assistants, few do regularly. However, on outside visits the school is able to enlist sufficient parent helpers. Some parents have taken part in family literacy and adult literacy and numeracy courses and these help them to support their children's learning at home. This is to be further developed with a 'Share' course that will give parents ideas on how to encourage their children to learn. Parents provide support to pupils at home with their reading and other homework and reading diaries are starting to be introduced in the infant classes. Evenings were held to explain the literacy and numeracy strategies to parents, but attendance at these was disappointing. The friends association, which was in existence at the time of the last inspection, has now folded because of lack of support, but parents' still support fund-raising events run by the school.
47. The identification and monitoring of pupils with special educational needs is good. Individual education plans are shared with parents at open evenings and copies of targets are sent out when they are written or revised, thus effectively involving parents in assisting their children in achieving success. Parents are generally pleased with the provision for pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The overall leadership and management of the headteacher and staff with management responsibility are very good. Throughout the school, there is a strong sense of teamwork and the aims and values of the school are clearly reflected in its day-to-day life. The headteacher and deputy headteacher clearly care for the school and its pupils within it. A particular strength is the way in which the headteacher, deputy headteacher and senior staff have worked as a team to inspire and support other members of staff in the process of change. Senior staff have embarked on a wide range of opportunities for professional development. Moreover, they have worked very hard through periods of great change in teaching staff. Across the curriculum, leadership in literacy, numeracy and in the foundation stage is very good and is satisfactorily developed in other areas of the curriculum. Monitoring of teaching and learning is developing effectively, particularly in mathematics and English and carefully agreed criteria are used to evaluate teaching throughout the school. In both the questionnaires completed by the parents and at the meeting with the Registered Inspector, parents felt that the school was well led and managed and inspectors support this view.
49. The special educational needs manager is hard working, knowledgeable and enthusiastic and provides very good and valued leadership. There is a good, up to date and approved special educational needs policy. The governing body is fully involved with issues regarding special educational needs and fulfils all its statutory duties. School policies include reference to pupils with special educational needs. External support is sought where appropriate when school resources cannot meet individual needs. All staff are very aware of pupils with special educational needs and understand the system for identifying pupils' difficulties. Learning support assistants provide a valuable and valued resource, helping special educational needs pupils to achieve success. Many of these have gained additional skills and qualifications to assist them in helping these pupils. Resources for pupils with special educational needs are satisfactory and are used well.
50. There is very good, clear leadership for the future development of the school. This is supported by a detailed development plan, which both staff and governors are involved in producing. It addresses appropriate areas for development and fully reflects the aims and values of the school. The resources of the school are used well. All funds, including specific grants, are carefully matched to the priorities that have been identified in the plan. There are clearly defined routines, which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value for money principles when measuring improvements in the quality of teaching, standards achieved by the pupils and when purchasing resources.
51. The governing body has worked hard to develop its role since the last inspection, especially in expanding monitoring and in working successfully to make good improvements. The governors' role in shaping the direction of the school is satisfactory and they have a good understanding of the strengths and weaknesses throughout the school.
52. The monitoring and evaluation of the school's performance are very good and senior staff and governors are taking effective action to improve standards. The senior staff have worked hard to develop this aspect of their work. Currently, the systems are developing well and they make the very best possible use of the information from test results. The school has been successful in recognising and supporting the higher achievers and this is evident through the increased numbers gaining higher results. The school has moved on very well since the last inspection.
53. Day-to-day financial management and administration are very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrative assistant gives good support to pupils and staff. Appropriate use is made of information technology systems to maintain financial control and accountability. The administration is efficient and supports the smooth running of the school.
54. The match of teachers and support staff to the demands of the curriculum is very good. There are sufficient appropriately qualified and experienced teachers for the age groups in the school. Most have additional responsibilities over and above their classroom duties. Newly qualified teachers get good support, from a colleague acting as a 'mentor', and have sufficient non-contact time for

further training. Teachers and other staff new to the school are properly briefed and supported. Teachers are appraised each year and this, together with the priorities of the school development plan, is used as a basis for planning their ongoing training. The support staff are a strength of the school. Each class has at least one support assistant working very closely with the teacher to create an effective team that provides the maximum of academic and pastoral support to the pupils. Together they are a powerful force that enables pupils of all abilities to make good progress in their learning. Support assistants are provided with relevant training, with training needs identified by the deputy head through regular discussions. The administrative and premises staff are also efficient and play a major part in the smooth running of the school.

55. The accommodation is good, overall, and enables the curriculum to be taught effectively. The building has plenty of space and classrooms are of sufficient size and are well appointed. There are two good-sized halls for assemblies and physical education lessons, with one used for lunch as well. There is plenty of corridor space outside the classrooms for separate teaching of individuals or groups. There is a good, recently opened computer suite and a well - equipped library, which is efficiently organised. Attractive displays on the walls enhance the school and the whole building is well maintained by the cleaning staff. Structurally, the building appears to be sound, but is in need of painting. Some of the window frames are in need of repair or replacement. The playgrounds are of a very good size for the pupil numbers. The infant playground includes markings for a good range of activities and games, but the junior playground is relatively uninteresting. The school has plans for its improvement.
56. The school has a good range of learning resources that enable the curriculum to be taught effectively. Generally the situation is as it was at the time of the last inspection, but there has been a significant improvement in the provision of computers, with the recent opening of the computer suite. The library is seen as a particular strength, being professionally managed and organised and incorporating a good selection of up to date books. Other strengths include the provision of learning resources for Nursery and Reception children, English, history and art. No areas of shortage were noted. Funds have been well spent in keeping the resources up to date and in good condition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To improve the quality of education, the headteacher, staff and governing body should:
- i. Raise standards in English by:
 - further developing pupils' speaking skills by providing them with suitable opportunities to give extended answers in lessons and to take part in drama and discussion activities (Paragraph 73);
 - improving the structure of their writing by ensuring that pupils develop their understanding and use of appropriate punctuation and spelling (Paragraph 75);
 - improving both the standard of their reading and the quality of their writing by providing pupils with opportunities to develop their range and understanding of vocabulary (Paragraph 74).
 - ii. Raise standards in information and communication technology by:
 - ensuring that all teachers and learning support staff are confident in using appropriate software* (Paragraph 103);
 - developing the use of information and communication technology across the curriculum* (Paragraph 104);
 - using information and communication technology to support pupils with special educational needs* (Paragraph 104).

* (These are already identified in the school's action plans.)

- iii. Raise investigative standards in science throughout the school by providing wider opportunities for the pupils to take responsibility for their own work during investigations (Paragraph 85).
- iv. Raise standards in music throughout the school by completing the development currently started by the new subject manager (Paragraph 106).
- v. Improve attendance and reduce unauthorised absence by:
 - Completing the implementation of the absence policy and monitoring its effect (Paragraph 41).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Carry out risk assessment procedures (Paragraph 40).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	21	40	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	214
Number of full-time pupils eligible for free school meals	0	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	14
Number of pupils on the school's special educational needs register	11	109

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	2.7
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	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	3	6
	Girls	10	8	10
	Total	15	11	16
Percentage of pupils at NC level 2 or above	School	47 (39)	34 (38)	50 (57)
	National	82 (76)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	7	8	8
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	38 (48)	41 (70)	44 (48)
	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	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	18
	Girls	6	7	10
	Total	15	14	28
Percentage of pupils at NC level 4 or above	School	45 (36)	42 (26)	85 (48)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	14
	Girls	6	8	9
	Total	15	14	23
Percentage of pupils at NC level 4 or above	School	45 (48)	42 (32)	70 (48)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	2
Chinese	0
White	234
Any other minority ethnic group	1

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	2	0
Chinese	0	0
White	36	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)	14
Number of pupils per qualified teacher	15.3
Average class size	19.45

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	38.9

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	732,763
Total expenditure	782,719
Expenditure per pupil	2,920
Balance brought forward from previous year	72,915
Balance carried forward to next year	22,959

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	22	56	22	0	0
My child gets the right amount of work to do at home.	22	50	11	0	11
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	67	17	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	11	6	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	61	28	11	0	0
The school is well led and managed.	61	39	0	0	0
The school is helping my child become mature and responsible.	39	61	0	0	0
The school provides an interesting range of activities outside lessons.	33	17	22	0	28

Other issues raised by parents

A small number of parents expressed some concerns about mixed age groups, but the inspectors found that all pupils were receiving an education appropriate to their age and ability.

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

58. Provision for children in the foundation stage is very good and is a strength of the school. This is an improved picture to the previous inspection. A significant number of children begin nursery with very poor skills in language and mathematics. In 1999, assessments for children on entry to the reception class indicated that skills in language and numeracy were very low in comparison to expected levels. Children make good progress in the foundation stage. By the time they are ready to start in Year 1, the majority of children have achieved the early learning goals in personal, social and emotional development, knowledge and understanding of the world, creative development and physical development. In language and literacy and mathematical development, in spite of the good progress that is made from the very low levels of attainment on entry, children's attainment remains well below the expected levels by the end of the foundation stage. Nearly all the nursery children have a full year of either morning or afternoon sessions in the nursery before transferring to the reception classes to start their full time attendance at the beginning of the academic year in which they will be five. Currently, twenty-nine children are attending the nursery on a part time basis. Of the twenty-three children in the reception class, only four have not previously attended the nursery.
59. In the nursery and reception classes the quality of teaching is never less than good, frequently very good and sometimes excellent. This is an improvement on the quality of teaching at the last inspection. Teachers have a very good knowledge and understanding of the foundation curriculum. Activities are planned well to include learning objectives that promote all six areas of learning. There is effective planning for progression from the nursery to the reception class, which is having a positive impact on children's learning.

Personal, social and emotional development

60. Many children enter the nursery with poorly developed personal and social skills. They have difficulty in selecting activities independently, demonstrate limited powers of concentration and play in isolation rather than relating to each other. However, progress is good and within a very short time in the nursery children have become used to the class routines and are establishing relationships with each other and with adults. They begin to tidy up after themselves and wash their hands before cooking or after painting. In the reception class, children are able to dress and undress themselves for physical education or outdoor play. They make their own choice of activity and persevere until it is completed. Most children are willing to explore and to have a go at new activities. Although it is early in the school year, the majority of children in both classes are already at ease with the daily routines of school life. In circle times, children show that they are becoming aware of the needs of others, as they mostly wait quietly until it is their turn to speak.
61. The staff provide for the children's personal development very well by giving useful opportunities for children to develop their independence. For example, each morning, all the children register themselves as they enter school, by placing their names on attendance boards. Reception children are encouraged to plan their activity and afterwards evaluate what they have achieved. Children's opinions are listened to and valued. Very effective measures have been established to support children on entry to the nursery and reception classes and parents appreciate the strong links that are forged between home and school. Teachers and support staff work together very effectively as a team to create a secure, stimulating, peaceful environment that children are happy to come to.

Communication, language and literacy

62. At the end of the foundation stage communication, language and literacy are well below national expectations. In both the nursery and reception classes the children enjoy listening to stories and readily share books with adults. In the reception class, children are aware that print conveys

meaning and is read from left to right. By the time they end the reception year, the majority of children are able to identify their own name and higher attainers read a few familiar words. Children interact with others, as when they become involved in role-play in the café. In the nursery children are beginning to listen and make the appropriate response. This is despite the fact that thirty per cent of the children currently have speech and language difficulties and are unable to make themselves clearly understood. By the time they leave the reception class, while most children can express their needs, many still communicate in single words rather than in complete sentences. In lessons, reception children listen carefully and respond appropriately. For example, most children can correctly match an animal with the sound their teacher is making. In writing, reception children enjoy mark making. Scrutiny of work indicates that by the end of the year, although good progress has been made, standards remain well below expectations. Whilst most children write individual letters, few are able to convey the intended meaning of their writing or to write familiar words independently. Relevant elements of the literacy framework are used well in the reception class. In both classes, the teachers talk constantly with the children, effectively developing their powers of self-expression. Lesson planning frequently identifies specific vocabulary to be introduced and, in this way, the children's vocabulary is effectively extended. Understanding of initial sounds and familiar words is reinforced through rhymes and stories. Staff encourage children to think of themselves as writers, whatever their stage of development. For example, in both classes, writing tables have been established where supplies of pencils, crayons and envelopes are readily available for the children to use. Children are encouraged in their reading development by taking books home to share with their parents. In the reception class, weekly visits to the library with the school librarian effectively foster an appreciation of the pleasure that reading books can bring.

Mathematical development

63. A significant number of children have very poor knowledge and understanding of mathematics on entry to the nursery. For example, many children are unable to show one finger when asked to do so and only one third of the current class are able to count reliably to five. Most children show an interest in counting as they join in number rhymes and counting games. In spite of the good progress that is made, attainment for the majority of children remains well below expectations on entry to the reception class. Scrutiny of work indicates that by the end of the year most children can match items correctly to given numbers and can sequence numbers to ten. The majority of children identify and name the common two-dimensional shapes. Children are able to count one more or one less in simple practical calculations. A few higher attaining children have begun simple addition.
64. Staff use well a wide range of play resources and games for children's understanding of number, as for example when they use a magnetic spider to 'fish' for numbers. Adults closely supervise all children when they are involved in number activities. These individuals ensure that the pupils progress is effectively enhanced by tailoring questions well to individual needs and by reinforcing mathematical vocabulary. As with language, as a result of ongoing assessment, individual targets are established which ensure that each child makes good progress in the development of mathematical skills.

Knowledge and understanding of the world

65. Children are beginning to gain understanding and knowledge of the world about them through a wide range of activities and attractive resources. In the nursery, children are given good opportunity for exploratory play as they investigate wet and dry sand and water. Reception children investigate objects and materials by using their senses and begin to use scientific equipment, as when they use a microscope to examine the markings on autumn leaves. Photographic evidence indicates that, as they tend sunflowers they have planted in the outdoor area, children in both classes begin to understand that plants are living things that grow and change. All children are beginning to find out about and identify features in the place they live as they visit the local church and take a bus to look round the shops. They are learning to use the

computer to support their learning, as for example, when they use the mouse effectively to match items to the correct number.

66. Teaching and learning are good. Children are provided with a wide range of materials and experiences and encouraged to talk about or paint and draw what they see. Staff have established very good relationships with the children and they are managed well to ensure effective learning. Activities such as sand and water play always have a planned educational purpose for the development of skills, which enhances progress in this area of learning. Where teaching is very good, staff are very aware of each child's abilities and adjust the given activity very appropriately to meet individual needs. For example, in the nursery, one child was deeply involved in the process of constructing a complex system of chutes in the water for Incey Wincey spider. The teacher observed the child's deliberations and gave him extra pipes so that he developed his skills very well as he further investigated the flow of water.

Physical development

67. The secure outdoor play area affords nursery children satisfactory opportunity to develop their physical skills, although staff are hampered in their efforts to provide good resources as equipment has in the past been stolen or vandalised. Children develop their co-ordination effectively as they use sit and ride toys, climbing equipment and bats and balls. In a physical education lesson in the hall, reception children showed that they are beginning to move with confidence and safety as they moved with satisfactory control and balance on a variety of apparatus. As they move around the hall they demonstrate a growing awareness of space.
68. In lessons, good adult support sensitively encourages all children to participate and ensures that all children spend the majority of the lesson actively involved in physical activity. Praise is used well to encourage children and good performance by individuals is used effectively as an example to the rest of the class. Fine motor skills, such as handling of scissors, are below expectations, but children are provided with a good range of resources and plenty of opportunities to develop these skills.

Creative development

69. By the time they reach year one, children demonstrate increasing competence with a range of media and materials. In the nursery, children use a variety of items to print with the primary colours. They make good progress in art and by the time they reach the reception class, most children can recognise and name the primary colours. They mix powder and water to create their own shades of colour and make their own selections of paints, crayons and pens. Children use potatoes to make colourful prints of the shapes they are learning in mathematics. They practise their skills of cutting and sticking as they select both the tools and the techniques they will use to assemble and join the different materials they are using. In music, they learn to identify and name a variety of percussion instruments and become familiar with the sound they make.
70. The provision of good resources allows children the opportunity for a wide range of experiences. Children are well managed and respond well to adults' instructions. Teachers plan innovative activities so that children are well motivated to improve their skills. At the same time, a calm, peaceful working environment is created, which is very conducive to effective learning. The good quality of teaching is successfully raising the standards of children's skills and widening their knowledge of art, craft and music.

ENGLISH

71. Standards of work achieved by pupils at the age of seven and 11, are below average in speaking and listening and reading and well below average in writing. However, pupils are making satisfactory progress in writing and good progress in the other two aspects in both key stages. Since the time of the National Curriculum tests in 1999, pupils at the age of 11 have made significant improvement in reading, but improvements in writing have been more limited. This is

- reflected in the results achieved by pupils in the tests in 2000. For pupils at the age of seven, some improvement has taken place in writing, but again, significant improvements have taken place in reading. The headteacher and subject manager have closely studied pupils' performance in the National Curriculum tests. They have identified particular weaknesses and they have targeted these areas for improvement. The very good procedures in place for tracking pupils' progress have allowed staff to set precise targets for improvement for individual pupils. These targets have been carefully monitored and regularly reviewed. As a result, overall, significant improvements have been made in the standards being achieved.
72. At the time of the school's previous inspection, standards were reported as being below average. However, the results achieved in the National Curriculum tests show that standards at the age of seven and 11 were in fact very low. Very considerable improvements have been made since that time and pupils now leave the school at age 11 with standards that are below average.
73. At the age of 11, pupils' standards in speaking and listening are below average. Most listen carefully to their teachers and to other pupils, but teachers usually give limited opportunities for them to provide answers and comments. This means that they are not always able to demonstrate clearly either their speaking skills, or whether they have understood what they have heard. However, a significant number of pupils demonstrate their speaking ability by producing answers and observations confidently and concisely when they are asked. A number of these readily take part in short play-reading activities to help develop their skills. However, most pupils are not keen to speak at length in front of adults and other pupils. This is because they lack the confidence and, in particular, the vocabulary to express themselves in detail. At the age of seven, pupils' speaking and listening skills are also well below average. Pupils usually sit quietly during lessons, whilst listening to their teachers. When given the opportunity, a significant minority of pupils are able to speak clearly and confidently and a small number feel able to provide extended answers and comments. Most pupils speak either in single words or in short phrases and are not really comfortable speaking at length in front of others.
74. At the age of 11, pupils' overall reading skills are below average. Whilst a significant number find reading difficult, many read accurately, with some producing good expression into their work. In talking about what they have read, many pupils make appropriate reference to characters and events in their books. However, a significant number have difficulty in explaining clearly the meaning of their text. Many pupils are able to find information, using reference books, and higher attainers are beginning to master the skills of skimming and scanning. At the age of seven, pupils' standards in reading are also below average. Many pupils read their texts accurately, introducing some expression into their reading and confidently explaining what they have read. The majority of pupils read their books successfully, but with little expression or fluency. Most have appropriate phonic skills, which enable them to attempt to read words that they do not know. Many of these pupils have limited word comprehension, so that even when they read a portion of text correctly, they are unable to explain clearly the meaning of what they have read.
75. At the age of 11, pupils' writing is well below average. Most pupils produce both factual and imaginative writing, often producing work of some length. However, pupils are inconsistent with their use of punctuation and few pupils introduce enough variety and imagination into their vocabulary to improve the quality of their writing significantly. A majority of pupils join their letters in a clear and neat handwriting style, although a significant minority of pupils find difficulty in mastering this skill and often revert to printing. Many pupils have difficulties with their spelling, but they make regular use of dictionaries to help them improve their skills in this area. At the age of seven, pupils' standards in writing are also well below average. Many pupils successfully write portions of text, including stories, news and poems. However, a significant majority do not use capital letters and full stops consistently correctly or independently, to add structure to their writing. Many pupils find spelling difficult, but, although only a minority spell their words correctly, the majority produce spellings that are phonetically acceptable. Pupils' handwriting skills are appropriately developed, with a number now joining their letters. Most pupils produce letters that are well formed and of a consistent size, although a minority of pupils continue to find this aspect of work difficult. Overall, handwriting throughout the school has improved considerably since the time of the last inspection.

76. The overall quality of teaching in both key stages is good and during the inspection, an excellent lesson was observed in a Year 1/2 class. The quality of learning throughout the school is also good. The pupils, who have started from a very low base, steadily acquire new knowledge and skills and maintain an interest in what they are doing, despite very limited support outside the school environment. Teachers' generally have good subject knowledge and lessons are clearly organised in line with the requirements of the National Literacy Strategy. Lessons are well planned, but opportunities are not always included for the development of pupils' speaking and listening skills. Good allowance is made in plans for the provision of work suited to the individual needs of pupils, especially lower attainers. This is an improvement since the last inspection. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction and a number make good use of intonation in their voices to maintain pupils' interest. However, in a number of lessons, teachers do not provide pupils with enough opportunities to speak and, as well as limiting the chances for pupils to develop this skill, it means that pupils are not encouraged to develop their listening skills either. On occasions, introductions to lessons are too long, with the result that some pupils become restless and fail to listen attentively. In other lessons, pupils are allowed to call out answers and they are, therefore, not encouraged to speak and listen carefully. Where opportunities are provided for pupils to speak, such as in short play-reading sessions, they take part with enthusiasm and make good progress. Teachers are careful to provide appropriate reading books for pupils and nearly all pupils have books suitable to their needs. Detailed records are kept, pupils are regularly provided with new books and, as a result, they are helped to make good gains in their reading ability. Pupils are generally keen to read and, even when they find reading difficult, they are prepared to 'have a go'. Where teaching is excellent, the teacher has a very secure understanding of phonics, a wide variety of teaching techniques is used, expectations are very high and pupils make outstanding progress in their reading skills during the lesson.
77. Teachers provide pupils with a suitable range of writing activities. However, they do not always emphasise adequately the need for pupils to improve and maintain the standard of the punctuation in their writing. Opportunities are provided in many classes to encourage pupils to develop their writing skills in other subjects of the curriculum, such as history. Pupils generally respond well to the various activities they are given and all pupils, including those with special educational needs, make satisfactory gains, overall, in their writing. Good relationships are usually developed between pupils and adults and teachers and classroom assistants provide appropriate support during lessons. Teachers also add helpful and detailed comments to pupils' work in their exercise books. The quality of marking was an area of weakness noted at the time of the school's previous inspection and considerable improvements have now been made. Pupils' attitudes to English are good. They generally behave well and set about their work with concentration. Although a small minority of pupils take less care, the majority are keen to produce a neat and careful standard of presentation in their books.
78. The school now uses the National Literacy Strategy as its scheme of work and all the various aspects of work are adequately covered. The school has implemented the strategy effectively and significant, overall improvements have been made in standards. The subject manager carries out her role very successfully, by monitoring work, identifying areas for development, setting targets and supporting her colleagues in the classrooms. A good range of assessment procedures is in place and they are being used effectively to provide suitable work for individual pupils. Very good procedures are in place for monitoring the progress pupils are making. The use of these procedures is having a significant effect on raising standards in the subject. Pupils make suitable use of information and communications technology, in producing examples of written work.

MATHEMATICS

79. Standards of work achieved by pupils at both age seven and 11 are in line with national averages. All pupils, including those with special educational needs, make appropriate progress. Inspection findings show recent improvements in attainment at age seven and improvements over time at age 11. The previous inspection judged pupils' attainment to be below national averages. The school has made good progress since then and careful analysis is made of pupils' performance. This,

together with the successful implementation of the National Numeracy Strategy, has enabled standards to be raised, overall.

80. By the age of 11, most pupils have a sound understanding of place value to 1000. They use a variety of written and mental computations involving addition, subtraction and multiplication and round off decimal fractions to two places. In Year 6, pupils work well with number lines and round decimal numbers to two places. In Year 5, pupils halve and double multiples of 10 to 10,000. They also work with random numbers up to four digits and use place value to double the chosen number. In Year 4, pupils find pairs of numbers totalling 9, 10 and 11 and make totals of 20 by adding 4 different numbers. In Year 3, pupils worked at subtraction from double-digit numbers. Work of a good standard was seen in the inclusion class where pupils from Year 3 to Year 6 worked in an orderly and challenging atmosphere. Work in all classes is presented well and shows that teachers expect high standards and pupils want to do well. Activities in all lessons provide pupils with the opportunity to see mathematics as a study of number relationships. They tackle appropriately challenging work in all four rules of number. The mental activity in each lesson is challenging for all pupils and they are interested and keen to participate. Numeracy skills support work in other subjects satisfactorily, for example, tables, charts and graphs are used in information technology, science and geography. Closing discussions in numeracy lessons reinforce key learning points and vocabulary. All lessons seen conveyed a sense of sound organisation and a sense of purpose.
81. There is evidence of improving standards in mathematics by the age of seven. Most pupils have a satisfactory sense of the size of a number and where it fits into the number system. They read, write, order and add and subtract numbers to a hundred. They recognise odd and even numbers and one group worked with dominoes to use their knowledge of addition to find odd numbers. When they add numbers together, they consider whether the result is 'odd or even'. For example, the pupils are able to understand that an odd number added to another odd number equals an even number. They tell the time and are beginning to use symbols and simple diagrams. Pupils discuss their work, using an appropriate mathematical vocabulary. All lessons seen began with a mental activity that was challenging and brisk in pace. Most children enjoyed mental work, were eager to contribute to the activity and this had a positive impact on their achievement.
82. Overall, the quality of teaching and learning in mathematics is good and, in several lessons observed during the inspection, it was very good. Teachers have a secure knowledge of the subject and plan well. They carefully mark written work and give constructive feedback with praise and suggestions for improvement. There is good progression through topics and sufficiently broad coverage to build confidence and experience in pupils. Pupils talk with enthusiasm about their mathematics lessons. They enjoy the brisk pace and the thoughtful support given by teachers and by learning support staff. The subject manager gives very good support and has analysed data over time to show the detrimental effect of turbulence on attainment, compared with the good progress of most children who have attended the school throughout their primary years. Both the subject manager and the headteacher have regularly monitored the teaching of mathematics. Events with parents have been arranged during the past year and these have included both workshops and mathematical displays. Where parents have become involved, there has been a positive impact on the achievement of their own children.
83. The school is well resourced for mathematics. A commercial scheme is used and when new publications in line with the Numeracy Strategy are received, the old books are sent as aid to a third world country.

SCIENCE

84. Standards of work achieved by pupils at the age of 11 are in line with national averages. Standards of work achieved by pupils at the age of seven are below average. National Curriculum test results are improving at a very good rate and the school has rightly identified a need for the development of experimental work. Improving pupils' performance in science is now a key priority. Nonetheless, standards represent a very marked improvement on those reported at the time of the last inspection in 1996.

85. By age 11, pupils' scientific knowledge is satisfactory, but their skills in planning and carrying out experiments are weaker because they have tackled too few investigations independently. In the lessons seen, pupils investigated light, identifying features that affected the size of shadows. Most of the pupils accurately predicted what happens when the light source is moved, but none was given the opportunity to devise their own fair test. Year 6 pupils' past work shows a sound coverage of science topics, but mainly factual, based on discussion and the completion of worksheets. There is a higher amount of free written answers and investigations than was observed at Year 2 and presentation shows good progress. Better work on plant observations, pulse rates before and after exercise, and filtering mixtures, shows that pupils can predict outcomes, carry out experiments and draw conclusions, when given the opportunity. Most pupils start Year 3 with limited knowledge and skills in science. In Year 3 and Year 4, pupils' work shows that they make good progress, through a consistent diet of investigations and experiments. In Year 5 and Year 6, the emphasis changes to more factual work and pupils do not have the opportunities to build on the experimental skills they have acquired, but progress is still good. Pupils with special educational needs also make good progress. The significant increase in pupil attainment and the improving rate of progress across the school represent very good advances since the last inspection. This is as a direct result of improvements in leadership, both within the subject and in the school, overall, better quality of teaching and specific targeting of pupils needs.
86. Standards of work achieved by pupils at the age of seven are below average, but are improving rapidly from a very low level. This is also as a result of improved teaching, overall leadership and specific targeting. By the age of seven, pupils are able to name animals and match adults with their offspring. They make simple predictions about the outcome of the experiment. However, only a few higher attainers explain that, for a test to be fair, all the conditions except one must be the same. These pupils' past work shows that they are able to differentiate healthy from unhealthy foods and know the meaning of hibernation. They draw and label pictures to illustrate their findings. Pupils start Year 1 with a knowledge and understanding of the world that is broadly average. Scrutiny of work indicates that they make satisfactory progress across the key stage. Pupils with special educational needs also make satisfactory progress, because they find the work interesting and are well supported by teachers and learning support assistants. Standards of work achieved have improved since the last inspection and this is good.
87. Pupils' attitude towards science are good. They are keen learners and, when the tasks and investigations motivate them, they display great enthusiasm. During one very good lesson, involving a class that contained a 4-year age gap, pupils were highly motivated to continue their investigations, despite the adult's attempts to get them to stop. Behaviour in science is generally good, but is variable. It is less good when pupils feel uninvolved in the task or investigation and are not allowed to pursue their own lines of enquiry within the given task.
88. The quality of teaching and learning is good, overall. This represents an improvement since the last inspection. Teachers' planning and preparation for lessons are good and learning objectives are shared with the pupils, so that they understand what they are aiming to achieve. Most teachers use their good knowledge of science to explain concepts clearly and to pose questions, so that pupils are actively engaged in learning and develop their understanding. For example, in a very good lesson, pupils investigated which type of surface would create the most friction. Their predictions were discussed, with the teacher constantly asking pupils to explain their reasoning by drawing on their existing experience. Whilst the pupils measured the distances the car travelled, the teacher continued to question them about what was happening and why. Expectations of what pupils can achieve are generally high and work is well matched to teachers' assessments of pupils' prior attainment. As a result, most tasks are challenging and enable pupils to make good gains in learning. Learning support assistants play an important role in supporting pupils, often those with special educational needs, so that they gain as much as they can from the activities. The better teaching is well paced, pupils are expected to work hard, and there is a good balance of explanation and practical activity. Where teaching is weaker, introductions last too long and pupils' behaviour is not managed well enough. Discussion and subsequent practical work are not organised carefully enough and, as a result, pupils make limited gains in learning. Teaching with groups of special needs pupils is a strong feature across the school. Work is adapted so that all

abilities gain access to the tasks with appropriate extension exercises for the more able. However, information and communication technology is not used sufficiently to support pupils' learning.

89. The curriculum is based on nationally recommended guidance that provides a broad and balanced set of experiences. Experimental work takes place throughout the school, but the format for these tasks varies both in the method of working and recording and does not build progressively from year to year. For example, skills concerning prediction, considering results and drawing conclusions are not developed systematically. In some classes, teachers encourage pupils to record aspects of their work independently, but the overuse of worksheets in other classes restricts the development of pupils' recording skills. There are good systems for assessing pupils' growing knowledge and understanding, which are gradually being used more consistently across the school. Despite weaknesses in monitoring, there is good management of the subject across the school. There is very limited monitoring of teaching, pupils' work and attainment due to the current responsibilities that the co-ordinator holds across the school. This difficulty is recognised by the school and plans are in hand to improve the situation making the school well placed to continue to raise standards.

ART AND DESIGN AND TECHNOLOGY

90. Standards in art achieved by pupils at ages seven and 11 are better than expected. This is an improvement since the last inspection when standards were considered to be average. Standards in design and technology at both age seven and 11 are broadly in line with national expectations. This is an improvement since the last inspection when standards were below national expectations.
91. In art, all pupils, including those with special educational needs, make good progress. By the age of seven, pupils explore their reactions to pictures and the techniques used by various artists before they draw their own pictures. They use a variety of media, including paints and pastels and experiment freely with colour and texture. They produce pictures in response to literacy lessons. A Monster Pack gave inspiration and pupils created new monsters of their own. They produce good collage work and paintings in response to stories. Art work in response to the story *The Owl and The Pussycat* was of a good standard. Model work includes the making of clay faces that are displayed in the school's foyer. From seven to 11, pupils' understanding and development of skills are good. Year 3 pupils use pastels to produce pictures of their faces reflected in a shiny spoon. The effective use of pastels is extended in Year 4 where pupils create very effective water, sky and seascapes after the style of Monet, Van Gogh and Turner. Good interpretation of the styles and a good level of skills result in pictures of a high standard. In Years 5 and 6 the pupils successfully experiment with a new collage technique. They use tissue paper, glue, water and tracing paper. The results are vibrant and interesting. Throughout the school, the displays show the progressive development of art skills and the imaginative use of various techniques and media. Portfolios show the good range of art experience over time.
92. In design and technology, the pupils' work, by the time they leave the school, shows that they have had a satisfactory range of experience using a variety of materials and tools. Standards are satisfactory, overall. Pupils in Key Stage 1 are able to work successfully on a project to design and choose appropriate techniques for making Joseph's coat. They confidently explore various weaving and sewing skills. In Key Stage 2, pupils competently work on projects to make slippers. They are able to evaluate existing examples and made a mock-up of their own choice of style. The mock-up is evaluated for fit and suitability and modifications are made in preparation for the prototype stage. Workbooks are successfully used in different year groups to record information and draw ideas, de-construction plans and components.
93. The overall teaching and learning of art are good. Teachers plan well, using national guidelines, but still allow the pupils freedom for expression to grow and develop. Pupils are keen to participate in lessons and concentrate well to achieve good results. Teachers and learning support staff thoughtfully support them. A new co-ordinator is ably supported by the previous co-ordinator, ensuring continuity and further progress in planning and monitoring. The teaching of

design and technology is satisfactory or better. Pupils are taught the process of design and evaluation and understand the concept of fitness for purpose. Teachers challenge pupils to think creatively about what they do. The co-ordinator for design and technology has clear plans for further improvement of resource management and the development of new ideas for weaving. However, the use of information and communication technology skills to support both art and design and technology, is limited.

GEOGRAPHY

94. Standards achieved in work by pupils at both seven and 11 are in line with national expectations. This is a significant improvement since the last inspection, when standards were judged to be unsatisfactory in both key stages. Throughout the school, all pupils, including those with special educational needs, make good progress. By the age of 11, pupils have an appropriate understanding of contrasts in location between the United Kingdom and further afield in countries such as St Lucia. They know that in St Lucia the export of bananas is the main source of income and they understand that the climate is very different from that experienced in the United Kingdom. They develop a satisfactory knowledge of world climates and describe, with varying degrees of confidence, features of river study. For example, they understand what a meander is and know that tributaries join rivers. By age seven, pupils are able to draw their journey to school and confidently locate places around the school. They understand that there are significant differences between places in the United Kingdom. For example, the pupils confidently compared Southampton with an imaginary Scottish island. They knew that both this imaginary island and their hometown have ferry ports and are served with post offices. However, the pupils also understand that although there are mountains in Scotland there are none to be found in Southampton.
95. The quality of teaching and learning is good, overall. Teachers plan effectively and, from the evidence in pupils' work, there are satisfactory links between classroom practice and the scheme of work. Evidence from wall displays and pupils' work shows that an appropriate range of work is covered and each aspect of the subject is given satisfactory emphasis. There is also an appropriate focus on the development of geographical enquiry skills. Teachers' expectations about standards of written work and presentation are good. Good cross-curricular links are made with a number of subjects. For example, pupils in Key Stage 1 draw maps and use simple two figure grids to work out exact positions in the story of the 'Three little Pigs'. In religious education lessons in Key Stage 2, pupils draw accurate maps to illustrate the journey of the Pilgrim Fathers and, in science, maps of minibeasts are created. Pupils also use their knowledge of the computer to find information about animals, people and the environment in other countries around the world. Geographical skills are being consistently used and this has a positive impact.
96. The subject manager has only very recently taken over the subject, but has already identified areas that require attention. Resources, in the form of maps, atlases, artefacts and books, are adequate and are deployed in a satisfactory way. The local area is used well to enhance pupils' learning. For example, the younger pupils follow trails around school and discuss the different types of shops to be found around Shirley Warren.

HISTORY

97. Standards of work achieved by pupils at the age of seven and 11 are in line with national expectations. All pupils, including those with special educational needs, make good progress. The standards reported at the time of the last inspection were unsatisfactory. Current inspection findings show that a significant improvement has been made since that time. During the inspection, no lessons were seen in Years 1/2. Judgements are, therefore, based on discussions with pupils, planning and scrutiny of work.
98. At the age of 11, pupils know much information about a range of historical periods. They have a clear understanding of the Ancient Egyptians and the Ancient Greeks, as well as the Roman, Tudor and Victorian periods of British history. Pupils in Years 5/6 are particularly knowledgeable

about many aspects of the Tudor period, such as life-styles and exploration. Pupils throughout this key stage are confident in identifying some of the changes that have taken place throughout history and they are generally confident in placing the periods they study in a proper chronological framework. This understanding of chronology is a significant improvement since the time of the last inspection. Pupils are also fully aware of the difference between primary and secondary evidence. Pupils successfully explain some important events that have taken place, such as the Roman invasion of Britain and they can recall the lives of famous people such as Sir Francis Drake. At the age of seven, pupils also know many details about the past. Through looking at pictures and photographs and going on outings, pupils successfully identify some of the changes that have taken place in such things as their own families, housing and, especially, forms of transport. By successfully sequencing items, such as cars, pupils are developing a good understanding of chronology. Pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils have a sound knowledge of a number of historical figures, such as Florence Nightingale and Guy Fawkes, as well as important past events, such as the Gunpowder Plot.

99. The quality of teaching and learning in the lessons seen was good and the evidence of the work produced suggests that they are good at other times also. Teachers plan lessons well and use appropriate resources. Teachers use photographs, artefacts and a range of strategies, for example, going on visits and providing opportunities for simple research, to foster the pupils' interest. They also provide pupils with opportunities to undertake a limited amount of writing and this is an improvement since the time of the last inspection. Pupils, in turn, enjoy the subject, study artefacts and photographs with enthusiasm, settle well to the variety of tasks provided and they all, including those with special educational needs, make good gains in their knowledge and understanding. Teachers' subject knowledge is good and they make appropriate use of dates, events and artefacts to help develop pupils' understanding of the past. Pupils show good attitudes to the subject, enabling them to concentrate on their work and to make suitable progress. Teachers provide pupils with help throughout and pupils readily turn to them for assistance where necessary. Pupils generally take care with the presentation of their work, both writing and drawing. Teachers take the opportunity to encourage pupils further by providing colourful displays of their work, as well as examples of historical dress.
100. Significant improvements have been made since the last inspection, in a number of areas. The school now uses national guidelines as its scheme of work. This has clearly helped the planning and now a full range of activities is provided. The subject manager has worked hard in tackling the weaknesses identified and this has in turn helped to raise standards significantly. She carefully monitors samples of pupils' work and, although she does not have the opportunity to observe lessons, she is able to check that appropriate work is being covered. Satisfactory assessment procedures are now in place, with pupils' knowledge and understanding being carefully recorded and suitable future work being provided. The writing activities now undertaken, in some aspects of the subject, make a useful contribution towards the development of pupils' literacy skills. Pupils are also able to develop their skills in information and communications technology, through studying computer programs and accessing the Internet for historical information. The work undertaken in history also makes a significant impact on pupils' cultural development, through studying aspects of both their own and other cultures.

INFORMATION TECHNOLOGY

101. Standards of work achieved in information technology by pupils at the age of seven and 11 are below national expectations. The previous inspection also judged pupil's standards of attainment as below those expected for their age. Current inspection findings show that standards are beginning to rise. Until very recently, the time pupils have spent working on computers has been limited. This began to change during the inspection when the new computer suite became available, after various technical delays had been resolved.
102. By the age of 11, pupils are able to complete the task of opening programs. They know how to enter data and confidently explore two and three-dimensional effects. Pupils are also able to produce different types of graphs. They know how to save work and satisfactorily print their results

at the end of the lesson. In Year 4, pupils use computers to design stamp and carefully create repeated patterns. The inclusion class also uses the new computer suite to produce graphs of data that they have collected. By the age of seven, pupils are able to use simple computer programs in the new suite. They make good progress learning how to use the return key to edit a shopping list and higher achievers are also able to edit the punctuation to improve the new format. All pupils are able to open programs and most of them are able to complete the set task. In Year 1, pupils satisfactorily use a painting program to create fireworks picture.

103. Overall, the teaching and learning of information technology are satisfactory. Teachers have a sound knowledge of the concepts they teach. Teachers are well supported by the subject manager and further training is planned for the near future. The new computer suite is already having a positive impact on teaching because all pupils are able to work with the computers at the same time as they are being taught the skills. As a result, they are able to learn new skills and re-inforce the knowledge they have already learnt. However, progress is slower in lessons where the computer suite is not used. For example, in one lesson in Key Stage 1, although the teacher effectively used the one machine available in the classroom to show how to complete the task, only one pupil at a time was able to attempt the task and this made for slow overall progress. This meant that the initial enthusiasm and concentration of the children could not be used for immediate learning and this resulted in slow progress.
104. Pupils use computer programs to find out more about some history topics and to extend their knowledge of religious education. However, there is too little use of computers as a tool to aid learning across the curriculum. Information and communication technology is not used to underpin learning in English. It is not used to monitor physical changes in work with geography and science and does not support individual musical compositions. Pupils are also unable to write and enter simple instructions to control both screen turtles and programmable floor robots. The use of information and communication technology, as a learning tool for pupils with special educational needs, is underdeveloped.
105. Pupils are enthusiastic in lessons and enjoy the subject. The subject is well managed and an appropriate scheme of work is in place. However, the subject manager does not have sufficient technical support and this is unsatisfactory. The school is aware of this problem and has a strategic intention to engage technical support. During this inspection, it was clear that within the context of limited resources the school is working hard to plan well and raise standards in information technology.

MUSIC

106. Standards of work achieved for pupils at the age of seven are well below those expected nationally. Standards of work achieved for pupils at the age of 11 are below those expected nationally. Although all the pupils start from a very low base, they make unsatisfactory progress, overall. The comparison of levels of attainment and progress stated in the last inspection report shows that no progress has been made.
107. Very few lessons were observed, only one in each key stage. At the age of seven about half of all pupils can keep a rhythm by clapping hands, can keep time with a simple tune and can differentiate between differing speeds of tempo. At age 11, these skills have developed so that most can work as a group following the teacher's lead in a clapping exercise designed to mimic rain, thunder and a storm. They maintain the tempo successfully and are able to respond to the teacher's signals for loud and soft. They can follow simple notation and perform a simple tune using their voices to mimic the notes. Most can identify a simple pattern from informal music notation and they understand the concept of rests. They can sing together, remembering the words. Pupils enjoy singing and concentrate well when learning a new song. Unfortunately this standard of singing was not reflected in the full Key Stage 2 assembly observed during the inspection, when many older pupils failed to participate and the singing was unenthusiastic. It contrasted with the standard of singing in the whole school assemblies where the pupils sang melodically and with good expression. Performing skills are underdeveloped.

108. Pupils generally enjoy music and participate with enthusiasm. Younger pupils display very mixed attitudes and behaviour towards music. They are mainly responsive, but lack self control, especially when using instruments. This is because of a lack of previous opportunities to 'play' with musical instruments. Some older pupils lack interest and motivation but, during assemblies, most pupils were enthusiastic singers.
109. Overall, the quality of teaching and learning is satisfactory and, during the inspection, a good lesson was observed in Key Stage 2. The best teaching seen reflected confident subject knowledge and sound planning which focused on clear learning objectives. There was the correct use of musical vocabulary and effective techniques for getting pupils to work co-operatively which led to most pupils being able to improve their performance. The teaching of music has improved since the last inspection. This is mainly due to the adoption of a commercial scheme of work that is particularly useful for non-specialists.
110. The new subject manager has sensible plans for the development of the subject and is determined to raise standards. Resources and accommodation are satisfactory and the subject manager is aware that several of the tuned percussion are in need of repair. There is a new music room, but this requires further development and does not yet provide an effective learning environment.
111. The subject does not significantly contribute to the spiritual, social and cultural development of the school and to the community because there are no extra-curricular activities. However, the new subject manager plans to introduce a choir very shortly. Music used by teachers in assemblies is good.

PHYSICAL EDUCATION

112. Standards of work achieved by the pupils at the age of seven and 11 are in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress. The standards reported at the time of the school's previous inspection have been maintained.
113. At the age of 11, pupils successfully develop their skills of throwing, kicking and catching a ball and they take part in small-sided team activities to further improve their work. Pupils confidently produce a sequence of gymnastic movements, showing high and low level movements, successfully imitating the actions of animals. Pupils successfully perform dances to music, using a range of dance steps from the Tudor period of British history. Pupils in Year 4 attend swimming lessons for part of the year. All become suitably confident in the water and, by the end of the year, a significant number of pupils are able to swim twenty-five metres unaided. At the age of seven, pupils move confidently around the hall, showing suitable awareness of space and other pupils. They move imaginatively to music and successfully vary their dance movements to include changes in speed, level and direction. They develop their movements further by confidently introducing gesture and stillness into their work. Pupils understand the importance of being active and they can explain some of the effects of exercise on their bodies.
114. The overall quality of teaching and learning is satisfactory, but in the lessons observed in Years 1 and 2 they were good. Teachers undertake sound planning and they provide a satisfactory range of resources. Clear instruction is generally provided, allowing all pupils, including those with special educational needs, to make satisfactory gains in their learning of skills. Members of staff change appropriately for lessons and they all join in and demonstrate for pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Pupils join in appropriately, showing enthusiasm and enjoyment and making a good physical effort. Lessons are generally conducted at a brisk pace, with pupils being kept busy throughout. Teachers usually show good control and management skills. Occasionally, a small minority of pupils do not give their full attention to their teacher and carry on with the activities being undertaken. Teachers often take the opportunity to use pupils to demonstrate good practice. However, opportunities are sometimes missed to discuss the quality of the work seen, which would help pupils identify the areas where they might improve themselves. Teachers provide help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils show

good attitudes, behave well, overall, work well alone and with a partner or group and carry equipment carefully and safely.

115. The school now uses national guidelines as its scheme of work and the subject manager ensures that all aspects of work are suitably covered. However, he has no opportunity to observe the lessons taking place, either to check the quality of the work, or to support his colleagues. Assessment procedures have recently been introduced, and the records, when complete, will show clear evidence of the standards being achieved by pupils. The learning of dances from other periods of time gives appropriate support to pupils' cultural development. The school makes satisfactory arrangements for the provision of extra-curricular activities for older pupils, which includes competitive sport with other schools.

RELIGIOUS EDUCATION

116. Standards of work achieved by pupils at the ages of both seven and 11 are in line with those in the locally agreed syllabus. Overall, all pupils, including those with special educational needs make good progress against their capabilities and previous learning. This is a significant improvement since the last inspection when standards were judged to be weak in both key stages and progress over time was considered unsatisfactory.
117. By age 11, pupils are able to grasp ideas about celebrations and rituals in the different faiths studied such as Christianity and Islam. They know about the importance of special places, such as the mosque and understand the importance of special prayer books. They understand that the 'Imam' is responsible for leading prayer sessions and know that Muslims pray five times per day. By the age of seven, pupils have an appropriate knowledge of both celebrations and symbolism. For example, they are familiar with certain Christian traditions, such as Christmas time, and talk about preparations for the event. They also confidently describe the important aspects of Hindu festivals, such as Diwali, and talk with enthusiasm about stories of 'Rama and Sita'. During one lesson, pupils chatted confidently about the Hindu goddess Lakshmi' and knew that 'rangoli' patterns were created by Hindus to welcome her.
118. Overall, the quality of teaching and learning is good throughout the school. Teachers present good quality information and this encourages pupils to share feelings and gain a mutual understanding of the various faiths. Planning is good and teachers have satisfactory subject knowledge. The school has an adequate collection of resources that have been recently extended to include more artefacts of other faiths. This effectively supports teaching and learning. Teachers present materials imaginatively and provide pupils with appropriate objects to observe and discuss. Skilled questioning promotes thought and the use of appropriate worksheets enables effective assessment to take place. The subject is also closely linked with personal and social education and this has a good impact on the pupils' learning. For example, they are encouraged to think about special events, such as birthdays, and link this appropriately to discussion on families and feelings. Stories such as 'Joseph and the coat of many colours' are also carefully linked into these lessons. This presents an improvement since the last inspection when, although the quality of teaching was satisfactory, overall, two unsatisfactory lessons were observed.
119. Religious education both supports and reflects the ethos of the school as valuing and respecting all and makes a good contribution to pupils' spiritual, moral, social and cultural development. The use of literacy skills is promoted well when pupils are encouraged to look up the meanings of different religious words in information books.

THE UNIT FOR PUPILS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS

120. Attainment of pupils is below average in all subjects with some being well below. Progress of pupils is generally good with some examples of very good progress shown in individual education plans. For example, one pupil had advanced in English skills and now reads and spells words that six months ago would have been beyond his skill level. One girl could not manage to write inside lines, but now legibly compiles her own sentences. Behaviour also shows good or very good

progress. The younger pupils have extended their concentration spans and now spend periods of time working with an adult or in small groups. This represents good progress since the inspection in May 2000, which was undertaken by Southampton Local Education Authority. The older pupils show impressive lengths of concentration time and are responding well to the structured approach in their class. There are specific targets set which are monitored and evaluated. Pupils are concerned with their own assessment and are often openly, but sensibly, critical of both their own performance and that of their peers.

121. The attitudes of the pupils are generally very positive to all areas of experience offered in the Unit. Younger, more volatile pupils are showing enthusiasm for a greater range of experiences. Their behaviour is often erratic and they display an impressive range of work avoidance techniques. Their relationships with each other are often strained and they rely heavily on the adults to maintain control. The older pupils are beginning to take control and responsibility for their own actions and respond well to being reminded of their growing maturity. They respond with enthusiasm and take ever-increasing responsibility in situations planned to raise their attainment and self-esteem. They are becoming keen learners and readily volunteer, trying to give of their best. They behave well both in the Unit and during the times when 'The Unit' joins with the main school for assemblies, break-times and meals. They often co-operate with each other and staff. The relationships displayed are good and come from a feeling of well-being and security. The pupils often relish the opportunities to be responsible and take some control of their learning. This was seen working successfully during a science lesson where one boy discovered the secret of why a bulb was dimmer than that of his friends. The progress made since the May report is good, especially with the younger pupils.
122. Teaching in the unit is good, overall and, on occasions, very good. Lessons are planned in detail and reflect the high expectations, which are shared by all staff. These plans show progression of skills across the areas of work, which are linked to the topics and subjects being taught in the main school. This is good practice and will make the possible reintegration of any pupil easier. Previous learning is linked to future needs and staff both explain and illustrate very clearly what they expect the pupils to do. Staff use a wide range of effective teaching strategies which they continually alter to fit individual needs. This was seen in a good numeracy lesson when pupils were organised according to their prior attainment. It was then followed by small group discussion which enabled all pupils to maximise their learning opportunities by having a teacher or competent learning support assistant available to ensure success. The environment for learning created by the staff is good. The teaching of the younger pupils tends to be less successful, but remains satisfactory, overall. This is an improvement from last May. Behaviour management is more difficult with these pupils due to the open displays of both aggression and non-conformist behaviour displayed by them and not the techniques being used by the staff. There is no short-term reward system in place that impacts on pupil behaviour and the relationships established with pupils are not always adequate in getting a rapid response. Requests to 'stop doing that' are often ignored until several and often too many repeats produce the desired cessation of the undesirable behaviour. This wastes a great deal of teacher and pupil time and disrupts the learning of others.
123. The curriculum is broad, balanced and meets the needs of all pupils. It is kept under constant review and is amended regularly so as to meet the needs of the pupils currently on role. Pupils are assessed on entry to establish the most appropriate level of study. Parents are invited to the unit regularly. Individual learning plans are written where appropriate, in discussion with the pupils, for their education and behaviour. Specific targets are set and pupils are very aware, and are reminded regularly, of what they are trying to achieve. The links through planning to teaching and thus to pupils' progress is easily seen.
124. The provision for spiritual, moral, social and cultural education is satisfactory. Pupils enjoy the range of full national curriculum subjects plus religious education. They join in with assemblies in the main school. In the week of the inspection it was the Unit's turn to take the whole school assembly. This they did with aplomb, using two books to illustrate the theme of 'sharing'. They read and performed in front of the whole school and inspection team.

125. The support that these pupils receive during their stay in the Unit is good. Staff work constantly to improve the learning and raise individuals' self-esteem. This is not achieved by over protecting the young people but by placing them in progressively challenging situations so that over time a more balanced pupil emerges. Staff are very aware of the limitations of individuals and skilfully negotiate and encourage so as to extract the best from them. There is an ethos of positive reinforcement with staff concentrating on what the pupil can do and building upon it. The quality of learning support assistants is very good. They form a valued and valuable part of the teaching team. Their subject knowledge is secure and they have the patience and skills to manage behaviour effectively.
126. The management of the Unit is good and there is an ethos in which all pupils and adults are constantly encouraged to give of their best. The aims of the Unit are fully reflected in the daily life of all that benefit from it. Teachers and support staff have formed a highly effective team. They support each other for the benefit of the pupils. The training that they receive is linked to both their own professional development and the needs of the Unit. They are all committed to high standards in both education and behaviour and provide very good role models. Relationships throughout the unit are a strength, with everyone very aware that equality of provision is important.
127. The numbers of teaching and support staff are satisfactory, but due to be improved. The recent local authority report recommended the appointment of another part time teacher, but the funding for this or appointment has yet to occur. This situation is unsatisfactory and the delay needs to be resolved as soon as possible. Resources are satisfactory, improving and are used very well. Accommodation is good, especially when the use of the main school's facilities for art, technology and physical education is taken into account.