

INSPECTION REPORT

MORELANDS PRIMARY SCHOOL

Waterlooville

LEA area: Hampshire

Unique reference number: 116265

Acting Headteacher: Mr Nigel Ash

Reporting inspector: Peter Lewis
21351

Dates of inspection: 24 – 27 June 2002

Inspection number: 230352

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Crookhorn Lane |
| | Waterlooville |
| Postcode: | SP11 9RB |
| Telephone number: | 023 9225 3770 |
| Fax number: | 023 9224 1929 |
| E-mail address: | n/a |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr A White |
| Date of previous inspection: | 16 June 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|------------------|----------------------|---|--|
| 21351 | Peter Lewis | Registered inspector | Music Physical 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 |
| 9880 | Tony Comer | 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? |
| 12116 | Christina Morgan | Team inspector | Mathematics Design and technology | How good are the curricular and other opportunities offered to pupils? |
| 18283 | Sandra Brown | Team inspector | English Special educational needs | The work of the resourced units |
| 2433 | Ian Bennett | Team inspector | Science Information and communication technology History Equal opportunities | |
| 22157 | Michael Roussel | Team inspector | Foundation Stage Art and design Geography Religious education | |

The inspection contractor was:

Full Circle Division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Morelands Primary is bigger than other schools with 319 pupils on roll. There are more boys than girls currently attending the school, almost all of whom are of white UK heritage. The school draws its pupils from a mixture of housing and more recently has taken pupils from another primary school that has closed. Evidence of fixed term exclusions, children in need, numbers of families on council tax and housing benefits, and the index of deprivation indicate that the socio-economic status is below average. The proportion of pupils known to be eligible for free school meals is 11.6 per cent which is around the national average. There is only one pupil for whom English is an additional language. The proportion of pupils identified as having special educational needs is 22 per cent and this is broadly in line with the national average although the proportion of pupils with statements of special educational needs is below the national average. When pupils who attend the school's two special educational needs units are taken into account, however, the proportion of statemented pupils rises to exceed the average across the country. Children start school with standards in all areas of learning that are below nationally agreed levels.

Following an unsettled period, the school has established a settled teaching staff that is working well together as a team. There has been a comparatively high turnover of teaching staff, including the deputy headteacher and made more difficult by the prolonged absence of the headteacher. These factors have contributed to the challenges faced by the school.

HOW GOOD THE SCHOOL IS

Morelands Primary is an effective and rapidly improving school. The acting headteacher has a very clear understanding of the school's strengths and weaknesses and his very good leadership has established a clear commitment to improvement within the school that is focused upon teaching and learning, both of which are good across the school. A good range of strategies is being developed to continue this improvement. The school provides satisfactory value for money.

What the school does well

- Taking into account their attainment on entry into reception, pupils make good progress through Key Stages 1 and 2 and attain standards in line with the national average in English, mathematics and science.
- The acting headteacher and deputy headteacher's leadership and commitment have established an effective staff and senior management team that is having a significant impact on teaching and learning, and on the improvement in standards.
- The overall quality of teaching is good throughout the school.
- The acting headteacher and staff ensure that the school provides a caring and safe environment.
- The implementation of the National Literacy and Numeracy Strategies have made a positive impact on the quality of planning and provision in these two areas.

What could be improved

- The school's procedures for tracking pupils' performance, analysing trends, and setting targets for improvement are not good enough to give a clear picture of pupils' learning.
- The school's use of its long, medium, and short-term curriculum planning is not effective in supporting all teachers in providing a full range of activities to support learning across the curriculum.
- Worksheets are used inappropriately in some subjects.
- There are too few opportunities for pupils to use and apply the knowledge and skills they have learned in the core subjects across the curriculum.
- Standards in design and technology at Key Stage 2 and in religious education at Key Stages 1 and 2 are not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and, overall has made satisfactory improvement since then as well as managing a high level of turnover in its teaching staff, and the effects of an extended period of disruption to its leadership. Since the appointment of the acting headteacher and of a deputy headteacher in January, a number of successful initiatives have been put in place, which have already had a positive impact upon standards and provision within the school. Standards in mathematics and science, following a dip in last year's results, have improved due to the impact of rigorous monitoring of teaching and target-setting stemming from this. The roles of co-ordinators have been re-organised and clarified, allowing them to begin to evaluate the effectiveness in the subjects for which they are responsible, and further developments are planned to assist them in this role. New planning and assessment procedures are currently being developed as a matter of urgency in order to raise standards further. The quality of teaching overall is good, although there are variations across subjects and year groups that have been identified in the school's own monitoring. Appropriate plans are in place to address this issue through a re-organisation of year group teams to be introduced in September.

The acting headteacher has worked hard with the support of the newly appointed deputy, senior managers, and the governing body to review the school development plan and to set appropriate priorities for the longer term. These are beginning to have an effect and the school is very well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | D | D | B | B |
| Mathematics | C | C | D | E |
| Science | C | E | E | E |

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

Children start school with levels of attainment that are below expectations for this age. The work of the reception classes is having a significant effect in preparing children for the work they will do from Year 1. These children are given a good start to their education.

Although trends over the past five years are slightly below the national trend, current standards in Year 6 are now around the national average in the core subjects of English, mathematics and science. This represents an improvement in mathematics and science since the national test results recorded in the table above. This can be explained by the increased emphasis placed upon teaching and learning in mathematics, which is beginning to be supported by the introduction of setting, and by the consistently good quality of teaching in Years 5 and 6. This has also had a positive effect upon the improvements in standards in science. Standards in design and technology and in religious education are not high enough at Key Stage 2, while standards in music are above those expected of pupils of this age, primarily as a result of the skilled and specialist teaching that the school has bought in.

At Key Stage 1, test and assessment results for 2001 indicated that standards in English, and science were well below the national average, while results in mathematics were below average. The school readily acknowledges that these results are not high enough and is committed to raising standards. That this is being achieved is shown in the standards seen in the inspection, where standards in reading and writing, in mathematics, and in science are at the expected level. This improvement is largely as a result of the good quality of teaching at this key stage which, itself, has resulted from the school's focus on improving teaching and learning throughout the school. Except in religious education, where standards are below those expected, standards in all other subjects are in line with expectations by the time pupils are aged seven.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|---|
| Attitudes to the school | Good. Pupils enjoy coming to school and readily involve themselves in lessons and in the activities that are organised. |

| | |
|--|---|
| Behaviour, in and out of classrooms | Good. Pupils are generally eager to learn and work and play sensibly together. |
| Personal development and relationships | Good. All staff in the school are committed to supporting the personal development of pupils. Relationships are developed well. |
| Attendance | Good. Attendance is above the national average and is promoted well by the school. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | 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.

More than half the lessons seen were good or very good which reflects the emphasis that the school has placed upon improving the quality of teaching and learning. Good teaching has a positive impact on the improving standards achieved, and on pupils' positive attitudes to their learning. There is a very small proportion of teaching that is less than satisfactory. Overall, the skills of literacy and numeracy are taught well, particularly at Key Stage 1 and the upper end of Key Stage 2, and the teaching of science, is good. There are, however, considerable variations within this.

Strengths of the good and very good teaching include high expectations of what pupils can achieve that are linked to detailed planning which meets the individual learning needs of all pupils. Teachers' planning for and use of learning support assistants is generally well considered and makes a positive contribution to pupils' learning, especially those with special educational needs. Successful management of pupils is a strong feature of much of the teaching.

Areas for improvement are; an over-reliance on worksheets that can inhibit pupils' independence in their learning, inconsistencies in planning, where activities do not fully match the planned learning for all pupils, the use of skills learned in the core subjects to support learning across the curriculum, and the use of assessment to set targets and to plan future work, also a weakness in the provision for SEN pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. The curriculum is appropriately broad and interesting although there is an over-emphasis on the use of worksheets in planning for some subjects that restricts the progress made by some pupils. There is good provision for clubs and sporting activities. |

| | |
|---|---|
| Provision for pupils with special educational needs | Satisfactory. Individual education plans are in place for pupils although the targets set in these are often too wide, and do not benefit from regular review. Plans have been drawn up to address this. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Satisfactory. Provision for moral and social development is good and for social development is satisfactory. There remain weaknesses in the provision that the school makes for pupils' cultural development. |
| How well the school cares for its pupils | Procedures for child protection and ensuring pupils' welfare are good. Procedures for monitoring academic performance are unsatisfactory because teachers do not have a clear picture of the standards they are trying to reach, ways of judging if these expectations are being met or systems to adjust their plans to reflect this. The school has made a good start in addressing these shortcomings. |

Overall, the school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The leadership provided by the acting headteacher, very well supported by his deputy, is very good because of the clear vision of how the school needs to develop to meet the needs of pupils. Much has been achieved in a short space of time in accurately identifying the strengths and weaknesses of the school and in beginning to introduce systems to improve provision and the standards attained by pupils. There is a very good commitment to improvement that is shared by all staff. |
| How well the governors fulfil their responsibilities | Satisfactory. The governing body is effectively led. Governors have an appropriate understanding of what the school is doing well and of areas that could be improved, and are well organised to develop their roles further. |
| The school's evaluation of its performance | Good. The school makes detailed evaluations of its performance that are well reflected in its recently updated development planning. |
| The strategic use of resources | Good. There are good procedures to ensure that grants are appropriately used and that spending is linked to the school's long-term needs. There is a clear understanding of the principles of best value that is carefully applied. |

The match of teachers and support staff to meet the needs of the pupils is satisfactory. Accommodation is spacious and is very well maintained by the premises officer. The adequacy of learning resources is satisfactory. Taking the standards attained, the quality of teaching and learning, and the impact of the school's leadership into account, the school offers satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none">• Children like school.• The progress made.• Standards of behaviour.• The quality of teaching.• The school's expectations.• The way the school is led.• The support the school gives to pupils. | <ul style="list-style-type: none">• There was a small number of parents who felt that a greater range of activities should be provided. |

In response to 319 questionnaires sent out, 82 were returned. The inspection team confirms the positive views expressed by the majority of parents who responded, and recognises that there is a good range of extra-curricular provision. At a meeting held by the registered inspector, 12 parents attended. The views that they expressed about the school were consistently positive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. All the children in the reception classes have benefited from experience in playgroup before joining the school. This has not been consistently the case in the past, and is reflected in the range of attainment that is present throughout the school. In the reception classes, children generally progress well and, by the time they enter Year 1, most are on track to attain the Early Learning Goals expected of children at the end of the Foundation Stage. Pupils enter the reception class with levels of basic skills which are below those typically found amongst children of this age. Currently, they make good progress as a result of the good teaching they receive. Because of this, the majority are likely to achieve the Early Learning Goals for children at this stage of education.
2. Standards within the school are generally average by the time pupils are seven, at the end of Key Stage 1, except in religious education, where they are below. At the end of Key Stage 2, standards remain generally average, although standards in religious education and in design and technology are below those expected, while standards in science are above.
3. The school's results in 2001 at the end of Key Stage 1 were well below the national average in reading writing, and mathematics. Results of teachers' assessments in science were also well below those expected nationally. The results for reading, writing and mathematics were much the same when compared to schools with a similar proportion of pupils eligible for free school meals.
4. At the end of Key Stage 2 in 2001, the school's results were around the national average in English, but below and well below in mathematics and in science. When compared to similar schools, however, the results were considerably better: well above average in English and average in mathematics, although below average in science.
5. The trend in the school's results over the last five years is broadly in line with the national trend, although this disguises the variations that have occurred between subjects and key stages over that time. At Key Stage 1, standards in reading and in science dipped in the year 2000, following a similar fall in writing from 1999. A similar dip occurred at Key Stage 2 in mathematics and in science, although standards in science began to rise in 2001. In English, standards have risen, following a low point in 1999 to around the national average, reflecting the emphasis that the school has placed upon the subject. The school now has a stable staffing team and, more importantly, a management structure that is effective in raising standards of teaching and learning. These features have already had a positive impact upon standards and have the potential to raise them further.
6. Currently, standards in English at the end of both Key Stage 1 and Key Stage 2 are average. Although this represents an apparent decline from the standards attained at Key Stage 2, in 2001, data within the school indicates that there is a higher proportion of pupils with SEN in the current Year 6 than was the case last year. When coupled with the fact that the school has admitted pupils from a recently closed local primary school it is clear that progress for this group of pupils has been good in relation to their prior

attainment. Reading is well supported at both key stages, and standards in speaking and listening have benefited from the emphasis the school has placed on this area. In their writing, pupils enjoy the range of experience that their work covers, and make satisfactory progress overall. This is particularly the case at Key Stage 1 and the upper end of Key Stage 2, although the progress made occasionally slows at the lower end of Key Stage 2 as a result a lack of challenge in some of the work that is planned. The school has identified this weakness, and plans are already in place to address the issue.

7. In mathematics, standards are average at the end of both Key Stage 1 and Key Stage 2, which represents an improvement since the last inspection. The progress made reflects that seen in English, with progress being predominantly good in Years 1 and 2, and Years 5 and 6, and broadly satisfactory in Years 3 and 4. The recent introduction of setting has begun to have a positive effect, although its impact is as yet inconsistent, and the school's plans to re-deploy teachers so that subject expertise is readily available in all year groups is likely to improve this further.
8. Standards in science are average at the end of Key Stage 1 and improve to above average by the time pupils are eleven. This is an improvement on both the most recent test and assessment data, and from the last inspection report, although the school recognises that still more could be achieved, particularly in the standards that are achieved by higher attaining pupils.
9. In information and communications technology (ICT), standards are broadly in line with those expected nationally at the end of Key Stage 1 and Key Stage 2. This improvement since the last inspection is largely as a result of the training the teachers have received, and the way in which the recent introduction of a suite of networked computers has provided pupils with enhanced and more effective access to this technology. Although pupils' skills are appropriately developed, the use that is made of ICT in developing and applying skills across the curriculum is limited.
10. Standards in art, geography, and physical education, are in line with those expected nationally at the end of Key Stage 1 and Key Stage 2, while standards in music at Key Stage 2 are above. Standards in religious education at both key stages, and in design and technology at Key Stage 2 are below the expected level. Standards in history are in line with those expected at the end of Key Stage 1. It was not possible to make a judgement about the standards attained in history at the end of Key Stage 2.
11. Across the school, pupils identified as having special educational needs make satisfactory progress overall and a few make good gains in increasing their behaviour strategies and improving their literacy skills. In literacy lessons pupils with special educational needs make similar progress to other pupils. In a minority of lessons where learning is interrupted by restless behaviour, pupils with special educational needs are often the first to lose concentration.

Pupils' attitudes, values and personal development

12. The pupils' attitudes to school are good. They enjoy coming to school and are involved with its life and activities. This reflects parents' beliefs that the children like coming to school, are encouraged to work hard and to do their best, and that the school helps them to become mature and responsible. They also believe that behaviour is good.

13. Overall, behaviour is good. In a small number of lessons behaviour was unsatisfactory. However, where teaching is challenging and the pace of lessons is good, pupils show enthusiasm for learning and behaviour is good and can even be very good. Around the school and in the playground, behaviour is also good. Pupils play happily together and are polite and courteous. There is no evidence of oppressive behaviour. There has been one permanent exclusion during the past year.
14. Relationships between pupils, and between pupils and adults are good. Teachers and support staff provide good role models and work hard at establishing these relationships and improving pupils' confidence and self-esteem. The school cook, site manager and administration officer are all involved in running after-school activities. The range of educational visits and visitors, the variety of activities outside lessons and the importance that the school places on personal, social and health education, all contribute to pupils' personal development. Pupils are encouraged to take responsibility through the 'buddy' system, the appointment of classroom helpers and with duties in assemblies. However, these opportunities could be extended. Opportunities for pupils to develop independent learning skills and to take responsibility for their own learning are limited.
15. Overall, the attitudes, behaviour and personal development of pupils make a positive contribution to learning, standards having been maintained since the last inspection.
16. Pupils' attendance is good, being above the national average. The school makes significant efforts to encourage regular attendance and punctuality and both have improved during the current school year.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching throughout the school is good overall. From the Foundation Stage to Year 6, nearly two thirds of lessons are good or better, including nearly a fifth which are very good or excellent. There is a very small proportion of unsatisfactory teaching. This shows a considerable improvement on the quality of teaching seen in the last inspection, and is having a positive impact upon the standards achieved by pupils and the rate at which they learn.
18. Teaching in the Foundation Stage is consistently good. Both teachers work as a coordinated team and plan together, in line with the requirements of the Foundation Stage, so that all children get the same entitlement to learning. They make particularly good provision for the areas of language, literacy and communication, mathematical development and for personal, social and emotional development. Provision for the other areas of learning is good, except for creative development, where it is satisfactory. The reception class has its own fenced play area and an internal courtyard where children can engage in role play, use large construction equipment and wheeled toys. This is an improvement on the previous inspection where a lack of play opportunities using wheeled toys and push-carts and opportunities for imaginative play was highlighted. Similarly, the previous report judged that there was insufficient challenge for more able children. This is no longer the case as every opportunity is planned to cater for these children. Early Years assistants are well deployed with a daily plan and diary to record observations to share with the teacher at the end of the sessions. Both teachers and the Early Years assistants work well together and are good role models,

which has a significant impact on the children's developing moral and social skills. Effective records are kept and it is easy to track the progress of each individual child in the reception classes. The reception area is well organised and a varied and interesting range of activities is planned to promote children's learning. Staff know the children well and take every opportunity to promote children's independent learning skills and develop their vocabulary. Both teachers and the Early Years assistants have very good relationships with the children and manage them very well

19. The quality of teaching in literacy is good overall. Teachers make effective use of the framework of the national literacy strategy for their lessons, but the pace of some lessons can be slowed by pupils sitting in a whole class for too long a time. In contrast, the characteristics of the good and very good lessons are the quality of questioning and discussion which promote high levels of interest and concentration. In the best lessons, pupils become fully aware of the knowledge and skills they have gained since the beginning of the lesson. The school rightly plans to support staff in making this a feature of all lessons. Most teachers work well with support assistants, who are well prepared and make a valuable contribution to pupils' good progress. There are occasions, however, when teachers' planning fails to make the best use of support assistants throughout the lesson. As a result, in these lessons, the progress made by pupils with special educational needs is less than it should be.
20. Teaching in mathematics is good overall. In Years 5 and 6, teaching is consistently good or better. The best lessons have a clear purpose and run at a good pace, capturing and holding pupils' attention. Activities are closely associated with the objectives that are set in planning, and this is supported by teachers' good subject knowledge. Pupils are challenged in their mathematical thinking by, for example, having to make use of previously learned skills and knowledge in their work. Most teachers have a good knowledge of mathematics, and it is never less than secure. They deliver the National Numeracy Strategy well and their planning is generally of a good quality. There is evidence of variation between classes in the levels of challenge offered to pupils of the same age, particularly those in Years 3 and 4. The school recognises the need for teachers to share good practice in planning and, where appropriate, to plan together.
21. The teaching of pupils with special educational needs (SEN) and those for whom English is an additional language, is generally satisfactory. A range of support for pupils with SEN is in place and available for pupils at school action and school action plus of the Code of Practice, as well as for those with statements. Currently Key Stage 1 support is the responsibility of the class teachers, whereas, at Key Stage 2, pupils with special educational needs are supported in lower attaining sets for literacy and numeracy, which results in teachers having to cater for a broad range of ability and need. Support that takes place in the classroom is generally more effective than withdrawal to a separate room. The support given to individual pupils by classroom assistants is of high quality and enables pupils to experience a range of school activities. Support from outside agencies is available, and funds have been devolved to the school to maintain this service. Outreach teams visit regularly to support staff and a few identified pupils.
22. Although provision for pupils with SEN is satisfactory overall, several aspects are unsatisfactory. Whilst individual education plans are in place for a number of pupils, the targets set for improvement are often too wide, which makes it difficult for teachers to evaluate progress and to meet pupils' needs. Reviews of these plans do not take place.

The links between the co-ordinator of special educational needs and class teachers, regarding the provision and targeting of support, are neither consistent nor secure, and is not an integral part of the curriculum for these pupils. Appropriate plans are already in place to develop special needs systems that will promote a cohesive, whole school approach. It is likely that these will ensure that consistent support is available for pupils with learning and behaviour needs.

23. In the best lessons, teachers show a good subject knowledge which they pass on to their pupils with enthusiasm. Lesson instructions are clear and, in the best examples, set very high expectations of what will be achieved, clearly communicated so that pupils and teacher share the target for the lesson. Lesson plans generally take in the needs of all pupils, and the planned use of learning support assistants. There are, however, a number of lessons where teachers make inappropriate use of worksheets and, as a result, fail to plan appropriately for the full range of ability that is present. In these lessons, pupils' progress is not as rapid as it should be and this is particularly the case for higher attaining pupils.
24. Target setting has been recently introduced in English and mathematics, but the school recognises that there remain considerable inconsistencies in the way that it is applied and monitored by individual teachers. Similarly, the quality of teachers' marking is inconsistent. While there are examples of good marking which guides pupils forward in their learning, there are other examples where work is simply ticked, not marked at all, or marked inaccurately. The school is in the process of introducing an appropriate range of assessment procedures, in recognition of the fact that those that are currently in place are inconsistently applied and largely ineffective. As a result, although teachers know their pupils well, the school cannot be assured that teachers' planning always fully takes into account individual pupil's learning needs. Homework is used effectively to consolidate pupils' learning.
25. Teachers in the Nurture and Assessment Unit and Speech Impairment Unit manage pupils well. Their patience, consistency and behaviour management techniques are exemplary and ensure the good progress of these pupils, and means they settle into their work in a way that denies the difficulties they have.

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

26. The school's curriculum is broad, balanced and meets statutory requirements. Work in the reception classes is well supported by planning that is closely linked to the Early Learning Goals that are set for children of this age. There have been significant improvements since the previous inspection brought about by improvements in the leadership and management of Heads of Year and curriculum co-ordinators that have been instigated by the acting headteacher. More rigorous subject reviews have taken place and revisions have been made to long and medium-term plans to improve curriculum coverage and quality. The time allocated by the school to each subject is appropriate. The curriculum is enriched through visits to places of interest and residential experiences. The school provides a good range of extra-curricular opportunities that attract a large number of pupils to attend. Sports activities are well developed and games are played against other local schools. The school cook runs a Cookery Club after school that is very popular. There is also a Gardening Club that lays

out flowerbeds to add to the attractiveness of the school grounds. Because of the demand for participation in the clubs the school has a 'waiting list' system that ensure pupils do get the opportunity to participate but they may have to wait for the opportunity.

27. The school effectively promotes equality of access to the whole curriculum in a number of ways and monitors the achievements of different groups such as those with special educational needs. The school works hard to ensure that pupils from the units are integrated into mainstream classes but in some cases the withdrawal of pupils for specialist support excludes them from certain subjects and more thought needs to be given to the pattern of withdrawal. No exceptions are made on the basis of gender. As the school has only recently introduced effective systems to monitor the progress and performance of pupils there has been little emphasis on the issue related to more able and talented pupils identified in the previous inspection. The current planning system with its emphasis on worksheets and a lack of differentiation does not allow for more able and talented pupils to be sufficiently challenged. The school is aware of this. The National Literacy and Numeracy Strategies have been effectively implemented.
28. The school has developed strong links with the local community. The links with the local church have led to the vicar being involved in assemblies to celebrate specific festivals and up to around 50 pupils being members of a Church Club. The local policeman visits the school fortnightly as part of a 'Getting it Right' project. There are good links with local primary schools that feed the local secondary schools and arrangements for transfer at age 11 are good. Pupils from the secondary schools come into the school on work experience and Southdowns Further Education College place child care students in the school as part of their course. Parents were generally very appreciative of the part the school plays in its community. Two local playgroups have recently closed and the school is now exploring the possibilities of opening its own playgroup in January 2003.
29. Overall, the provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is satisfactory. There are effective links with the local church and the clergyman is involved in a number of school activities. Opportunities during religious education, 'circle time and class and school assemblies are given to pause and reflect on a variety of themes, including 'relationships', 'feelings' and 'caring for others'. Acts of collective worship meet statutory requirements in full.
30. Provision for pupils' moral and social development is good. There are clear class and school rules, which are known and understood by pupils and through which they develop a sense of right and wrong. Teachers and support staff provide good role models. The personal, social and health education programme, 'circle time' and the teacher/tutor time, all help pupils in situations that they might find difficult to cope with on their own. Pupils are involved in fundraising activity such as the Rotary Shoebox Appeal for Albania. They have also corresponded with the crew of HMSS Splendid whilst on duty in Kosova.
31. The provision for pupils to study their own and other cultures is unsatisfactory. There is limited opportunity, through the planned curriculum, through educational visits and visitors, or through the use of the Internet, for pupils of all ages to study their own and other faiths and cultures in sufficient breadth.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The support and guidance which pupils receive, both formal and informal are good, standards having been maintained since the last inspection. Parents feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. The under-fives and pupils with special educational needs receive good support.
33. Overall, the procedures for monitoring and recording pupils' personal development are unsatisfactory, and, in some respects informal. They are good for pupils with special educational needs, particularly those in the language impairment and the nurture and assessment units. Pupils' annual reports are satisfactory and provide information on what pupils know, understand and can do. Targets for improvement are set, but many of these are not sufficiently focused or measurable. The use of home link books as a means of two-way communication between home and the school are good examples of how the school provides for and monitors pupils' development, particularly for pupils in the two special units.
34. Data has recently been shared with staff and appropriate levels of support in making use of this in analysing trends in performance and in target-setting are planned for the start of the new academic year. The school has undertaken a full review of the targets that have been set in order to ensure that they are as challenging as possible. The school also recognises that targets are set, and their impact monitored, inconsistently across different classes in core and non-core subjects. Because of this, although the school has access to a considerable range of data, the fact that it is used inconsistently means that the school cannot be assured that the highest challenge is being provided for all pupils, nor fully analyse trends in performance between different groups.
35. Teachers' planning in English and mathematics sometimes reflects the information that is gained from the assessments and work in these subjects is, as a result generally matched to the differing needs of pupils, although the school recognises that practice is inconsistent. Marking of pupils' work is usually undertaken but too frequently fails to indicate where improvement is required or how success may be achieved. Assessments have begun to lead to setting and to individual target-setting in English and mathematics which, although only recently established, these are beginning to help pupils understand the small steps that are needed in order to make improvement. The lack of assessment information in the non-core subjects means that pupils' annual written reports identify less clearly the strengths and weaknesses as teachers do not have sufficiently detailed information other than their knowledge of the work that pupils have undertaken.
36. The school policies and procedures for promoting discipline and good behaviour are effective. Teachers use a variety of strategies in the classroom to manage the challenging behaviour of a small minority of pupils so that any adverse effect on teaching and learning is minimised. Pupils understand and respect the system of rewards and sanctions, as well as the 'expectations for positive behaviour' that are displayed throughout the school.
37. Policies and procedures for promoting health and safety are good, including teachers promoting healthy and safe practices in the classroom. Procedures for child protection and for ensuring pupils' welfare are also good. However, the school should ensure that all non-teaching staff have regular and formal updates on the school's policies for

behaviour and child protection. Liaison with the education welfare service and with a variety of other outside agencies further underpins the effective care of pupils.

38. Procedures for recording and monitoring attendance and punctuality are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Overall, the school's partnership with parents and the impact that their contribution has on the life of the school is satisfactory. Those parents (approximately one quarter) who responded to the pre-inspection questionnaire or who attended the pre-inspection parents' meeting have very positive views of what the school provides and achieves. The inspection evidence supports the positive views of parents.
40. There is a range of methods of communication between the school and parents, with information provided through newsletters, notice boards, parents' meetings, information leaflets and annual reports. Parents of reception children support their child's learning well by helping them at home with their reading and other activities and maintain close links with the reception staff. The home link books are an effective means of communication between home and the school much valued by pupils, teachers and the majority of parents. Homework is effectively used across the whole school. Parents also know that they can discuss issues informally with staff and appreciate the 'openness' of the school in this respect.
41. The involvement of parents of pupils with special educational needs in individual education planning is satisfactory. Parents who have children with special educational needs are appropriately informed of their progress at consultation evenings and on other occasions as necessary. Parents who have children with Statements of Special Educational Needs are informed about annual reviews, and their views are taken into account. Staff in the Nurture and Assessment Unit and the Speech Impairment Unit have established very good relationships with parents of their pupils, who value the support their children receive. They are well informed about the work their children do and their progress, and feel involved. Interaction takes place through home-school link books which are ongoing.
42. The school makes significant efforts to encourage parental involvement in the life of the school. A number of parents provide help in the classroom and in other school activities. There is a very supportive friends' association that raises a significant sum of money that annually supplements the school budget. Parent governors, as well as other governors who are parents, are committed to the activities of the school, although there are still some parent governor vacancies on the governing body.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are good. Following an extended period of uncertainty, during the absence of the headteacher, the acting headteacher has been at the school since January. In a very short time, much has been achieved. With the active support of the newly appointed deputy, a very clear vision has been established of what is required for the school to develop further and, together, their very good leadership has created an enthusiastic team that is clearly committed to high standards

and improvement. This is a similar picture to that seen at the time of the last inspection, although the leadership team has changed significantly.

44. The roles of co-ordinators have been clarified since the last inspection. Further developments are being implemented, and are planned to strengthen further their role in monitoring standards in the subjects for which they are responsible. As a result, co-ordinators have begun to identify strengths and weaknesses and to plan for action in their subjects. Curriculum planning has been reviewed, which has resulted in changes to the school day and a more appropriate balance of time allocated to subjects. These features have already made a positive impact upon standards. The introduction of monitoring to ascertain the overall quality of teaching, and its effect upon pupils' learning, has already achieved success in improving provision with the result that the quality of teaching is now good overall. The school readily acknowledges that its assessment procedures are weak and, in order to provide a good level of information to enable co-ordinators to track pupils' progression within and across subjects, a comprehensive assessment policy is to be introduced early in the new academic year.
45. The school development plan has been updated as a result of the reviews of provision and results that have been undertaken since January. The acting headteacher has undertaken a full range of reviews of the quality of teaching and of learning. These have been used very well in identifying areas for further development as well as in informing a review of teaching and management roles within the school based upon a good use of staff expertise. The changes resulting from this review are to be implemented at the start of the September term. Planning for development is clearly linked to those elements where improvement is required, such as assessment, which enables a good quality of monitoring to take place to identify the impact of individual changes and training. This is now an effective working document in which staff and governors are effectively involved.
46. Systems for managing special educational needs are under review, resulting in inconsistent structures in the school. There is currently a lack of a whole-school approach, understood by all staff. The co-ordinator for special educational needs and the headteacher are in the process of unifying the way in which pupils with special educational needs are provided with support. There is a nominated governor who is recently appointed. He plans to link with special educational needs co-ordinator to ensure the best possible provision for special educational needs.
47. The governing body has developed its role well to play an effective role in school development and in establishing a strategic vision. Governors have an appropriate understanding of the school's strengths and weaknesses and are fully involved in the construction of the school development plan and in review of its impact. The chair of governors provides clear leadership of the governing body and supportive professional relationship with the acting headteacher has established an effective link between the day to day working of the school and the governing body. Statutory requirements are met.
48. The finance committee receives regular budget profiles from the school's finance secretary so that spending is closely monitored and under-spends at the end of each year are small. The last auditor's report found no irregularities in the financial controls within the school and the few recommendations made have been implemented. Specific funds are used for their intended purpose. The acting headteacher has a good

understanding of the principles of best value and, as a result, is ensuring that they are applied well throughout the school. He is working with the governing body to ensure that the impact of budget decisions are assessed against the impact they have on raising standards within the school. For example, he is currently requiring staff to evaluate the impact made by the purchase earlier of a range of dictionaries for each classroom. Tenders are received from a range of contractors when building or maintenance work is required and the local schools evaluate the efficiency and effectiveness of contractors that work on site and share this information.

49. The school's accommodation is satisfactory. The internal accommodation is clean and well maintained and provides a welcoming environment. All issues related to the buildings and the school grounds are well known to the school and to the local authority and are being addressed. Displays in the classrooms and around the school are satisfactory. The external accommodation is good, although, as the school has recognised in its forward planning, the playground lacks equipment and facilities that would enhance pupils' enjoyment and development at break time. The support provided by the site manager and by the administrative staff is excellent.
50. Overall, the range and quality of learning resources are satisfactory. In English, mathematics, geography, music, and for pupils with special educational needs, they are good. Resources in design and technology are unsatisfactory, particularly for food technology, textiles and in the use of information and communication technology. Overall, accessibility and management of resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to improve the quality of education, the governing body, headteacher and staff should:

a) Raise standards still further in all subjects by:

- using the information that the school is assembling about individual pupil's attainment to set individual targets and predictions for pupils to achieve; (paragraphs; 24, 34, 80, 82)
- reviewing pupils' progress towards these targets regularly and taking appropriate action to address identified weaknesses; (paragraphs; 22, 34)
- ensuring that marking is used consistently to help pupils understand what they do well and what they need to do to improve. (paragraphs; 24, 35)

b) Improve the quality of curriculum planning by:

- ensuring that knowledge, skills, and understanding learned in the core subjects of English, mathematics, science, and information and communications technology are used to support learning in other subjects of the curriculum; (paragraphs; 82, 90, 98)
- ensuring that the activities that are identified in teachers' short-term planning are fully differentiated and are clearly linked to the learning objectives that are planned for all pupils; (paragraphs; 27, 86, 88, 97)
- ensuring that the use of worksheets reflects the best practice in the school in extending and consolidating pupils' learning; (paragraphs; 27, 89)
- providing increased opportunities for the pupils to be involved in their own learning through the development of independent learning skills and research activities; (paragraph; 75)
- developing further the pupils' ability to evaluate their own performance and to set targets for learning. (paragraph; 24)

c) Raise standards in design and technology at Key Stage 2 and in religious education throughout the school by:

- implementing the recently developed policy and scheme of work for design and technology throughout the school; (paragraph; 109)
- improving the range of resources that are available to support learning in design and technology; (paragraph; 110)

- ensuring that planning covers all the required elements of the agreed syllabus for religious education in sufficient depth to support gains in pupils' knowledge and understanding. (paragraphs; 138, 140)

All of the above issues have already been identified in the school's own development planning

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

- Make more use of information and communication technology across the curriculum to help children consolidate and apply skills they have learned, and to progress independently. (paragraphs; 122, 127)
- Improve pupils' understanding of the breadth of cultural tradition and diversity that underpins our society. (paragraphs; 28, 31)

THE WORK OF THE RESOURCED PROVISIONS FOR SEN

52. The school has two specialised resourced provisions:
- The Nurture and Assessment Unit, which offers specialist provision for ten pupils between four and seven years old. Pupils who attend may have any combination of the following needs: speech and communication difficulty, general development delay, or emotional and behavioural difficulty.
 - The Speech Impairment Unit offers 14 places for speech impaired pupils who have Statements of Special Educational Need. There are seven places for pupils at the Foundation Stage and Key Stage 1, and seven places for pupils in Key Stage 2.
53. The resources are staffed by specialist teachers and support assistants, who support all pupils effectively, giving pupils maximum access to the curriculum at appropriate levels.
54. The National Curriculum is fully implemented and weekly speech therapy is available in group and individual programmes.
55. There is a good format for medium-term planning which addresses the needs of all pupils. The format for daily planning and assessment of each pupil is effective and enables the teachers' support assistants to monitor pupils' progress and individual targets on a regular basis to secure optimum progress. This is particularly important when pupils integrate into mainstream lessons.
56. The National Literacy and Numeracy Strategies are in place, and the structures are followed. Emphasis is placed on speaking and listening and a visual approach is adopted to reinforce learning and allow maximum progress to be made.
57. During inspection, lessons were observed in all groups. Teaching was always good. Teachers' knowledge and understanding of the individual needs of the pupil are good and inform the planning. This knowledge enables them to teach essential basic skills to all pupils. Teachers have high expectations of pupils, which results in good behaviour. Their attention to detail and patience is exemplary. The questions they ask are well focused and directed to individual pupils. Teachers manage pupils very well, although there are a significant number who display unorthodox behaviours. The use of support staff is very good.
58. Pupils integrate well into mainstream lessons such as English, mathematics, physical education and music. On these occasions they are supported by a classroom assistant.
59. The units are well resourced with good quality equipment and books, which enhance curriculum access.
60. There are plans in place to open up more opportunities for inclusion for pupils in the resourced units, and to offer support to pupils from the mainstream who have similar needs. This will further enhance pupils' learning.
61. The Special Educational Needs Co-ordinator manages the work of the unit and plans are in place for September to develop inclusive practices and to make specialist provision available to more pupils in the mainstream school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 64 |
| Number of discussions with staff, governors, other adults and pupils | 34 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 12 | 23 | 25 | 4 | 0 | 0 |
| Percentage | 0 | 19 | 36 | 39 | 6 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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) | n/a | 318.5 |
| Number of full-time pupils known to be eligible for free school meals | n/a | 37 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 2 |
| Number of pupils on the school's special educational needs register | n/a | 71 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | n/a |
| Pupils who left the school other than at the usual time of leaving | 19 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.8 |
| National comparative data | 5.6 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 22 | 23 | 45 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 15 | 19 |
| | Girls | 19 | 19 | 22 |
| | Total | 33 | 34 | 41 |
| Percentage of pupils at NC level 2 or above | School | 73 (81) | 76 (75) | 91 (94) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 20 | 18 |
| | Girls | 19 | 22 | 19 |
| | Total | 34 | 42 | 37 |
| Percentage of pupils at NC level 2 or above | School | 76 (83) | 93 (94) | 82 (100) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Attainment at the end of Key Stage 2 (Year 6)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 23 | 23 | 46 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 15 | 18 |
| | Girls | 20 | 16 | 20 |
| | Total | 36 | 31 | 38 |
| Percentage of pupils at NC level 4 or above | School | 78 (71) | 67 (69) | 83 (79) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 15 | 20 | 19 |
| | Girls | 20 | 18 | 19 |
| | Total | 35 | 38 | 38 |
| Percentage of pupils at NC level 4 or above | School | 76 (71) | 83 (70) | 83 (75) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 318 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 6 | 1 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 16.9 |
| Number of pupils per qualified teacher | 18.9 |
| Average class size | 29 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 18 |
| Total aggregate hours worked per week | 335.5 |

FTE means full-time equivalent.

Financial information

| Financial year | 2001 – 2002 |
|--|-------------|
| | £ |
| Total income | 837,538 |
| Total expenditure | 862,813 |
| Expenditure per pupil | 2,811 |
| Balance brought forward from previous year | 54,989 |
| Balance carried forward to next year | 29,714 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 8.8 |
| Number of teachers appointed to the school during the last two years | 9.2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 25.7%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 319 |
| Number of questionnaires returned | 82 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 61 | 37 | 2 | 0 | 0 |
| My child is making good progress in school. | 61 | 35 | 4 | 0 | 0 |
| Behaviour in the school is good. | 41 | 51 | 6 | 0 | 1 |
| My child gets the right amount of work to do at home. | 39 | 54 | 7 | 0 | 0 |
| The teaching is good. | 62 | 37 | 0 | 1 | 0 |
| I am kept well informed about how my child is getting on. | 59 | 34 | 5 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 27 | 4 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 71 | 27 | 0 | 0 | 2 |
| The school works closely with parents. | 55 | 33 | 6 | 2 | 4 |
| The school is well led and managed. | 51 | 38 | 2 | 2 | 6 |
| The school is helping my child become mature and responsible. | 52 | 40 | 2 | 1 | 4 |
| The school provides an interesting range of activities outside lessons. | 39 | 28 | 12 | 5 | 16 |

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

62. At the time of the last inspection this aspect of the school was inspected according to the areas of learning for children under five. In the previous inspection, reference was made to ensuring that more able children could be further challenged in some core skills. This is no longer the case and more able children are challenged at every opportunity. For example, in a mathematical development lesson where the children were counting back from ten the teacher had planned for the more able children to count back from 15. However, one very bright child volunteered to count back from 20 and apart from one mistake did so successfully. Interestingly, instead of correcting the mistake the teacher asked the child if what she had done was correct. The child immediately responded, acknowledging that she had made a mistake and identified and corrected the mistake without being told.
63. Baseline assessments, undertaken in line with the requirements of the local education authority, show that the children's attainment on entry is below that found locally. The present reception class all have had some form of pre-school provision. In addition, the school is looking at developing its own pre-school provision in the future. The children are eager to learn and are making a good start to their education. Their progress in the areas of communication, language and literacy, and in mathematical development are particularly good. When pupils join the school, their speaking skills are average. Their early mathematical skills are slightly below those expected nationally. Children's personal and social, physical and creative development are also below expected levels, as is their knowledge and understanding of the world. During their time in the reception class, children make good progress in all the areas of learning and by the time they are ready to begin Year 1 the majority are attaining and some exceeding the Early Learning Goals in each area.

Personal, social and emotional development

64. When the children enter the reception classes they soon feel secure and enjoy coming to school. They are familiar with class routines and settle well to all their activities. They are developing good relationships with adults and play well together. In shared activities they are learning to take turns and share toys. For example, at the 'ticket time' activity children have the opportunity to 'plan, do and review.' This is when they plan their activity by choosing from the activity board, pick their name card and stick it alongside the activity. They will then undertake the activity and review at the end how they had got on. Children are used to this routine. At the end of the day all children help to tidy the classroom and some were seen stacking chairs, tidying tables and putting dressing up clothes on hangers. Children are developing very good attitudes to school and enjoy their learning. Most of them are developing good levels of concentration and try hard with their activities. They are curious and keen to try out new activities. They talk happily to school staff and visitors about their activities. By the end of the reception year the majority of children are likely to attain the Early Learning Goals for personal, social and emotional development.

Communication, language and literacy

65. When they start school most children have average skills in communication, language and literacy. They very much enjoy listening to stories and share books. For example, the teacher had prepared a series of pictures to go with the story 'Little Yellow Chicken' and children had to sequence the pictures in an order to retell the story. They were absorbed in this and as an extension a group of children followed this with working independently on developing their own puppet show for 'Little Yellow Chicken.' After they had prepared their little phrases to say in the story the teacher read the story to the class while the puppeteers said their phrases at the appropriate time, while the rest of the class thoroughly enjoyed the story and puppet show. This enthusiasm was also seen in shared reading where a group were working with the teacher who was encouraging the children to predict what would happen next in the story. At each point in the story when 'NO THANK YOU!' appeared the children would enthusiastically say this phrase. What was impressive was the fact that the children had quickly gained the skill of reading the phrase with suitable expression, learned from the very good modelling of reading given by their teacher. When children first enter the reception classes they have name cards where they learn to recognise their own name and those of their classmates. Children's writing shows that they know print goes from left to right and more able children are writing their own sentences; some are using a capital letters to start their sentences, but not always remembering a full stop. Several children can write their names independently and in their independent writing, many write recognisable letters. Children responded enthusiastically to stories read to them and can later recall it well. They enjoy looking at pictures and discussing what they see with their teacher or Early Years assistant and also with each other, which provides good opportunities to develop their speaking skills. Some of the children call out when excited but are learning to take turns and listen to each other. The teacher manages this sensitively with gentle firmness. When giving instructions, the teacher makes them increasingly complex which ensures that children listen well. By the time children enter Year 1 the majority of children are likely to attain the Early Learning Goals for communication, language and literacy and a few are likely to exceed them.

Mathematical development

66. Children make good progress in this area. They can count to and from ten confidently and some can count reliably beyond this. They can write number stories from a given text, such as two apples on each tree and then count the trees and complete their number story, $2+2 = 4$ or $2+2+2 = 6$. Many children can read the number story and will say, "two add two equals four." A more able group was observed making police cars using mobilo and then recording the pictures of their police cars on a white board and then writing the sum. For example, four police cars drawn with four wheels was then recorded as $4+4+4+4=16$. They could all confidently add the total and record it on the white board. Two children were working on the computers and sequencing numbers one to ten by correcting mistakes in the sequence. They were confidently using the mouse to do this. Another two were working on number stories, for example, $1+1=2$ and could confidently read the number stories. In addition, they were able to print out their completed work. Children enjoy singing number rhymes, for example, 'five little speckled frogs' while the teacher has a Freddy frog hand puppet to help the children in their singing. Children greatly enjoyed finding different shapes in the environment and are able to name triangles, circles and squares. They enjoy weighing objects in the Baby Clinic by using cotton reels and learning to measure with straws. Some children

were engaged in buying items from the 'Toy Shop' and were using the white boards to add the items they wanted to buy. For example, one child when asked could add 8p + 5p and checked whether the correct change was given. Children, who are more able, are beginning to learn about fractions and in the scrutiny of work the teacher had recorded on one child's work that they could tell that a square divided into four parts with two parts shaded was a half. Children are making good progress in their mathematical development and a majority are likely to attain the Early Learning Goals by the end of the reception year.

Knowledge and understanding of the world

67. A small number of children have a good basic general knowledge when they start school but the majority of children have limited experience and understanding in this area. Children have a good understanding of personal hygiene and know that they should wash their hands before preparing snacks and before lunch. For example, in a lesson where the children were investigating taste, children were tasting small pieces of cream crackers with marmite and honey spread on them and pieces of lemon and pineapple. They knew that their hands had to be clean and were very careful to ensure they had paper towels to put their food on. The same applied to a group of children who were making a powder and milk pudding. They worked very sensibly with the Early Years assistant and at every level they were encouraged to take care when handling food. Children show an interest in how things work and are questioning and curious. They enjoy using construction toys to build different objects, though some boys are more enthusiastic about this than girls. Children take turns at using the class computers. They can use the mouse to move objects on the screen and use different programs. By the time they are ready to start Year 1, children have made good progress and are likely to attain the Early Learning Goals.

Physical development

68. The reception class has its own outdoor grassed area and central play area in the school where they take part in a variety of activities on slides, sand and water play, and using wheeled toys and construction blocks. These activities are planned at an appropriate level, and promote physical development well. The same is true of the use made of the hall for physical education lessons, when children have a good range of opportunities to make use of the available space and equipment, which has a positive impact on their development. Children can control their movements well and move with agility. They show a good awareness of space and move around the hall confidently and safely, responding well to their teacher's instructions. Children work with energy and enthusiasm. Most of them already meet the Early Learning Goals for this aspect of physical development. In class they use pencils, brushes, scissors and other tools with increasing confidence and skill. There is the Sunny Corner School where children take part in role play and develop their gross and fine motor skills through drawing and writing on the 'blackboard' or taking the register. By the end of the reception year it is likely that most of the children will attain the expected levels of physical development.

Creative development

69. Children make satisfactory progress in this area of learning. From the displays in the classroom children have drawn some chalk pictures of fruit, created butterfly patterns and paintings of flowers, people and numbers. However, during the week of the

inspection little evidence of opportunities were seen for children to choose from a range of activities during the day, with the exception of the 'ticket time' when they are allowed to choose an activity they would like to undertake. They have opportunities to draw and explore a range of materials. However, these are limited and do not give children opportunities for engaging in a range of activities such as colour mixing, creating models out of scrap materials or opportunities to use a range of materials and textures for creating collages for developing their cutting and joining skills. There were, however, five children who were engaged in an activity of making seed collages on paper plates, but otherwise, there are limited opportunities for choosing from a range of creative activities. Children love singing and know a good number of songs and rhymes by heart and join in enthusiastically. They enjoy listening to music and in the music corner are often heard exploring a range of instruments and sounds. They have plenty of opportunities for role play through their topic on 'People Who Help Us' and readily dress up as policemen and workmen. The opportunities for imaginative play are good. As well as the Sunny Corner School and the Baby Clinic, other role-play activities are created within the class areas as and when needed, such as changing the Baby Clinic into a different area for a short time to meet a specific theme for role play. Most children are likely to attain the expected levels by the time they start in Year 1.

ENGLISH

70. Results in the 2001 national tests show that when compared to all schools, standards in speaking and listening, reading and writing were very low for pupils aged seven, and above average for pupils aged 11. The school's performance in the English tests at the end of Year 6 was well above average for similar schools. A significant number of pupils are attaining above average standards in reading and writing, but the proportion of pupils who attain average levels is below expectation. The school achieved its target in English for 2001.
71. Inspection evidence is that pupils' attainment in English is in line with expectations. This is an improvement from the last inspection because of:
- The impact of the National Literacy Strategy.
 - School focus on the development of literacy, especially writing.
 - The additional time given to the teaching of English.
 - The improvement of teaching.
 - The improved working arrangements between school and home.
72. Standards in speaking and listening, for the majority of pupils, are average at the end of both key stages. Many pupils are easily distracted, but most teachers have high expectations, establishing effective class routines that ensure pupils concentrate and listen well to instructions, explanations and stories. The school has worked hard to extend speaking opportunities; some older pupils have been successfully involved in local public speaking competitions and there are clear indications that the school works hard to promote pupils' use of extended vocabulary. However, a few pupils have a limited ability to express themselves using extended vocabulary, and speak in short, simple sentences. Others do not have the range of expressive language that many pupils possess at the same age. Teachers record work on flip charts and white boards and use them later in writing tasks. Teachers act as good role models when speaking to pupils, repeating instructions and explanations, and in the best lessons, questioning well

to ensure that pupils understand. Pupils in each year group have difficulty listening to their classmates or their teachers for a sustained amount of time. For example, one teacher had to interrupt a session because pupils were finding it difficult to hear each other in a plenary session.

73. Standards in reading meet national expectations at the end of both key stages. Reading is taught systematically and well during the literacy hour, and includes a thorough approach to phonics in the Key Stage 1 classes. Additional time is also given to reading activities at other times. These features have helped to raise standards. Average and above average attainers read well and enthusiastically. They enjoy a range of reading material, for example, stories, poetry and non-fiction books. They recognise many words by sight, but for those words which are unfamiliar, the pupils have a range of strategies, such as using pictures for clues and recognising the initial phonemes in words. The less fluent readers, including those with special educational needs, also use word-building strategies using their phoneme knowledge, but have less secure knowledge when blending letters together. They look carefully at the pictures in their books to see how the story is developing. They are able to select reference books and locate information using contents and index pages. They have a positive attitude towards books and pupils speak enthusiastically about books they have read.
74. At Key Stage 2, the school has been successful in maintaining pupils' progress in reading. They read for a variety of purposes in a range of different settings. For example, teachers might ask them to read a passage from a book during the literacy hour. They might be asked to read information texts linked to their geography topics. Many pupils enjoy reading at school. They generally read fluently, with understanding, and correct any mistakes they make without being prompted. Average and above average readers appreciate the humour of stories and have well-developed preferences for authors, and can give wide ranging reasons why they enjoy their books. Although lower attaining pupils, including those with special educational needs, read their books slowly they often read their books accurately. They describe what is happening from the clues given in the text or the picture and can talk about their favourite parts of the story. Sometimes they need help with unfamiliar words. Pupils understand the library organisation and can describe the process of locating and retrieving information. Most know how to use CD-ROM to extract information, but these skills are under-used and there is little evidence of the use of the library for private research. The librarian gives good support to pupils in their search for fiction and non-fiction books. Teachers involve parents in supporting reading at home, and reading records indicate this policy is successful.
75. Pupils' attainment in writing is average at the end of both key stages. A scrutiny of pupils' work confirms that pupils achieve well in Key Stage 1 and in upper Key Stage 2, but less well in lower Key Stage 2. An increased emphasis upon basic skills in writing has had a positive impact in raising standards from the low point seen in 2001. At the end of Key Stage 1, pupils recognise spelling patterns and spell common words accurately. They produce simple, coherent pieces of writing on a range of subjects. They write stories, tongue-twisters, and accounts of their holidays. Most pupils know how to use capital letters and full stops, but some do not regularly use these in their writing. Lower attaining pupils have weaknesses in spelling and use a limited range of vocabulary.

76. In lower Key Stage 2 a significant number of pupils do not yet understand how words are built up from individual sounds and blends, and consequently their spelling is erratic. Some pupils make use of adverbs and adjectives to improve their writing. Too many pupils, however, make elementary spelling errors, and often work is marked for content and is not addressing the weaknesses in grammar and spelling. Progress in writing is restricted by the use of low level work sheets which do not encourage pupils to express themselves or develop an individual writing style. Lesson observations and analysis of pupils' work indicate that they have few opportunities to write creatively or to any length.
77. By the time they reach the end of the key stage, pupils' writing develops well. They use a wider vocabulary and use writing for a range of purposes. For example, pupils in Year 5 produced high quality leaflets on animal testing, which contained text features such as rhetorical questions, headlines and bullet points. A range of punctuation is used, including paragraphs. Pupils' attitudes to learning in English are good and, where teaching is lively and enthusiastic, the response of the pupils is very positive. However, a minority do not listen to the teacher and become restless and behave inappropriately. On these occasions they learn little and progress slows. Pupils respond well to the familiar routines of literacy hour. However, some pupils do not show initiative in checking or extending their work and are satisfied with a basic standard, rather than setting themselves high standards.
78. Teaching is good overall. Teachers have a secure knowledge of the literacy hour and generally apply its principles well, but some parts of the lesson are over-long, and this impacts on the pace of the lesson with pupils occasionally sitting too long either listening or writing. This in turn affects their ability to maintain high levels of concentration towards the end of the lesson. On the occasions when teaching was less successful the organisation of pupils and resources was not effective. The most notable aspects of very good and good teaching are lesson pace and the effectiveness of teachers' questioning in involving everyone in the lesson. Pupils' interest is fully engaged, and they take a full part in the lesson.
79. Pupils with special educational needs make sound progress overall, although the effectiveness of the support they receive varies according to how it is planned. Work in the classroom is usually well planned for all abilities. It includes different amounts of work and revision for lower attaining pupils to help them retain what they have learned. However, few teachers include details of individual targets for their planning. It also includes small group work within the classroom, supported by classroom assistants, that is linked well to the activities that the other pupils are doing. Work in small groups outside the classroom reinforces the pupils' knowledge of phonics, but it does not support the work they are doing in class and promotes a fragmented approach to their learning.
80. There are two library areas, both are of good size. Pupils use the library areas appropriately. The librarian ensures that these are inviting areas and is aware that the quality and quantity of stock needs to improve. Plans are in place to expand the range of text and visual resources, which has the potential to raise standards further.
81. The management of this subject is an important factor in the improving standards. The co-ordinator manages the National Literacy Strategy effectively and has ensured that the subject is well resourced. However, at present her teaching commitments and other responsibilities do not allow for the monitoring of teaching and planning across the key

stages. She recognizes that the school still needs to develop and apply the skills of all pupils in writing in detail and at length in their lessons in English and to support work in other subjects of the curriculum. The school has recently begun to make analyses of standard and national tests, but the results have yet to be used effectively to inform the long and medium-term planning. Since the last inspection the school has made progress in improving teachers' planning in English but the use of information and communication technology to reinforce and extend pupils' written and research work remains limited.

MATHEMATICS

82. Evidence from the current inspection indicates that standards in mathematics are in line with those expected nationally by the end of Year 2 and also by the end of Year 6. This represents an improvement since the last inspection when attainment was judged to be below average in Year 6. Since 1997 the school's results in national tests for both seven year olds and 11 year olds have been largely below the national average. The performance of girls is better than that of boys. Improvements in mathematics are largely explained by the quality of teaching present, particularly in Years 1 and 2, and in Years 5 and 6, and by the positive impact of the recently introduced setting procedures in these year groups.
83. By the age of seven, most pupils use number bonds to 20 with confidence and many are confident in handling numbers to 100. They can identify simple number sequences when doubling or halving numbers, have a sound understanding of place value and can decide which mathematical operation to use when solving word problems. Good opportunities are provided for pupils to develop mental agility in solving number problems, and their mathematical thinking is developed through frequent practical and written problem solving activities. For example, pupils are asked to devise as many number sentences as they can, with the answer eleven, using only three odd numbers. Being asked to explain increasingly complex patterns and number sequences challenges higher attaining pupils. All pupils become increasingly adept at explaining their reasoning in response to regular questioning on the lines of "What do you notice when....?" or "What would happen if....?"
84. By the age of 11, most pupils have a good understanding of fractions, decimals and percentages. The scrutiny of pupils' work indicates a wide range of mathematical activities including a variety of graphs and data handling operations. Pupils can identify the properties of two and three-dimensional shapes and identify different triangles from their sides and angles. Higher attaining pupils can plot shapes using co-ordinates and rotate them through four quadrants. Lower attaining pupils are confident with the four rules of number, understand that multiplication and division are inverse operations, and can halve and double numbers up to 100. All can predict accurately if a number is divisible by two, four, five or ten and give reasons for their answer.
85. The quality of teaching in mathematics is good overall but in practice varies considerably across the school. This judgement reflects evidence from both lesson observations and the scrutiny of pupils' work. In the Year 1/2 classes it is very good in one class. In the Year 3/4 classes it is just satisfactory and in the Year 5/6 classes it is consistently good or better. Pupils' progress reflects the quality of teaching in lessons but is good over time because of the high quality of teaching in Years 5 and 6. The setting of pupils by

ability in the junior classes is only partially effective as there is still a wide range of ability in the top sets and not all teachers provide a range of tasks to meet the needs of pupils within the set. The needs of pupils with special educational needs are generally well met because of the good use and high number of support staff in the lower sets. Pupils from the speech and language unit are integrated successfully both academically and socially, they are effectively supported and make good progress.

86. In the best lessons there is clear focus for the lesson, and high quality open-ended questioning consistently challenges pupils' thinking. For example lower attaining pupils in Year 6, when playing a game requiring them to devise tests of divisibility by two, four, five and ten, are asked "What numbers would you not want to pick up?" , "Which numbers are good for scoring points?" Pupils are regularly required to draw on their previous learning and apply their knowledge across a range of mathematical areas. Teachers' planning is detailed and resources are used well to motivate pupils. Good subject knowledge enables teachers to devise interesting approaches to learning which effectively assess pupils' understanding. Teachers make good use of the able support staff, for example in a Year 1/2 lesson a learning support assistant was used to lead a parallel introduction for lower attaining pupils.
87. The less successful lessons lack a clear learning focus and pupils are confused by over complex tasks. Introductions are too long. As a result, pupils' attention wavers and restless and disruptive behaviour disturbs the progress of lessons. Learning objectives are not shared with pupils in a way that they understand and are not reflected in the activities. The work in pupils' folders in Years 3 and 4 is not based on a clear assessment of what pupils know and can do. The majority of it is based on commercially produced worksheets, some of it is unmarked and some incorrect work is ticked. The opportunities for pupils to apply their knowledge and skills through problem solving activities which are a strong characteristic of teaching in Year 2 are not built on and developed.
88. Throughout the school there is a wide reliance on worksheets for the consolidation of teaching. In Years 1 and 2, this is effectively balanced by a range of practical activities. In Years 5 and 6, the worksheets are in general judiciously chosen to reinforce learning. They are particularly well used to extend and consolidate pupils' understanding through regular homework. In Years 3 and 4 they are not used selectively and in effect are constraining the teaching and, as a result, the rate at which pupils learn.
89. Learning in mathematics is effectively reinforced by work in the ICT suite. Data-handling programs record work on graphs in Year 5 and pupils in Years 1 and 2 can program a robotic toy to complete a series of instructions. Most pupils can follow a sequence of instructions to draw a square and a few can devise their own instructions for drawing a rectangle. However, the work in the ICT suite is not consistently reinforced in mathematics lessons and classroom computers are underused.
90. The recently appointed co-ordinator for mathematics has a clear understanding of the strengths and weaknesses in the teaching of mathematics across the school and has already prepared a detailed action plan. In particular she is aware of the need to root teaching in a clear framework of assessment. At present the limited procedures in place for assessing pupils' progress are having little impact on teachers' planning. A lack of regular ongoing assessment results in pupils moving on to new topics before learning is effectively consolidated and topics are not revisited in a methodical way. The results of

national and non-statutory tests are used to allocate pupils to sets, but are not analysed to identify specific areas of weakness. The co-ordinator is aware of the need to sample pupils' work regularly and observe teaching in order to identify specific and general areas for improvement. Resources, both centrally stored and those in classrooms are good, and used effectively to support learning.

SCIENCE

91. In 2001 teacher assessment of pupils' standards at the end of Year 2 indicated that they were well below those of pupils in schools in similar contexts. Pupils' standards in national tests for 11 year olds were well below the national average and below similar schools. Standards in science in 2001 were below those achieved in English and in mathematics. Taken over three years, the school's standards for 11 year olds have followed the national trend. There has been no significant pattern of difference between the achievements of boys and girls.
92. Standards seen during the inspection for seven and 11 year olds are broadly average compared to those nationally and most pupils achieve at least the standards expected for pupils of their age, particularly in their knowledge and understanding of key science facts and concepts. This improvement is largely as a result of the emphasis placed upon key scientific facts, particularly in Years 1 and 2, and Years 5 and 6. By the age of 11 most pupils' achievements are satisfactory in most respects but their skills of science enquiry are less well developed and more able pupils underachieve in some of these skills. Pupils with special educational needs make at least satisfactory progress, especially where they are supported in lessons by learning support assistants.
93. Pupils in Year 2 understand and can describe how different places within the classroom will affect the rate at which ice cubes will melt. They learn to plan a fair test, for example, to find out which locations are the best heat insulators, by comparing the speed at which ice cubes melt and pupils measure and tabulate results accurately. By Year 4, most pupils are secure in their ability to carry out a fair test in straight forward contexts and they develop a sound understanding of many scientific concepts such as the properties of solids, liquids and gases. By Year 6 most pupils could categorise living organisms and define the keys necessary to manage this.
94. Pupils acquire a sound grasp of basic skills of science enquiry in Years 1 and 2 but more able pupils do not build on these skills as much as they should in later years because strategies for guiding the teaching of such skills have not been planned for sufficiently and pupils do not practise these higher skills enough. In one very good Year 6 lesson, pupils investigating the categorisation of bugs showed a good understanding of the concept of keys and the classification of bugs with similar characteristics.
95. Pupils enjoy science, particularly practical work where they work together well in groups. They apply their numeracy skills to measure carefully and tabulate results accurately. However, opportunities to use information technology to raise standards in science are few. For example, pupils do not use data-loggers to capture data from experiments and rarely process and display information using databases or spreadsheets.
96. The quality of teaching and learning is satisfactory and good in all years and there is no unsatisfactory teaching. Most teachers have satisfactory subject knowledge and, as a

result, use questioning skills effectively to consolidate learning from previous lessons to make pupils think and explain, for example, the reasons shadows vary in length during the day. Objectives for lessons are clear and shared with pupils but occasionally there are too many so reducing the effectiveness of lessons. Most pupils learn at an appropriate pace because teachers know and manage them well, relationships are good and resources, including support assistants, are used effectively. Teachers retain useful background information on all their pupils but sometimes take insufficient account of pupils' different abilities when planning and teaching lessons and as a result, the work tends to be similar. More able pupils could have been challenged to go further in some lessons. For example, in one lesson more able Year 3 and 4 pupils could have speculated on what else they could do to slow down the rate at which ice cubes were melting in addition to positioning them in various places within the classroom. Homework is set regularly and effectively extends learning in lessons. Teachers' marking varies in quality, the best provided correction and comments to guide improvements but some is rather cursory.

97. The curriculum, planned around a national scheme, provides a good basis for teaching key knowledge and concepts in science but insufficient guidance is provided to teachers to help develop pupils' science enquiry skills systematically as they move through the school and too few opportunities are taken to use information and communication technology, especially data-loggers. Similarly, insufficient use is made of pupils' work in scientific enquiry to extend the skills they have learned in mathematics and in English. Teachers assess pupils in a variety of ways but assessments are not yet systematic through each year or compared to targets for the subject centrally to help track their progress and identify potential underachievement. The subject co-ordinator monitors standards and provision in a variety of ways and is well informed about strengths and weaknesses. In order to raise standards of pupil performance in science she has revised the planning processes to ensure common coverage. The co-ordinator has now identified the need to ensure that teacher knowledge of science, and particularly of methods to encourage scientific enquiry is better developed in order to maintain the rise in standards of pupil attainment recently achieved. Resources are satisfactory but need developing to match the requirements of the experiments pupils are required to undertake. For example, in one class pupils were measuring air temperature above containers of ice cubes, but the only thermometers available to them were too large and so could not give the precise measurements required.

ART AND DESIGN

98. Since the previous inspection, pupils at the end of both Key Stage 1 and 2 have maintained average standards of attainment. Pupils, including those with special educational needs, build artistic skills, knowledge and understanding satisfactorily.
99. Displays around the school celebrate work that the pupils have done in art and there are some good examples of art from the study of the work of famous artists. For example, in the entrance hall there are examples of good observational pencil sketches of footwear and paintings of sunflowers in the style of Van Gogh. In addition, there is a large Millennium Celebration Quilt that has been completed by all classes, the craft club and with parental contributions. In Key Stage 1 there are good displays of sea pictures by famous artists and these are aimed at inspiring pupils in their study of the sea and the seaside. For example, in an art lesson observed, the teacher had reminded her pupils

that they would be visiting the seaside the next week and wanted them to imagine the seaside and what they thought it would be like. To inspire and develop pupils' knowledge of the use of different art media the teacher demonstrated how to use pastels for blending colours and shades and how to use fine and wide strokes to create their pictures. This was well taught and inspired the pupils; the seaside pictures created by the pupils were good, with some outstanding examples from some pupils who demonstrate a talent in their artwork. There were also some examples of work where pupils had compared Christian and Muslim art and had completed some examples of Islamic patterns. Although there were no examples of Christian art on display to demonstrate what the pupils had gained from this comparison.

100. In Key Stage 1 there is some very effective artwork in the style of Monet, Constable and Turner and a display in the school hall of artists through the ages, from Leonardo Da Vinci to the impressionists. In the landscape paintings pupils had worked in water colour and learned to paint the background first with a colourwash and then when dry they painted the foreground. Some of the paintings on display were of a very high quality and painted by pupils who had a talent in art. Pupils in Years 5 and 6 have studied the work of L S Lowry and there are some very good examples of how pupils worked in a group to produce their own joint effort of 'People in Action.' Other action pictures were seen in the studies and sketches of body movement. In addition, older pupils are studying perspective and how buildings can disappear towards the horizon. In one class lesson, the teacher was using an overhead projector to demonstrate how perspective is used in landscapes. A good use of vocabulary was being learned that included horizontal, vertical, vanishing point, parallel lines, perpendicular and perspective. In the previous inspection, art vocabulary was highlighted as an area in need of development and along with this example in the upper juniors, art vocabulary lists were consistently in evidence throughout the school. A good lesson seen in a Year 1 and 2 class was where pupils were investigating alternative approaches to representing different aspects of a journey. The teacher had given a good introduction and demonstrated how the children could make their plan, the techniques to be used and how to create a list the media they would use in their artwork. To exemplify this a good example of abstract art was shown by the teacher of the work of Howard Hodgekin. This gave the pupils a stimulus of how to develop their 'journeys.' However, although there was some good examples of observational sketches and paintings in the style of famous artists, there were no examples of three-dimensional art, such as sculpture or clay work. In addition, printing did not extend further than printing leaves or shapes and no examples of textile work were seen.
101. No overall judgement on teaching at Key Stage 1 can be given as only one lesson was seen. The quality of teaching at Key Stage 2 is satisfactory, overall, but ranged from very good to unsatisfactory. The better quality of teaching was because the lessons were well planned; a good knowledge of teaching the subject accompanied by good demonstrations of skills and appropriate challenge, inspires pupils to build on in their learning. In these lessons pupils are inspired and those with particular talents were able to build on skills already learned which impacted upon the outstanding quality of some artwork. However, the small proportion of unsatisfactory lessons are characterised by poor planning, and a slow pace that adversely affects the behaviour of some pupils who in turn spoil the lessons for those that want to learn.
102. There is an art portfolio, but a majority of the work seen was completed a number of years ago and was of a much higher quality of work than that seen in the school during

this inspection. Furthermore, apart from the Islamic patterns seen at Key Stage 1, there were no studies of the work of famous designers. In addition, the use of computer art is underdeveloped. Sketchbooks are used throughout the school, but the quality and use of sketchbooks are inconsistently applied. The school has recognised this area and are presently working towards more consistency of practice and use of sketchbooks.

DESIGN AND TECHNOLOGY

103. At the time of the last report standards in design and technology were judged to be below national expectations across the school. Evidence from teachers' planning, a scrutiny of pupils' work, and discussions with groups of pupils, indicates that standards for pupils aged seven broadly meet the nationally expected level by the age of seven, but remain below the nationally expected level at the age of 11.
104. Only one lesson was observed during the inspection, although there was additional work on display around the school. In the Year 1/2 lesson observed pupils were learning basic sewing skills. Most of the Year 2 pupils could thread a needle and make simple running stitches in a piece of sacking. Several independently refined the task by making parallel rows of stitches of even length.
105. In Years 3 and 4, pupils had designed and made photograph frames from a variety of materials, which exhibited a satisfactory mastery of basic cutting and joining skills as well as accurate measuring. They had evaluated and refined their efforts and there were attractive displays of the finished frames in classrooms.
106. During the school activities week, Year 6 pupils had planned and designed an adventure playground for the younger pupils. They have also made stick puppets. As there is no progressive development of essential skills as pupils move up the school, standards of design and construction are unsatisfactory.
107. In previous years, insufficient effort has been put into addressing the key issue from the last report. Staff expertise and confidence remain low and insufficient use is made of information technology to support learning.
108. The recently appointed co-ordinator is enthusiastic and aware of the need to raise the profile of design and technology in the school. She has already written a policy and scheme of work based on national guidelines. This sets out clearly the skills that have to be developed in the main five areas of the design and technology curriculum. She has prepared a support file for colleagues with suggestions for activities and lists of resources together with an assessment sheet for each unit.
109. Resources are unsatisfactory at present. Most are scattered throughout the school and are insufficient to meet the demands of the curriculum. Although considerable effort has been made to clear the food technology area of items stored there, improvement is still required to enable this aspect to be taught appropriately.

GEOGRAPHY

110. Standards at the end of Years 2 and 6 are in line with those expected nationally. This is similar judgement to the previous inspection. Evidence is drawn from the scrutiny of pupils' work in geography, looking at teachers' planning and talking with pupils, but no lessons in geography were seen at Key Stage 1. This is due to the school's practice of teaching geography on a two-topic cycle with each year having two geography topics planned for each academic year and geography was not planned for that period of time. Pupils with special educational needs make satisfactory progress overall.
111. By the age of seven pupils have investigated their local area and can name the different types of buildings and their construction. For example, some pupils had looked at the different types of buildings and their construction, including taking rubbings of bricks. They investigate their journey to school and include directions and plans of their route. They also have undertaken a transport survey of vehicles that pass the school. There are investigative displays in the classrooms where pupils are challenged to look for places on a map of the United Kingdom and other countries in the world. However, much of the work seen in the work folders consisted of worksheets not directly relevant to the local area and there was a lack challenge in examples of low level activities such as colouring in pictures.
112. By the age of 11 pupils have studied topics on 'Save our Planet', a contrasting locality in the United Kingdom, Thengapolli, which is a distant locality and a river study. Examples of the two topics covered earlier in the school year were seen and lessons of the Year 3/4 topic on a contrasting locality and Year 5/6 study of rivers were observed. For example, a good lesson was seen in a Year 3/4 class where pupils were looking at the similarities and differences between the urban and rural communities of Crookhorn and Hamble, which is their contrasting locality study. The teacher had prepared well for this lesson by visiting Hamble in advance of the lesson and had taken a range of photographs for pupils to look at and identify the similarities and differences between the two areas. In addition, they had looked at the area on a Ordnance Survey map in order to gain a visual comparisons as indicated on maps. In Year 5/6 pupils were studying the features of rivers and had already learned and could use a wide range of associated vocabulary. For example, they confidently located various parts of a river, such as source, meander and tributary on a display. They were also learning about erosion and deposition that led on to how this causes the formation of ox-bow lakes. The teacher had prepared well and had also included a very good video of a helicopter flight journey from the source of a river to its mouth.
113. Teaching is satisfactory overall, but there were some examples of good and very good teaching seen during the inspection. In the better teaching, planning was very good and the lessons were delivered at a brisk pace, accompanied with good behaviour management strategies, high expectations and good subject knowledge. Where the teaching was not so successful, tasks were not challenging and not well matched to pupils' needs, accompanied by a slow pace which caused some pupils to become bored and subsequently restless. In addition, some lessons did not challenge the more able to become more involved in their own learning due to the lessons being too teacher directed, leaving little opportunity for these pupils to move forward in their learning. Classroom assistants are deployed well and make a good contribution to pupils' learning.

114. The subject management is good overall and during this year a new teacher to the school has been shadowing the subject co-ordinator with the aim of taking over the leadership from the next academic year. This teacher is well qualified in geography and already has good ideas of how to develop the subject further and this is very promising for the future development of the subject.
115. The school is well resourced for geography and a significant amount of funding allotted to the subject has been well spent on equipment, such as wall maps, aerial photographs, globes, books and on the provision of geography software for information communication technology. However, during the inspection little of this software was seen in use.

HISTORY

116. Standards in history meet national expectations at the end of Key Stage 1 and have been maintained since the last inspection. During the inspection, due to timetabling arrangements it was not possible to see any history lessons at Key Stage 2. There was insufficient evidence gained to make a judgement on standards by the end of Year 6. However, scrutiny of pupils' work indicates that teachers in Key Stage 2 use many undifferentiated worksheets that provide limited challenge to many pupils. Work is often not well presented and the marking of work by teachers does not always help pupils improve their work and, in some cases was inaccurate. In one Year 6 book a teacher had marked as correct 'Henry VIII had six wives and he killed them all.'
117. By the end of Key Stage 1, pupils are developing a sense of chronology and an awareness of differences between the way we live now and in the past. They are able to identify such differences in photographs of the seaside in the past. They also learn about the lives of famous people such as Grace Darling. Key Stage 2 pupils' knowledge of daily life and the customs of various periods in the past is extended by studies such as Tudors, Aztecs and life during World War II. In the latter unit of study good use was made of primary sources such as photographs of Portsmouth following heavy bombing and instructions given to parents to prepare their children for evacuation.
118. From the lesson observed, the work scrutinised and discussion with pupils it is clear that pupils enjoy history and have positive attitudes towards learning. They particularly enjoyed using artefacts and primary sources.
119. The quality of teaching in the lesson observed was satisfactory but a large number of learning objectives were set in the planning and this meant that pupils did not have sufficient time to focus fully on historical enquiry.
120. The co-ordinator monitors progress and standards by sampling work and discussion with teachers. She has produced a long-term curriculum plan for the subject that has been agreed by the senior management team. This is intended to ensure that there is a greater focus on appropriate activities and that links are made to the National Literacy Strategy and Citizenship. Schemes of work have been agreed with each year group and short-term planning is left to teachers. An assessment task is built into each unit of study but procedures are not well established and tracking pupil progress and performance is not used to differentiate tasks. The co-ordinator recognised that current assessment procedures tell her little about how well the pupils are performing against

national standards. The co-ordinator recognises that the use of information and communication technology, particularly CD-ROMS and the Internet needs to be developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards at the end of Year 2 and Year 6 are broadly in line with those expected nationally. However, the recent rapid development of the subject, primarily driven by the opening of the networked computer suite and the growing confidence of staff in teaching the subject has resulted in many pupils making good progress throughout the school in their basic skills although the use of information and communication technology to support learning across the curriculum is underdeveloped. Pupils with special educational needs are supported well by learning support assistants and, as a result, make progress that is in line with that made by their peers.
122. By the end of Year 6, pupils are able to perform all the necessary operations, locating and opening files, copying and pasting work, checking their spelling, saving and printing work in different styles. Pupils show good understanding of the benefits of information and communication technology and how it is changing the world. They also identify the problems the users of technology are most likely to encounter and many pupils are able to give informed accounts of how they have tackled and learnt to overcome such problems. Good access to the computer suite and the increased focus on ICT in the curriculum is leading to improvements in standards.
123. A survey conducted by the school showed that 75 per cent of pupils had access to computers at home. Teachers actively encourage pupils to share experiences and knowledge of applications and programs, allowing pupils to share knowledge they have acquired in using programs and applications at home. Pupils' attitudes and behaviour are good and they work together and support each other very well.
124. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers use the computer suite effectively to develop ICT knowledge and skills and to support learning in other subjects. In Years 5 and 6 ICT lessons are taught in the computer suite by a teacher who shares the co-ordinator role in the school. The planning for the subject is thorough and appropriate. Teachers encourage pupils to work together, sharing expertise but do not as yet fully evaluate the progress made by individual pupils. This is because the size of classes, particularly in Years 5 and 6, means that groups of three or four pupils have to share a computer in the suite. This makes it difficult for teachers to assess the individual progress made by pupils in acquiring and applying knowledge and skills. Pupils are well managed and teachers encourage active participation in the computer suite with pupils working in groups. In most lessons observed in the computer suite the preparation by teachers was good and appropriate to the outcomes required. In a Year 5 and 6 lesson the pupils were asked to prepare a section for the school brochure giving details of the after school clubs and activities available. They showed competence in developing text boxes and inserting digital photographs and this led to good pupil engagement with the task and good learning. In a Year 3 and Year 4 class pupils were designing advertisements using text and selected graphics prepared by the teacher beforehand. The task would have been more effective if the text defining the adverts and the range of graphics available to the

pupils had corresponded. Pupils' interest in the subject was high and they were motivated leading to good learning in the subject.

125. Leadership and management of the subject are good. There are currently two co-ordinators who monitor and evaluate the subject and they have a clear understanding of the steps necessary to build on the progress made. They have managed well the establishment and then development of the computer suite and the network systems now in place. There is a fibre optic link between the two sites allowing for Internet connection to be available in both buildings. Most staff have now completed the first stage of national training and some are now moving on to further training. However, the need for additional training matched to the professional development needs of staff has been identified as an urgent requirement. Appropriate controls have been established to ensure pupils are protected from inappropriate content as access to the computer suite is, because of the design and layout of the building, difficult to manage. The co-ordinators have worked closely with local education authority advisory staff in developing the subject and establishing the computer suite. The National Grid for Learning grant has been used effectively to increase the number of computers in the school and four more have been ordered and will bring the computer/pupil ratio up to the level recommended. The school has applied to the local education authority to be included in the roll-out of Broadband connection and the use of a leasing agreement allows them to improve the quality of the hardware regularly, and at a sensible cost.
126. While all classes have computers, they are not yet used effectively within subjects. The school has identified the need to use information and communication technology in other subjects to promote improved standards as a high priority. Resources have improved greatly over the past two years but there are still gaps in relation to resources that would support work in other subjects such as sensors to gather and display data in science enquiry, and resources to support design and technology. The school has plans to improve provision and to replace obsolete hardware. The school also plans to develop the range of applications and programs.

MUSIC

127. Standards of attainment are in line with those expected nationally by the end of Key Stage 1 and are above by the end of Key Stage 2. The majority of pupils throughout the school make good progress, particularly in those lessons that are taught by a teacher from the county music service. Pupils with special educational needs are well supported in their learning by learning support assistant, and make similar progress to their peers. This represents an improvement from the last inspection.
128. In Years 1 and 2, pupils sing a good range of songs to a satisfactory standard. They sing tunefully, often unaccompanied, and with appropriate diction and ability to control pitch and volume. They have an appropriate understanding of rhythm, for example in clapping rhythmic patterns associated with the names of seaside objects, and recall these patterns when asked to use them later. When clapping, and when using untuned percussion instruments, most pupils show a reasonable understanding of dynamics in controlling volume, concentrating hard and making considerable efforts to succeed.
129. By the end of Key Stage 2, pupils confidently learn new rhythms and play these with a good level of accuracy using tuned and untuned percussion instruments. They control

dynamics well, for example, quickly learning to apply the right amount of force in playing West African drums for the first time so that their drums do not over-ride others in the group. In their singing, they are accurate and tuneful, holding quite complex melodies even when singing in parts. A scrutiny of pupils' previous work recorded in their music books, shows that they listen to the work of a wide range of different composers, and many make perceptive observations in expressing opinions and comparing different musical styles, and the sounds made by different orchestral instruments.

130. During the inspection, lessons were only seen led by a teacher bought in from the county music service, assisted by the teachers from each of the classes taught. The quality of teaching in these lessons was consistently very good as a result of her excellent subject knowledge and the confidence with which she fully engaged all pupils' enthusiasm. In a Year 5/6 lesson, for example, pupils responded very positively to the very high expectations that were set in developing complex, interwoven percussive rhythms. Pupils were consistently challenged in their playing, with the result that all applied very good concentration and, as a result, improved their performances considerably.
131. Pupils' musical experience is effectively supported by their participation in external events, such as a recent singing festival involving pupils from local schools. They have appropriate opportunities within school to perform. During the inspection, for example, pupils were practicing for a production of Joseph and his Amazing Technicolour Dreamcoat, their enthusiasm demonstrated by their commitment in giving up their lunchtimes to rehearse. These experiences make a positive contribution to pupils' learning although, in contrast, the absence of instrumental tuition at the school hampers the progress made by the highest attaining pupils in the subject.
132. The subject is effectively led and an appropriate range of development priorities has been identified.

PHYSICAL EDUCATION

133. Standards of attainment are in line with those expected nationally at the end of both key stages and are similar to those found in the last inspection. Pupils across the school make satisfactory progress and, with effective help from support assistants, pupils with special educational needs play a full part in lessons and achieve appropriately in relation to their prior attainment.
134. By the end of Year 2 pupils know the importance of regular exercise to keep fit and healthy. They know why lessons begin with a 'warm up', although their awareness of the importance of 'cooling down' is less well developed. In most lessons, pupils understand the importance of the teachers' 'stop' command, and they use space well and considerately, reflecting the importance placed by the school on health and safety. Pupils perform a range of movements in response to music and put these together appropriately to create simple sequences. They control their bodies effectively and are imaginative in the movements they create and in the ways in which they move from one to another. By Key Stage 2, pupils' use of space has improved so that they can avoid each other while, for example, practising different jumping techniques. By the time they are 11, pupils have appropriate control in running, jumping and landing. They move with assurance and many show a sound understanding of pace and direction by varying

these in their work in athletics. Pupils in Years 5 and 6 know the rules of different games and apply this effectively in, for example, in knowing when runs can be taken in a cricket match against a neighbouring school.

135. Teaching, overall is satisfactory and makes an effective contribution to pupils' progress. Most lessons begin with a warm up, although cooling down at the end of lessons is less consistent. Teachers make sure that pupils know what they are going to learn, as well as what they are going to do which has a positive effect on pupils' readiness to take part in the lessons. Appropriate advice is given during lessons when teachers move around the hall or the playground supporting individuals or groups in improving skills or techniques. Pupils are used effectively to 'model' good work, and sufficient time is allowed for pupils to practise what they have seen in order to improve their own work.
136. The co-ordination of the subject has helped teachers to increase their confidence but, although staff follow the short-term plans prepared by the co-ordinator, their understanding of the range of activities that would best support a particular objective would be improved if they were responsible for devising these activities themselves. A clear plan for the development of physical education has been drawn up following a review of planning and of the resources that are available. At present, evaluation of the subject is insufficiently focused upon the standards attained by pupils.

RELIGIOUS EDUCATION

137. Standards of attainment are below the expectations of the locally agreed syllabus at the end of both key stages. This is a decline in standards since the previous inspection when standards were deemed to be broadly in line with local expectations. This lowering in standards is partly due to the lack of depth of coverage of the agreed syllabus. Scrutiny of teachers' planning, a very limited amount of work, displays and discussions with pupils show that the majority of pupils are not achieving appropriate levels for their age and ability at the end of both key stages. This is partly due to insufficient coverage of the beliefs, symbols, traditions and literature of the world's great faiths and weak planning. Over time, progress throughout the school is unsatisfactory and pupils do not make the progress of which they are capable.
138. It is not possible to give a judgement on the quality of teaching as only one lesson was observed during the inspection. However, because of the small sample of evidence submitted for scrutiny the decision was made to interview a sample of children from Key Stages 1 and 2. The questions asked of the pupils were linked to the planned curriculum and revealed that a significant number of the pupils were unable to clearly articulate what they had learned. Pupils with the better knowledge of Christianity and the church were those who attended church regularly and in reference to other faiths the pupil who had the most knowledge was one who had personal knowledge of the Muslim faith.
139. The curriculum is planned on a curriculum map to ensure continuity of progression over time. This planning is sound and is in line with the local education authority agreed syllabus 'Vision and Insight' and is combined with some aspects of the national guidance for the teaching and learning of religious education. However, the consistency across the school of the coverage of this plan through the teaching and learning is weak. This, combined with a lack of monitoring of the subject has failed to highlight these specific

weaknesses. In addition, assessment has only just been implemented by taking three pieces of work for each unit taught. However, this has yet to have an impact on standards. A particular weakness highlighted by the subject co-ordinator is the lack of visitors to the school, although pupils do make regular visits to the church. Apart from the visits of the clergy no other visitors regularly visit the school. However, the local education authority religious education inspector has been helping by giving advice in this matter.

140. Resources to teach the subject are sufficient and the subject co-ordinator has been involved in developing resource boxes for each unit to be taught and also has increased the range of artefacts, including artefacts from other faiths.