

INSPECTION REPORT

FAIRISLE INFANT AND NURSERY SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116251

Headteacher: Val Claisse

Reporting inspector: David Marshall
27681

Dates of inspection: 14 - 17 January 2002

Inspection number: 243159

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
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Fairisle Road Lordshill Southampton
Postcode:	SO16 8BY
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Appropriate authority:	The governing body
Name of chair of governors:	Mary Francis
Date of previous inspection:	15.09.1997

INFORMATION ABOUT THE INSPECTION TEAM

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27681	David Marshall	Registered inspector	Mathematics Physical education English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
19322	Judy Bedawi	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
12764	Wendy Thomas	Team inspector	English Music Special educational needs	
20614	Donald Kimber	Team inspector	History Geography Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils?
24137	Gail Robertson	Team inspector	Science Art and design Design and technology Foundation Stage	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairisle Infant and Nursery School is a larger than average three form entry school on the western outskirts of Southampton. It is prominently situated in a large estate on a site shared by the junior school. There are currently 305 children on roll including the nursery. The school takes pupils from the adjacent council estate and an area of 1930's housing; fewer than 20 per cent of these are privately owned. Each year at least 35 per cent of their intake is drawn from outside the area closest to the school and for the reception intake of 2001/02 this percentage was nearer 55. Pupils' attainment on entry to the school is well below the national expected levels. The number of pupils claiming free school meals is over 36 per cent and above the national average. There are 117 children with special educational needs, which as a proportion is above the national average and one pupil has a Statement of Special Educational Need. Of the ten ethnic minority children in reception to Year 2, three need additional support.

HOW GOOD THE SCHOOL IS

Fairisle is a very good school that provides a happy and stimulating learning environment for its pupils. There is a very positive ethos, and staff and pupils work hard. Pupils make good progress regardless of their previous attainment because the quality of teaching is good. They achieve sound standards in literacy and numeracy, and progress well in all other subjects. The school provides very well for pupils' personal development. It also offers a very broad curriculum and makes a very good contribution to the local community. The leadership of the headteacher is excellent. She receives very good support from all staff and the governing body. The school provides very good value for money.

What the school does well

- The school is excellently led and managed by the headteacher and other key staff.
- The quality of teaching is good and so pupils make good progress and become more confident of their own ability by the time they leave the school.
- The quality of provision in the Foundation Stage is very good, and pupils make a good start to their education.
- Provision for pupils with special educational needs is excellent; these pupils have access to the full curriculum and make good progress.
- Pupils' behaviour and personal development are very good. They are polite, courteous and very enthusiastic. They co-operate very well and think of others, and their ability to get on with each other is excellent.
- Staff promote a very good school ethos for learning through the very broad curriculum and the very good range of additional activities.
- Staff accurately assess pupils' achievement and use the information very effectively to ensure the best progress.
- The school's relationships with parents and the local community are very good.
- The support staff, site manager and admin staff make important contributions to the effectiveness of the school.

What could be improved

- There are no major issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school's development plan and are currently being addressed.

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 September 1997. Since that time it has undergone a major change. The separate nursery, not inspected at that time, has been amalgamated with the infant school. This has led to a rise in the number on roll from 220 to the present 305. This amalgamation has been effected with great skill and care. The key issues for action contained in the last inspection report for the infant school have all been addressed very effectively and the school has made very good progress since then as a result. The requirement to improve progress in information and communication technology (ICT) has been very successfully achieved. Good opportunities for pupils to use equipment, particularly computers, in day-to-day activities are provided throughout the school. The governors are now very well involved in the school. They visit on a very regular basis and have a very good understanding of the school's current strengths and areas for development. Pupils enjoy many opportunities for independent learning and they make good progress in speaking and listening as they progress through the school. The school is now well placed to maintain this rate of progress.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	E	D	D	B	well above average A above average B average C below average D well below average E
Writing	D	D	D	B	
Mathematics	C	C	D	B	

The overall results in reading, writing and mathematics throughout the school in national tests for seven year olds in 2001 were below the national average in reading, writing and mathematics by the time pupils left school. When their results are compared to those in similar schools they are above average in all subjects. It is important to remember that a third of the pupils in the school are on the register of special educational needs. Therefore, many pupils come into the school with very low attainment in their physical and social development, speaking and listening. This affects their ability to focus on the tasks that are expected of them. Although they make good progress, pupils' level of attainment is below average at the end of the Foundation Stage. In the last three years, the school's improvements at the end of Key Stage 1 in all core subjects of the curriculum have followed the upward national trend. Taking into account the overall intake, these results show that the school is very successful in meeting its agreed targets for improvement. These targets, based on the school's own very good assessment tests, indicate that standards are set to continue to rise. Inspection evidence shows that pupils are currently achieving their potential in English and mathematics and their overall standards are broadly average. Pupils are now achieving good standards in science. Levels of achievement in ICT and religious education are improving and are in line with expectations for pupils of this age. The overall achievement of pupils is good in art and design, and satisfactory in all other non-core subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school and learning are very good. They respond enthusiastically to stimulating and well-planned lessons. Pupils concentrate well and work hard.
Behaviour, in and out of classrooms	Behaviour is very good overall, both in class and around the school. There is no incidence of bullying or oppressive behaviour.
Personal development and relationships	Pupils enjoy working co-operatively in the friendly atmosphere the school presents. They form excellent relationships between themselves and teachers. Pupils learn to show consideration for the feelings and well-being of others.
Attendance	Attendance is currently satisfactory. Pupils want to come to school and mostly arrive on time. The monitoring of attendance is good.

Pupils enjoy school and their relationships with each other and with adults are excellent throughout the school. Pupils consistently work well together. Overall the pupils' attitudes and personal development are strengths of the school and make a considerable impact on the quality of their learning and the progress that they make.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The quality of teaching is good overall throughout the school. None of the lessons observed during the inspection was judged to be unsatisfactory, and a very high proportion were good, very good or excellent. The good quality of teaching enables pupils to make good progress in all year groups. Teachers' knowledge and understanding of the curriculum, and of the individual needs of pupils, are good. This means that they teach English and mathematics, and the essential basic skills of literacy and numeracy, effectively across the curriculum and pupils learn well. Higher-attaining pupils enjoy their learning and make good progress as a result. Teachers have high expectations of pupils' behaviour and learning and lessons move along at a good pace. This ensures that pupils concentrate, behave well and make good progress. Class discussions are lively and challenging as teachers' questions are carefully thought out and bring all pupils into the discussions. Pupils learn to listen carefully and appreciate that their answers are always valued. A wide variety of teaching methods are employed to make lessons interesting, and pupils enjoy their learning. Teachers relate very well to their pupils and they manage classes well. The teaching and support of pupils with special educational needs are excellent and they achieve sound standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very broad curriculum. The nursery provision is excellent. The very good provision overall includes very good extra-curricular activities.
Provision for pupils with special educational needs	Excellent. Pupils are supported very well in lessons and when withdrawn into small groups. Individual education plans are of a very high quality, with relevant and achievable targets that are regularly reviewed.
Provision for pupils with English as an additional language	Provision and support in this area are good when required. Pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good provision overall. There is a strong emphasis on developing very good moral and social attitudes that permeates much of the curriculum. The spiritual development of all pupils is good. The provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Very good provision overall. There are very good procedures for ensuring the pupils' welfare, health and safety. Teachers use very effective assessment procedures to check on the academic progress that pupils make.

The school enjoys and continues to build on its very good partnership with parents, who are recognised and valued as their children's first teachers. Parental involvement in the school is good, as is the quality of information provided. Parents express very good opinions about the school. This is a very caring school. Teachers and support assistants look after pupils and assess their work and personal development thoroughly in both the immediate and long term, and this is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent overall. The headteacher inspires all with her vision for the school. The deputy headteacher and other key staff are extremely hard working and offer very high quality support in all areas.
How well the governors fulfil their responsibilities	Governors take their responsibilities very seriously and play an important and effective role in shaping the direction of the school.
The school's evaluation of its performance	Very good overall. Specific success criteria are included in the school development plan so that regular evaluation of its progress ensures that the school's targets are met.
The strategic use of resources	Very good use is made of all resources. The time available and the accommodation are used very efficiently.

The current level of staffing is good. The school accommodation is good and enables the staff to meet the requirements of individual pupils in full. The level of resources is good and meets the needs of all pupils and the National Curriculum. The admin officer carries out the day-to-day functions of the office very well. The school has good procedures to ensure that it gets best value for all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The happy atmosphere of the school. • The way that the headteacher and all staff are always available and nothing is ever too much trouble. • The behaviour of the children. • The progress their children make. • The great encouragement given to all pupils. • The help children with special educational needs are given. 	<ul style="list-style-type: none"> • The range of activities available to pupils outside lessons.

Inspection evidence fully supports the overwhelmingly positive views of the parents. Evidence also shows that additional activities are not a weakness. Those seen were well organised and make a good contribution to the pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school, early assessments show that they begin with basic skills that are well below average in all areas of the Foundation Stage curriculum, with only a minority of children having average attainment. Although children make good progress by the time they are ready to start in Year 1, many will not attain the Early Learning Goals¹ expected for their age. They make good progress in the nursery and reception classes as a result of good teaching and exceptional planning. Children with special educational needs and those with English as an additional language are identified early and provided with very effective support from the school and other agencies, and also make good progress.
2. Good progress in English has been made since the last inspection. The school's rate of improvement, as shown by the pupils' results in the national tests at the age of seven, is in line with the national upward trend. This is largely because there is consistently good teaching across the school. Despite their very low starting point, pupils are now achieving sound standards in speaking, listening, reading and writing that are in line with what could be expected of them. The effective analysis of the results of national tests and other school assessments has led to the setting of appropriate targets. This target setting led to a significant increase in the number of pupils achieving the higher levels of attainment in the 2001 national tests. In these tests the results in English for Key Stage 1, showed that standards were below those of other schools when compared to the national average, but above average when compared to similar schools. These results show that the school is making good progress in raising standards of attainment in English. Pupils with special educational needs and those with English as an additional language get very good support and are making good progress.
3. In mathematics, pupils' levels of achievement have improved steadily from 1998 to 2001. In the 2001 national tests for pupils aged seven at the end of Key Stage 1, results were below average compared to the national average but above average when compared to schools with pupils from a similar background. The inspection findings show that standards are improving and at present they are in line with national expectations. The majority of pupils enter the reception class with levels of ability well below those expected for children of their age in mathematics. Pupils make good progress throughout the key stage. Pupils with special educational needs and those with English as an additional language make appropriate progress in mathematics.
4. The standards of attainment in science shown in the teacher assessments for the tasks at the end of Key Stage 1 show a gradual rise in attainment in the last three years. Results for seven year olds in 2001 were above the national average, but well above the average for similar schools, based on the number of pupils claiming free school meals. The separate results for each aspect of the science curriculum are similar, showing that all areas of the science curriculum are covered evenly.

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development - personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Standards seen in lessons during the inspection were well above average overall and, in most lessons, progress was good.

5. The school's targets for pupils' achievements in English and mathematics in 2001 at the end of Key Stage 1 were achieved, with an increased number of pupils reaching the higher than expected levels. This is a clear indication that the school is extending and challenging all pupils. In 2002 these targets have been raised to an appropriate level in both subjects.
6. Inspection findings show that pupils make good progress in speaking and listening in the nursery and reception classes but are still below average when they move into Year 1. Throughout the school, pupils listen well to their teachers and to each other, but lack confidence in expressing their ideas and often offer one-word answers. Pupils' attainment in reading improves significantly as they progress through the school. Improvements have been made since the last inspection that have broadened the range of reading opportunities for pupils, and enhanced their understanding and enjoyment of books, as a result. These improvements include the school's successful introduction of the National Literacy Strategy and provision of improved reading material. The school has worked hard to improve pupils' awareness of the styles of different authors and to foster a greater interest in how characters and plots are produced. At the end of Key Stage 1, most pupils understand what they have read, can talk about the plot, identify characters, predict what might happen next and read with reasonable fluency. Pupils are able to name favourite authors and the books they have read, and good use is made of multiple copies of the same book, which enable them to read and discuss texts together. By the time they leave the school, three quarters of pupils are achieving standards in writing that are in line with the national average. This represents good progress from the low starting point most pupils have on joining the school. Pupils in the youngest classes use common words in simple sentences to retell a favourite story or describe characters such as the hungry giant. By the end of Key Stage 1 their ability has developed well and most pupils use punctuation appropriately and have a good stock of common words they spell correctly. More-able pupils are able to write a complete story with several sentences that is from the point of view of a character they have read about.
7. In mathematics, evidence from the inspection shows that by the time they are seven the pupils have a good understanding of place value, most are able to multiply by two, five and ten and some can divide by the same numbers. The pupils work out halves and doubles of two-digit numbers. They recognise two-dimensional shapes and can identify the properties that each one has and measure the perimeter of shapes. They tell the time using half and quarter past the hour. The pupils can find and justify probabilities in simple situations and calculate from a group of numbers.
8. A variety of inspection evidence shows that pupils' knowledge and understanding in science are above what is expected for pupils at the end of the key stage when they are seven. Year 2 pupils do their experiments with electricity and circuits with real care. They also know that all parts of an experiment on water proofing, such as the texture of the material and the rate of the water being dropped, must be the same for the test to be fair. Their recorded work is neatly presented and shows how well almost all of them have grasped the ideas they have been studying. Pupils in all classes are beginning to understand well the idea of a fair test and how to conduct a scientific enquiry.
9. Pupils with special educational needs in the Foundation Stage and in Key Stage 1 are making good progress overall. A great deal of attention is paid by the special

educational needs co-ordinator (SENCO), and all teachers assess the pupils' levels of achievement and then match instructions for written tasks to the pupils' lower reading levels. As a result, all manage to complete the work they are set. The school has strategies in place to identify talented pupils and, whenever necessary, pupils receive extension work in literacy and numeracy. Evidence from the inspection indicates that work is very well matched to the needs of all pupils, and achievement is good for all groups of pupils with special educational needs or with English as an additional language.

10. Pupils make good progress throughout the school in ICT. Levels of attainment are average by the time they finish Key Stage 1, and this represents a considerable improvement on the position at the time of the last inspection. Pupils use a mouse competently to load and draw using different art packages. They also use different word-processing programs to write simple stories and make labels for classroom displays and their books. They use progressively more complicated programmable resources with skill e.g. remote control vehicles such as Roamers and Pixies.
11. Pupils meet the required levels of attainment in religious education in the locally agreed syllabus. Inspection findings show that they have a sound knowledge of Christianity and Sikhism. They also develop their understanding of general aspects of human experience, response and belief.
12. The standards seen in all subjects at the last inspection have been maintained and in some cases significantly improved. Attainment in art and design is above that expected nationally. In design and technology, physical education, music, history and geography the quality of their work is at a level expected for their age by the time they leave the school.

Pupils' attitudes, values and personal development

13. Children and pupils have very good attitudes to learning and enjoy their work. Pupils' behaviour and their personal development are very good. The quality of relationships is excellent; pupils really care about each other.
14. The youngest children are very happily settled into school routines. The stimulating activities provided excite the children's interest and imagination, so that they relish learning. For example, they carefully write signs for their greengrocer's shop: 'Please can you put baskets here' and signs indicating whether the shop is open or closed. They also enjoyed checking the change received from their 'purchases'. There is a good awareness of stereotyping; a group composed mainly of boys played enthusiastically with the large dolls' house. Staff motivate children through very good questioning that they can understand, so that their lively curiosity is satisfied. Children's behaviour is very good. They listen carefully, following any instructions promptly. When they occasionally forget their manners they are quietly and gently reminded. Using the excellent example of the adults around them, they are building strong and supportive relationships of their own. Children are developing a very good awareness, able to share and be kind towards others. All children receive a very positive start to their formal education.
15. Older pupils continue to have very good attitudes to learning. They are eager to do their best at all times. They respond very well in question-and-answer sessions, particularly enjoying paired discussions with a partner. Their answers are well thought out; for instance, when discussing the emotions felt by a bully and a victim, such as anger, fear, sadness or jealousy. They work with very good sustained concentration, showing a quiet determination to succeed with work that offers a good

degree of challenge. Pupils often show genuine appreciation at the success of others. This was seen in a games lesson when everyone, including the teacher, was thrilled when a pupil with poor co-ordination was the only one to kick a softball accurately a considerable distance to a partner, so that it passed through a tiny gap between two beanbags. Pupils are happy and enjoy working together.

16. Pupils' behaviour is very good at all times. In lessons, pupils work purposefully, meeting the high but realistic expectations of their behaviour. They enjoy their teachers' praise and recognition of the efforts they make. At play and when moving around the school, pupils are sensible, aware of and kind towards others; this is also the case when pupils have to remain inside during wet weather. There are a significant number of pupils with challenging behaviour. However, the air of positive awareness in the school, coupled with the individual strategies used, enables these pupils to steadily improve their behaviour and attitudes. Pupils are polite and friendly, always ready to help others or befriend those who are new to the school, shy or alone. Former pupils were responsible for the five fixed-term exclusions in the last academic year and proper procedures were followed. There have been no exclusions in this academic year. No unkind behaviour or bullying was observed.
17. The quality of relationships is excellent. Pupils care for their friends and are aware of their needs. In paired discussion in an assembly, two boys, without saying a word, made room for a girl without a partner, so that she was fully included in the discussion. Pupils offer comfort or encouragement if their friends are feeling sad, or are finding work difficult. All adults provide excellent role models, with a strong sense of family, so that the pupils' own relationships flourish. At playtimes there are 'Special Friends', identified by the wearing of stunning and colourful three-dimensional 'happy face' badges, designed by a learning-support assistant. Other pupils who may be feeling lonely or have no one to play with approach these 'Special Friends'; when there are very occasional minor disputes, the 'Friends' are able to help resolve them. Relationships between pupils and staff are also excellent because they are honest and open, so that pupils can confidently express their views or experiences; for instance, when talking about bullying in circle time discussions. Pupils know that their opinions are valued and that staff always have the time to listen. There is a vibrant quality of social and racial harmony. The few ethnic minority pupils are well integrated and happy, and racism is not tolerated.
18. Independence, responsibility and the use of initiative have improved significantly since the last inspection and are now good. Throughout the school, independence is encouraged at every opportunity. The youngest children find their pictures and place them on an attendance board when they arrive in the nursery. Older pupils help in the playground and serve water at lunchtimes. Pupils are often able to work with an increasing degree of independence; for example, choosing reading books to share with friends after lunch, or working at home designing numeracy games as part of the SHARE programme for parents and children. The focus on independence has a very positive impact on pupils' personal development, by raising their self-esteem, confidence and awareness of what they can achieve.
19. Attendance is currently satisfactory. Pupils want to come to school and mostly arrive on time. There are a significant number of term-time holidays. The school is supportive of families with attendance or punctuality problems, working closely with them to bring about improvement. Registers are kept properly and marked promptly.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good and makes a very positive contribution to pupils' attainment and progress at all levels. It was at least satisfactory in all the lessons observed during the inspection. In over three-quarters of the lessons seen during the inspection the quality of teaching was good or better, and very good or excellent in almost a quarter. Teachers are very dedicated and work together as a very effective team. In both the Foundation and Key Stage 1 classes the quality of teaching overall is very good in the basic skills of English and mathematics. The quality of teaching is now much better than at the time of the last inspection.
21. The teaching in the nursery was good overall. The adults are very aware of the differing needs of the children on entry and provide a rich and rewarding curriculum. They rightly emphasise language and social skills, and the children make good progress in these aspects. The nursery is a very welcoming start to each child's education, and the necessary integration of early work with that covered in the reception classes is very well planned. All adults take great care to meet the requirements of all the children in the unit. This was apparent as children with poor communication skills and co-ordination moved for one large area to another. Without any apparent signal from one adult to another the children were immediately watched and supported.
22. The teaching in the reception classes was good in the lessons observed, and reflects the hard work of the teachers. Planning clearly identifies what pupils are to learn and means that all activities selected are a good preparation for their start to the National Curriculum. The teachers carefully identify what is needed to build on what children already know. Children of all abilities are given good support and so their progress is good. Classroom organisation is very good and the teachers do their best to help pupils achieve the Early Learning Goals for pupils of this age.
23. The good teaching at Key Stage 1 reflects the teachers' great care over planning together. Teachers have implemented the literacy and numeracy initiatives very well. Planning is very good in these subjects and identifies clearly how groups of pupils of differing abilities are to be taught. For example, classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans. The excellent teaching by the deputy and assistant headteacher observed during the inspection, is an example of where the considerable individual strengths of these teachers are being used to the best effect. The school has already considered the possibility of using the particular specialist skills of individual teachers like these across the year groups to raise the level of expertise and expectations of pupils to even higher levels.
24. Teachers have very good subject knowledge and understanding of the curriculum. For example, their very good subject knowledge in English is demonstrated by the implementation of the National Literacy Strategy. A very good Year 1 lesson was typical of many. The teacher knew when to sound out the letters and when to press on to keep pupils' interest. She was careful to ask questions, and always to praise and use their answers to reinforce responses. She also used the more-able pupils to read out loud so that they were appropriately challenged. Teachers use a very good range of teaching strategies; for example whole-class teaching, group work, the use of visual resources and ICT. Pupils are encouraged to be engrossed in their work and this is raising their attainment and improving progress. This level of expertise and experience is also applied to the teaching of the National Numeracy Strategy, which has been successfully implemented. Lessons are planned to a very high level

- that makes absolutely sure that explanations and instructions are clear. As a result, pupils work confidently and use their own initiative where appropriate. Teachers' questioning skills are particularly strong and have a positive effect on the ability of pupils to speak and listen carefully, as seen in lessons in religious education, science and English. This encourages pupils to think carefully and develop their own points of view. Very good, consistent use of praise raises pupil confidence. These techniques of questioning and valuing all pupils' responses were seen to good effect in all lessons.
25. Very good management of pupils, achieved without fuss and with good humour, is a strong feature of all teaching, and pupils are able to work without distraction. Excellent relationships between pupils and between them and their teachers contribute very effectively to pupils' positive attitudes. The way that all teachers were able to get pupils' attention whenever necessary was outstanding. In a Year 2 history lesson, the teacher was able to keep every pupil's attention throughout by the careful use of her voice. For most of the lesson she spoke very quietly and the pupils really listened carefully. She made her questions more and more complicated by focusing on individual pupils and made very good use of praise and support. She was able to move from a recap on the life and times of Florence Nightingale, to a discussion on how they had found out what they knew. The introduction of a specific artefact and how this might help extended this discussion of the methods of historical enquiry very effectively.
 26. The use of time and resources is very good. Teachers make the most of every minute of the day, even when pupils are changing or going to and from breaks. Lessons start on time and move at a brisk pace. Support assistants and parent helpers are very well briefed and deployed effectively. The rapport that exists between the teachers and the nursery nurses in the nursery is exemplary. They are always aware of what each pupil needs and when. The fact that there are usually up to 40 children in this class and yet they are always quiet and on task is an excellent achievement.
 27. Teachers have very good relationships with their pupils. They are good role models, and the most effective teaching ensures that other pupils share their skills and show their examples to others. Teachers manage pupils very well, which results in increasingly good behaviour. In discussions at the end of lessons the teachers are careful to use the completed work of pupils as good examples. This means the best responses and work are constantly reinforced and all examples of challenging behaviour kept in check. This keeps all pupils' attention focused and results in good progress.
 28. Teachers' use of day-to-day assessment during lessons is good across all subjects. Pupils' work is regularly marked and corrected, and marking is consistently used to inform pupils of their strengths and weaknesses or to give indications of what they need to do to improve. Relevant homework is set to consolidate and extend pupils' learning.
 29. The teaching of pupils with special educational needs is very good. They have very effective individual education plans. These are used well in lessons and the support pupils receive from very effective learning-support assistants aids their learning. The SENCO gives very effective support to pupils and their teachers when working in the classroom and her teaching of withdrawal groups is very good. She has excellent subject knowledge and knows the needs of pupils very well. Pupils with special educational needs are mostly taught within their class groups. A small number of pupils are withdrawn once a week for specific support. This addresses their needs

very effectively and supports the work of their class teachers very well. A feature of the lessons seen during the inspection was the way in which teachers included the views of all pupils in whole-class and plenary sessions. This includes those with special educational needs, or with English as an additional language, and their work was often held up to demonstrate good practice or they were selected to take part in assemblies.

30. The quality of teaching and support for pupils with English as an additional language is good. When required teachers and support assistants' work is based on an understanding of individual pupils' stages of learning English. Literacy and numeracy lessons are planned well, particularly with regard to the vocabulary and language component of what is being studied. Good written reports are produced for pupils with English as an additional language at Easter, with reviews at the end of the year. All class teachers maintain careful records of pupils' finished work and, therefore, lessons are always appropriate and ensure that pupils make the maximum possible progress.

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

31. The quality and range of the learning opportunities provided for all pupils are very good and all the statutory requirements are met. The curriculum is broad, relevant and well balanced in the Foundation Stage. Since the amalgamation with the nursery in 1999, there have been successful efforts to plan for continuity in children's learning as they progress through the Foundation Stage into Years 1 and 2. With the revision of the National Curriculum in September 2000, the school has developed curriculum plans for foundation subjects, adapting some of the national guidelines from the Qualifications and Curriculum Authority, and drawing upon some suggestions from the local education authority, as appropriate. The school has long-term and medium-term plans that are precise and are carefully monitored by the headteacher and subject managers.
32. The school very effectively adopts an approach to the curriculum that is based on all subjects being considered under topic headings. This enables good cross-curricular links to be commonly made between subjects. These links add interest to pupils' learning, which is further helped by the planned progress in understanding and skills which is built into curriculum plans.
33. The school has responded very well to implementing the national strategies for literacy and numeracy. It took the opportunity to be involved in the Southampton pilot numeracy project and an early literacy development before all schools took up these strategies nationally. Some appropriate modifications to the national strategies have been introduced as the school has seen how best to help the pupils. All staff have contributed to the good impact these innovations have made. The curriculum for ICT is another area that shows great achievement and advance in the past four years. The lack of provision for ICT was identified as a key issue in the last report in 1997. The school has very successfully boosted the quality and range of computers and control technology resources for pupils, and developed good curriculum plans to sustain pupils' learning and progress as they pass from the nursery through the school.
34. There is excellent provision for pupils with special educational needs. Their individual education plans are very appropriate and give clear guidance to teachers and learning-support assistants. The plans are well used by teachers and support assistants, and enable pupils to have full access to an appropriate curriculum.

35. There is very good provision for the development of the pupils' personal, social and health education (PSHE). There is a well-developed PSHE and Citizenship scheme of work, including aspects such as affirming positive attitudes, developing a sense of responsibility, and considering issues of fairness and justice. Sex education is covered in the context of relationships. Drugs awareness is introduced as part of a 'Getting It Right' programme. This topic is linked to the study of medicines in science, and follows a contribution from the Hampshire Police Constabulary. The school ethos lays stress upon the importance of encouraging pupils to care for each other and to learn to work and to play co-operatively.
36. The school provides a very good range of extra-curricular activities. This is contrary to the view expressed in a small minority (12 per cent) of parents' questionnaires that suggested that there were insufficient opportunities for these activities. After-school clubs, some of which are organised and run by support assistants, include football, short tennis, an occasional art club, choir and ICT clubs – two basic and two advanced. There are two science clubs, one for pupils which meets in the school, and one on a separate day that meets at the local secondary school. Pupils join in these clubs enthusiastically. There is also the very popular and successful lunchtime club for Year 2 pupils.
37. The school aims to provide equality of opportunity for all pupils and this aim is met very well. It is embedded in the ethos of the school. It is evident that the governing body and staff place a high priority upon inclusion and enabling all pupils to take part in all curricular activities and to participate as fully as possible in school life. All pupils are encouraged to develop confidence and self-esteem. In class, teachers seek to extend discussion, and try to get all pupils taking part. During circle time reluctant speakers are often seated next to an adult and encouraged to whisper their response if they lack the confidence to address the whole class. The inclusive strength of the school is reflected in its being selected by the local education authority as a suitable provider for an inclusive early years special needs setting. Ramps and slopes with handrails to all the main entrances give access for wheel chairs, and some classroom have specially-adapted workstations to support pupils with particular needs. After-school clubs challenge gender stereotyping, as girls are encouraged to join the football club and boys to join the choir.
38. The contribution made by the community is very good and has a significant impact on pupils' learning and personal development. The school has a very strong commitment to involving the community in its work and is successfully achieving this aim.
39. From birth to school, children and their parents benefit from the very good programme offered by the community centre, housed next to the nursery. Many groups meet during the week, including the 'First Babies' and the 'Two's Group' that help to prepare children due to start at the nursery by focusing on developing their social skills. There are 'Link groups', on topics of interest to parents of young children. Courses and the opportunity for parents to meet regularly are greatly appreciated, as is the support offered to prepare children for formal education. The weekly 'Book Club' is an excellent example of good practice. Children due to start nursery are provided with a book bag and can borrow a book each week to share at home, just like their older sisters, brothers or friends. Older children also enjoy library sessions and story telling in the centre with a local librarian. Through these groups, parental links with the nursery and school staff are very well established by the time children start school, easing the transition from home to school. Parents continue to maintain their involvement as their children get older.

40. The school welcomes community volunteers who give valuable support to pupils by hearing them read, or by playing literacy or numeracy-based games that develop basic skills very well. There is a particularly strong partnership with many outside agencies, which work very closely and well with the school to offer support tailored to meet the needs of pupils and their families. Examples include the Outreach services provided by Netley Court and Vermont schools for pupils with special educational needs such as autism or behaviour difficulties. Last year an anger management course was organised that successfully helped a number of pupils who display challenging behaviour. The formal personal development programme involves many visiting specialists from the community. During the inspection the community police officer made a very good contribution to the Year 2 lessons currently taking place about bullying.
41. The pupils are directly involved with the community through activities such as collecting money for the local children's hospice through a covenant scheme, and at Harvest Festival donated soups to a local soup kitchen. Pupils and their families raised a very impressive £1,530 for Comic Relief. This experience is enabling the pupils to value their own community through their direct involvement, and enhancing their personal development as a result.
42. The choir performs at community events and also for elderly residents of a local home, who are also able to see pupils' Christmas performances. Very good use is made of visits to the local area to support the work being done in lessons. Recently reception children visited a greengrocer to find out about fruit and vegetables, and older pupils have visited a village to compare it with the City of Southampton. Sports links are developing with Southampton Football Club, and pupils participate in the Cliff Richard Tennis Trail. The school is enthusiastic about its involvement in the 'Healthy Schools' initiative and is planning an activity week to involve parents and the community. It is always keen to explore new ways to involve the community it serves.
43. The school has very good links with other institutions. Within the local cluster group staff meet with colleagues from other infant and junior schools to help support teaching in many curriculum areas. There are also frequent exchanges with Oaklands Secondary School, such as the weekly science club for pupils. The school also works closely with staff at King Alfred's College and Southampton University, to support teachers during their training.
44. The school makes good provision for pupils' spiritual, moral, social and cultural development. There is good provision for pupils' spiritual development. Pupils are encouraged to reflect on their own and other people's beliefs within the curriculum for religious education. In many lessons teachers show that pupils' views are valued, and encourage them to share their own ideas and feelings. This respect for pupils' thoughts and feelings is also very evident in assembly. Some classroom activities enable pupils to sense of wonder. For example, there were the gasps of awe, delight and fear when pictures of a large, menacing and hideous fish appeared as reception children shared a big book. Circle time also provides valuable opportunities for reflection, and for pupils to express their personal feelings and views.
45. Provision for moral development is very good. Teachers and other staff have high expectations of pupils' behaviour in the classroom as well as around the school. Each classroom displays its own rules. The programme for PSHE makes a very good contribution to moral development, and to social development, as pupils clarify their ideas of right and wrong. These approaches are further backed up by

participation in the 'Healthy Schools' award that encourages pupils to express their ideas and concerns about the school environment.

46. The provision for social development is very good, and all teaching and non-teaching staff work hard to promote this. The behaviour policy offers clear guidance on procedures for staff to follow should a pupil display unacceptable behaviour. The weekly 'Well Done' assembly has a delightfully warm and supportive atmosphere, as pupils receive a certificate for an achievement on the recommendation of their class teacher. Again there is strong evidence to show how all pupils are valued individually within the school community. The lunchtime club for Year 2 pupils, organised by learning-support assistants and the SENCO, provides opportunities for co-operative play between pupils.
47. Overall, the cultural development of pupils is satisfactory. Pupils' appreciation of their own cultural traditions is developed through visits such as to the music festival in the Guildhall, to meet with an author in the art gallery, and the twice termly visit to the library in Year 2. Visits to the school include theatre groups and local performers who provide pupils with experience of live theatre. Pupils are developing an understanding of the beliefs and cultures of other people through work in religious education. In their study of Sikhism pupils visit a Gurdwara – place of worship. Some festivals of other faith traditions, such as Diwali, are also featured in assembly. The cultures of other countries are observed through pupils' work in geography and history. Although the school has some books in dual languages and other faiths and beliefs are represented in the school's fiction library, there is no strong emphasis on other cultures. The school's policy on promoting multicultural education is not clear in all of their curriculum planning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The staff are successfully providing very good quality care and support for all their pupils, enhanced by the exemplary relationships and the focus on success that is embedded in this happy, inclusive school. Procedures for monitoring behaviour and preventing bullying are very good. The monitoring of personal development is very good, as is the provision for pupils with special educational needs. Pupil assessment procedures and academic monitoring are very good. Arrangements for monitoring attendance are good, as is awareness of child protection and health and safety procedures.
49. Assessment across the school is very good. In the four years since the last inspection, the headteacher, assessment co-ordinator and all staff have worked very hard to raise further the quality of assessment across the school. Now there is a very good range of procedures in place for assessing pupils' academic attainment and progress. The school monitors and analyses the results of Standard Attainment Tests at the end of Key Stage 1 very effectively. The assessment co-ordinator monitors the planning and assessment across the school and, in consultation with the staff, has developed appropriate new procedures to support target setting across the school. Targets are set for pupils of all abilities in reading, writing and mathematics. Individual targets are set for pupils and once the pupil targets are set they are shared with parents. The school is vigilant in checking out any issues regarding assessment and constantly monitors and assesses progress, not just in the raising of standards, but also in the procedures for ensuring equality of access to all aspects of the curriculum.
50. Assessment in writing and mathematics is undertaken regularly and this is used to inform planning. There are good systems in place to record and monitor progress in

reading. Pupils' reading records list books read and also have evaluative comments on progress in them. Reading tests are given to the Key Stage 1 pupils regularly and these results are used to set individual targets. Over the year, teachers give regular spelling and tables tests to support their ongoing assessment of what pupils can do. Development in the assessment of the non-core subjects has been a priority area and has received the required attention. All subjects are now appropriately assessed and managed.

51. The needs of pupils with special educational needs are assessed on a regular basis. Parents are fully involved in reviews and assessments of pupils on the later stages of the Code of Practice. The school has very effective links with a range of outside agencies to support pupils. Care for pupils with special educational needs is very good. The school responds very positively to pupils' statements and makes every effort to meet the identified needs.
52. The school's marking policy is well carried out and the standard of marking is consistently good across the school. Subject portfolios of pupils' work are kept to help teachers maintain an agreed understanding of levels of work. In the time the present assessment co-ordinator has been in post an ongoing action plan has been regularly updated, and a significant amount of effective development in assessment procedures has been accomplished overall.
53. Staff teamwork is a significant strength of the school and has a positive impact on pupils' learning and progress. This is seen most with pupils who need additional support in lessons, for example, if they have learning or behaviour difficulties, or are learning English as an additional language. Staff know their pupils very well and take considerable care to meet their individual needs, for example, by learning a few words of the pupils' home language, or by finding resources that encourage pupils' own interests. The support provided enables pupils, whatever their difficulties, to make good progress with learning.
54. Procedures and practices for promoting positive behaviour and preventing bullying are very good. There are a number of linked behaviour based policies including anti-bullying; uncontrolled behaviour; crisis management, that, together with the PSHE policy, provides very good comprehensive guidance. The staff follow the behaviour policy consistently and fairly. Pupils understand this and try hard to keep their school happy and harmonious. There are a number of pupils with challenging behaviour, but because their behaviour is managed so well, learning is not interrupted. Staff are alert to any potential difficulties and use very effective strategies, including praise for good behaviour, so that problems are quickly and unobtrusively resolved. The school has set up a supervised lunchtime club for pupils who find playtimes difficult or who prefer a quieter environment. This is popular and boosts the self-esteem and independence of those using it. Very good detailed records and behaviour books are kept for the few pupils who have ongoing behaviour problems. Staff work hard with the support of parents and, when necessary, the involvement of outreach behaviour support, to bring about improvement. Parents are kept fully informed about their child's behaviour in school through daily reports in the behaviour book, including positive recognition if the child has had a good day or done well in a lesson. Pupils generally respond very well to the school's highly effective strategies and their behaviour improves. The school maintains racist incident records, and there have been just two racist comments recorded in the last year.
55. The monitoring of personal development is very good and has a very high priority. Pupils benefit from a very well planned formal programme for PSHE that often involves visitors with expertise on topics such as dental health and bullying, and is

linked to other work done in class. The outstanding quality of relationships allows pupils to openly discuss issues like bullying, knowing that they can trust and rely on their teachers to provide support. Pupils feel secure and able to discuss matters of a more personal nature that may be troubling them, with individual staff who will always listen and provide help to resolve any problems. All staff have been trained in the local authority initiative on 'Emotional Literacy' and have held their own circle time discussions. This staff training added an extra dimension to their understanding of pupils' needs. From time to time the school sets up small nurture groups for pupils with very low self-esteem, so that they can learn to value themselves and relate well to the people around them. Pupils show some awareness of the impact of racism. One white pupil in a circle time lesson commented that 'You can be bullied if you are a different colour'. More about aspects of multicultural society would broaden the experiences of pupils who currently have limited first hand experience of meeting and mixing with adults and pupils from different ethnic groups.

56. The monitoring of attendance is good. The school now uses computerised registration because monitoring is quicker and more data is readily available, for instance, about individual pupils with low attendance. The absence book is kept well, clearly giving reasons for absence or lateness and the school also has a signing in/out book to record for example, sick pupils sent home, or those arriving late after medical appointments. Parents are required to complete permission slips for term time holidays; the school does not always authorise them. Parents are frequently reminded about the importance of good attendance and punctuality and are sent letters promptly if there is any unexplained absence or lateness. The education welfare officer works closely and productively with the school, maintaining detailed records of families with the most serious difficulties. Action is prompt, with home visits made and feedback given to the school. Although the school understands and is supportive of families having short-term difficulties, it is rigorous in its efforts and is doing all it can to improve pupil attendance and punctuality.
57. Arrangements for child protection are good. The designated person is trained and knowledgeable and staff are aware of procedures. School policy is based on local authority guidance and is to be updated in March, together with staff training to take account of recent guidance. Relationships with child protection agencies are very good.
58. The attention given to health and safety issues is good. The school policy follows local authority guidance. All required checks are undertaken, including fire equipment tests and fire drills. Regular assessments of potential hazards are undertaken by the governing body and the well trained site manager, who notes any action taken. In addition, the local authority has recently assessed the condition of windows and doors on the site. The issues noted at the last inspection have been fully addressed. No issues were noted on this inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school enjoys and continues to build on its very good partnership with parents, who are recognised and valued as their children's first teachers. Parental involvement in the school is good, as is the quality of information provided. Parents express very good opinions about the school.
60. The school extends a very warm and friendly welcome to parents, carers and community members, whenever they visit. The school wants parents to be more involved. Many parents stay for the Early Morning Reading Club and enjoy helping their children with reading. This is very good because it not only helps parents to

overcome any hesitancy they may feel about helping in school, but also reinforces the importance of parents and children learning together. Parents are able to stay with their children if they are at all unsettled, remaining in class with them until they feel better. Parents are becoming more involved in the work of the school and will also often help out on school trips. School events including the Christmas Fayre and the Summer Fair are always very well attended. The weekly 'Well Done' assembly delights parents. They always receive an invitation when their child gets an award. This weekly assembly plays to a full house of very proud and happy parents and children.

61. The quality of information provided to parents is good. Both the prospectus and the annual governors' report contain much useful information and fully meet requirements. Newsletters are frequent and parent-friendly with lots of information about, for example, progress meetings, school and community events and the success of charity fundraising. Parents are given enough time to discuss their child's progress at the formal termly meetings. They can approach staff easily whenever they feel there is need for an informal discussion. Parents of children with special educational needs are involved with their individual education plans and are kept fully informed about progress. The annual pupil reports are good overall. Foundation Stage reports are to be reviewed this year. Most reports contain useful information, and say what pupils know and can do, whilst others concentrate on what has been taught, particularly in foundation subjects. There are very good individual summaries about personal development in all reports. Parents also receive a sheet recording their children's targets for numeracy and literacy, so that they can help their children to achieve their targets at home. This is good practice.
62. Parents make a very good contribution to their children's learning. There is good attendance at curriculum workshops and meetings that usually focus on literacy and numeracy. A 'Family Literacy and Numeracy Workshop' for parents of reception age children was particularly successful. A new ICT club for parents has just started. Parents and the school are enthusiastic about their involvement in the national SHARE programme, to develop parental involvement in home learning. Parents who participate receive an accredited nationally recognised certificate on completion of the course; as a direct result of this, one parent is now working in the school. The sessions of a second course are being held weekly during this term and are very well led by the deputy headteacher. These sessions are relaxed and informal as parents and teacher share lots of information, good ideas and humour, discussing the games made by the children and how parents can use everyday items to support numeracy and literacy at home. Parents were seriously challenged when told that they had to design a game for homework that would be tested out by Year 2 pupils! Parents involved think that the SHARE programme is excellent and is improving their children's progress at school; they are also finding it very enjoyable. Homework is provided very regularly and is focused on literacy and numeracy. Reading books are taken home from the nursery upwards. Parents appreciate the good two-way communication with teachers through use of the reading record books.
63. There is very good liaison with parents of pupils with special educational needs. They are welcome to meet with staff to discuss their children's progress. Targets set for their children on their individual education plans are sent home and parents are regularly invited to reviews of progress. The co-ordinator is happy to make home visits if concerns are raised and is readily available to parents. There is very good support for parents. For instance, the school is currently working in partnership with the school nurse to arrange a parents' support group for those who find their children's behaviour challenging. At a recent parents' evening, arrangements were

made for a signer to interpret for the profoundly deaf parents of a pupil. This level of support is greatly appreciated by parents.

64. Although only two parents attended the pre-inspection parents' meeting, they were very positive about the school. The views of parents expressed in the questionnaire and the opinions of parents met informally during inspection were very good. They speak highly of the headteacher and staff's approachability and the commitment shown to children; the quality of teaching and the individual attention given to children so that they make good progress, whatever their ability. Some concern was expressed about the lack of extra-curricular activities. Inspectors disagreed with this view because far more activities take place than is usually found in infant schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The leadership and management of the school are excellent overall. The leadership of the headteacher is of very high quality. She has a very clear vision of the direction that she expects the school to take to ensure a first rate education for all pupils. She is a firm and caring leader with a very high level of professional knowledge and expertise that are clearly reflected in all aspects of her work. She has used these attributes to mould together a team of dedicated and hard-working teachers who share her vision and desire that all pupils should receive the best possible start to their life in school.
66. An outstanding feature of her leadership and vision is the way in which the school has been developed to do far more than simply educate pupils. This school has become a community school in the fullest sense and is a very good example to all. Parents have equal opportunities with their children to learn the basics of numeracy and literacy, and lessons for parents take place during the school week. Parents know that, at all times, they will be received with care and consideration to discuss matters of importance to them or to seek help when they are in need.
67. The headteacher is fully supported and complemented by an extremely capable deputy and an assistant headteacher who are both teachers of high quality in their own right. They match the headteacher in their enthusiasm for promoting the highest levels of education and care for pupils and their parents. Both have a clear understanding of their roles as senior members of the school. As a result, the school is united in its approach to guiding and teaching pupils and is very successful in achieving its goals.
68. This strong leadership structure is strengthened further by the good work carried out by the co-ordinators. As a result of specific training, all co-ordinators are clear about the roles that they fulfil and they do this very well with varying degrees of effectiveness depending upon the length of time that they have held their specific responsibilities. The whole ethos of the school, and the attitudes of teachers to their work, are such that all respect the individual parts that each has to play in terms of guiding and monitoring the quality of their own work. As a result, this is a team of teachers who work as one for the benefit of the pupils of this school.
69. The co-ordinator for special educational needs is very knowledgeable and experienced, and is enabling the excellent provision across the school. She has already begun to advise staff of the requirements of the new Code of Practice, and to adapt pupils' individual education plans in the light of this. The budget for special educational needs is used very effectively. Supply cover is provided to release teachers and learning-support assistants to work together on pupils' individual education plans. This means that all staff concerned are very well aware of pupils'

specific needs, and the plans are used effectively in lessons. The co-ordinator has excellent relationships with a wide range of outside agencies and makes very effective use of additional expertise to support pupils and their families. She has worked hard to ensure that pupils' needs are identified early and this means that they receive the support they need and make good progress. Staff and governors are all highly committed to including pupils with a range of complex educational needs and this is a considerable strength of the school. Staff are all well supported through a continuing programme of professional development regarding pupils with special educational needs. Throughout the inspection this aspect of the school's work was very evident. The school's provision for pupils with special educational needs is excellent.

70. The quality of monitoring and evaluation of the school's performance and the taking of effective action are very good. Co-ordinators monitor the effectiveness of teachers' planning on a regular basis and ensure that these plans are put into practice. The whole staff has contributed to discussions on effective teaching, and the positive results of this combined approach were clearly observed during the inspection. The headteacher and/or the deputy and assistant headteacher monitor and evaluate each teacher in action at least once a term. The introduction of new staff to the school, including newly qualified teachers, is also very good. The staff booklet provides clear guidance for new teachers to follow and includes a relevant induction sheet to support new teachers as they settle in. Newly qualified teachers are monitored regularly to ensure that they develop in a positive way. They receive regular guidance, and targets are set to help them grow in confidence and skill. To this end, they are provided with appropriate opportunities to observe other colleagues in action and so learn from the good teaching practice of others.
71. The governing body is led by an experienced chairperson and fully supports the actions that the headteacher is taking to move the school forward. The effectiveness of the governing body in fulfilling its responsibilities is very good. They take their responsibilities seriously and play an important and effective role in shaping the direction of the school. Various standard committees meet on a regular basis to ensure that the management of the school is effective. These include a curriculum committee that has a close link with the curriculum co-ordinators so that it is kept fully informed of what is happening in each subject. Each governor has a link with a particular subject and is matched with a specific teacher so that the development of the subject can be monitored from year to year.
72. Governors understand the strengths and weaknesses of the school very well because of their close involvement with what is going on. Parents feel that they can talk to governors about any issues as they see them in and around the school as they help pupils with their work. A good example of this is the governor who helps pupils with their reading on a regular basis. The governing body also has a clear strategy for checking on the progress that is being made. For example, it works closely with the headteacher to set targets for her to achieve and monitors on a regular basis the progress that is being made. This is a strong aspect of their involvement with the school. The improvement in the work of the governing body since the last inspection, where they were judged to be unsatisfactory and a key issue, has been very good.
73. The school's improvement plan is very good. It covers a period of three years through a general overview, with the current year broken down into fine detail. This deals with all relevant aspects of planning and action, and relates various priorities accurately to the costs involved and to the budget implications. All teachers are involved with the development of this plan, and co-ordinators take specific

responsibilities for developing their parts of it. The headteacher and governors ensure that specific success criteria are included in the plan so that regular evaluation of its progress occurs to ensure that the school's targets are met. Since the last inspection, the school has made very good progress, with improvements in all areas of concern. Both the headteacher and the governing body have an extremely clear understanding of and insight into what needs to be done to improve the school further.

74. The school manages its finances very effectively. The day-to-day functions of the office are carried out professionally by the office team, and the admin officer ensures that all matters relating to income and expenditure are dealt with very efficiently. Specific grants are used effectively for their designated purposes, and the headteacher has been particularly successful in seeking out and obtaining additional funds from various sources to support the excellent education offered to pupils of this school. The school's use of best-value principles in deciding upon purchases for the school is very good.
75. The adequacy of staffing, accommodation and learning resources to meet the demands of the curriculum is good. There is a good blend of experienced and recently qualified teachers who work closely together to achieve a very warm and positive ethos within the school. The school has provided focused training for all staff that is linked to the development plan. There are a good number of suitably qualified and experienced support staff who carry out their roles and responsibilities with great competence.
76. The quality of the accommodation provided by the school is good. The areas available are adequate for the number of pupils on roll and enable effective delivery of the whole curriculum to take place. Both the internal parts of the school and the external hard and soft play areas are of good proportion and the site manager and cleaners ensure that they are kept in good condition. Display boards throughout the school are used to the full to enhance the quality of the internal environment. Imaginative use has been made of many of the internal walls through the completion of lively and eye-catching paintings that combine to make this school a very pleasant place for pupils. Classrooms are spacious and attractively maintained.
77. Resources for learning are good. The newly developed computer bay areas are well used, and the updated stock of computers and control technology resources is a marked improvement since the last report. Other improved resource areas include the attractive and well-stocked library, and the school museum with artefacts to support teaching and learning. There are excellent resources in the Foundation Stage, and a good range and quality of resources to support learning in English, science, physical education, art and music in Key Stage 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In the context of the school's many strengths there are no key issues for the school to address, but the following minor points for improvement, already in the school's development plan, should be considered in any action plan:
 - Build on existing aspects of cultural education to develop further the pupils' understanding of their place in a multicultural and multi-ethnic society.
 - Further consideration could be given to using the particular specialisms of the individual teachers across the classes in their year group.

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

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	34	15	0	0	0
Percentage	3	20	54	23	0	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 around two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	74	231
Number of full-time pupils known to be eligible for free school meals	0	78

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	16	101

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	7.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	33	36	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	30
	Girls	29	31	32
	Total	54	58	62
Percentage of pupils at NC level 2 or above	School	78 (83)	84 (83)	90 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	30	33
	Girls	28	32	34
	Total	54	62	67
Percentage of pupils at NC level 2 or above	School	78 (84)	90 (88)	97 (95)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	0
White	163
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	5	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	14
Total aggregate hours worked per week	248

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	37
Total number of education support staff	3
Total aggregate hours worked per week	69
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	731,273
Total expenditure	715,177
Expenditure per pupil	2,353
Balance brought forward from previous year	37,369
Balance carried forward to next year	53,465

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

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

Number of questionnaires sent out	235
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87.5	12.5	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	47	50	0	0	3
My child gets the right amount of work to do at home.	37.5	50	3	0	9
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	69	25	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	97	3	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	66	31	3	0	0
The school is well led and managed.	69	28	0	0	3
The school is helping my child become mature and responsible.	62.5	31	0	0	6
The school provides an interesting range of activities outside lessons.	44	22	12	0	22

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

79. The quality of education for children in the Foundation Stage is very good and provides them with a good base for the next stage of their education. An excellent basis for future learning is given in the nursery. This provision is a strength of the school. Children in the Foundation Stage are catered for in the nursery classroom and in three reception classrooms. They are admitted into the nursery in September in the year they are four, on a part-time basis. Transfer into reception classes takes place in the September of the year in which they are five when children receive a full-time education. There was no nursery during the previous inspection, this facility is a fairly recent addition and is a great asset to the school. It is excellently run and managed.
80. The induction into the nursery and reception classes is an excellent feature of Fairisle School. Parents and children are very well prepared for starting school. Meetings and visits to the nursery are very well organised. The nursery staff have a good relationship with the children before entry, which begins during the valuable home visits. Children and parents are confident to come and begin the home-school partnership necessary for successful learning.
81. The nursery is housed in purpose built accommodation a short distance from the school. It is an excellent design allowing for every aspect of the Foundation Stage to be taught and learnt in comfort. There is a secure area outside for adventurous play. It is excellently resourced and cared for. There are three teachers, two of whom are part time and three qualified nursery assistants. They work extremely well as a thoughtful, caring experienced team. It is a fully inclusive nursery catering for children who have special educational needs. Many of these children live in areas some distance from the school.
82. The transfer into reception is carefully managed as children visit the reception classes on many occasions to prepare them well for their transition to school. The three reception classes are bright and cheerful. There is a common area outside the rooms, which has computers, and an area for role-play, which at present is set up as 'an office'. There is an enclosed area for outdoor play and reception children also play in the playground at playtime and lunchtime. There are three reception teachers and three class assistants, they are professional and kindly in their approach and work well providing the children with very good first hand experiences.
83. The curriculum offered throughout the Foundation Stage is very good. It is broad and balanced, and covers all areas of learning. In the reception classes, the curriculum although based firmly on the Early Learning Goals, appropriately includes parts of the National Literacy and Numeracy Strategies towards the end of the summer term.
84. Children have a wide range of abilities throughout the Foundation Stage. The level of attainment of children on entry to the nursery is lower than that found in many other schools in the local authority. The baseline assessments carried out on children within the first seven weeks of the reception class show the good progress the children have made in the nursery. It also reflects the low levels of attainment assessed within the nursery. The results are shared with parents so that they can help their children learn, which they are then happy to do. Overall, children make good progress and those with special educational needs also make good progress. All children benefit from the caring supportive environment and the well thought out

learning opportunities provided. Children make very good progress in their personal and social development and they develop the necessary skills and attitudes for learning. By the time children reach the end of the Foundation Stage, attainment towards reaching the Early Learning Goals in personal, social and emotional development, and physical and creative development are in line with what could be expected for children of their age. The areas of communication, language and literacy, mathematical development and knowledge and understanding of the world are still below that expected.

Personal, social and emotional development

85. Children make very good progress in their personal and social development, particularly in the nursery. By the time they reach the end of the Foundation Stage most achieve the expected levels of ability. Children are generally well behaved, learn to take turns and share the resources. The staff establish a supportive caring ethos and the establishment of routines helps to promote independence. Children have a growing awareness of the difference between right and wrong. They were overheard on many occasions prompting their friends when they had forgotten to put on aprons for painting and working at the water tray. In reception classes children learn to make an orderly queue and remember their table manners at lunchtime. On the whole they are polite and play well together in the playground. The teaching and learning programme devised for personal and social development is very good.

Communication, language and literacy

86. The children enter with attainment well below that expected for their age, particularly in conversational skills, vocabulary depth and hand control for writing. The activities encourage children's language and literacy skills, and they make good progress. In the nursery and reception classes children are encouraged to listen attentively and enjoy story time. Imaginative, spontaneous play is encouraged by staff, who carefully intervene to ensure that language is developed and children's vocabulary is increased. Children were seen in the green grocer's shop buying fruit and vegetables using language for buying and selling. Teachers give children good opportunities to talk about their experiences and interests throughout the day. Children learn to recognise and write their own names. They are taught the skills necessary for reading in a structured way in the reception classes. All children enjoy the Big Books and listen attentively. Children are given a book to take home and enjoy with their parents. This is a good feature of the Foundation Stage. Story sacks are being developed, these will include books, puzzles and games that parents will be able to play at home. Although children make good progress, the majority is still below the level expected by the time they enter Year 1. Children make good progress in writing and begin to use the school's adopted cursive style from the first day they enter the school. The teaching is always good, and often very good in the nursery. Well-prepared activities and good questions are asked to encourage children to think for themselves. This has a direct and positive effect on children's progress.

Mathematical development

87. Mathematical development on entry is well below that expected for children of their age. Teachers support learning in mathematics with a wide variety of resources. Children make good progress in counting skills, number recognition and mathematical language. In the nursery they are able to count further than five and some children can count to 15. They know the names of common shapes - square, triangle and circle. Through role play, children use mathematical terminology - pairs,

twos and money terms. Sand and water play reinforces capacity and volume well; this activity is one of the children's favourites. In the reception classes, children continue to learn to count, practise simple addition and subtraction and are introduced to money, weight and measurement. Children make good progress but they do not reach the expected levels before moving into Year 1. The teaching is good and no opportunity is lost to reinforce numbers.

Knowledge and understanding of the world

88. Children's attainment in this area of learning is very low on entry. Throughout the Foundation Stage, many very good opportunities are provided for children's knowledge and understanding of the world to be developed. Early morning, break-time and lunchtimes are used as an opportunity to talk about family, home, past and present activities in their lives. Children show some understanding of the wider features of their community, such as local shops. They learn to explore their world. They investigate objects that float and sink in the nursery and take opportunity to experience splashing! They grow bulbs and have magnifying glasses to observe nature more closely. In the reception classes children learn about different fruit and vegetables and have the opportunity to taste them. Children have good experience of using technology. They freely use the computer and demonstrate how to use a mouse to draw pictures and they love exploring the functions of the remote control toys. The children have the opportunity to design a bag to carry a piece of fruit from one side of the room to the next. They measure, cut, glue, staple, punch holes and thread string successfully making bags of all shapes and sizes with handles. By the time children reach the end of the Foundation Stage, their attainment is still below expected levels. The quality of teaching is good. Teachers are constantly giving children the opportunities to understand their world through creative activities that stimulate the children's senses and appeal to them ensuring that children are motivated to learn.

Creative development

89. Children's attainment is below that expected for their age on entry. Children explore sound in an imaginative way as they sing and experiment with instruments. In a range of creative activities, children show developing skills and evident enjoyment. They explore a wide range of materials including sand, paint, modelling materials, crayons and glue. Children use their imagination well and use paint boldly and they learn basic skills well. In the reception classes there are many opportunities for children to experience role play and they do so imaginatively often repeating stories they have heard, for example 'The Big Hungry Bear'. Children write to find out why the bear is cross. The teachers link this area of learning very closely to the topic or book of the week and give children imaginative tasks to complete. The teaching of this area is good and children attain the expected levels before entering Year 1.

Physical development

90. Nursery children have immediate access to outdoor play and reception children take part in the school's physical education curriculum and have an outside area to develop their physical control. Children develop their ability at movement well and teachers provide good experiences for children to explore their body's potential by planning the use of the hall and outdoor areas well. Outside activity is always well supervised. By the time they enter Year 1, most reach the expected standards in body control, but not the finer hand control, which is necessary for writing, painting and drawing. Children move confidently inside and outside, they are aware of space

and do not bump into each other. Their control of the wheeled toys is very good, they manoeuvre at speed around the obstacles. Climbing frames and other structures give opportunities to climb, jump, stretch and balance. Some show reasonable control of the small equipment. Staff provide good daily opportunities for children to develop these skills. In both the nursery and reception classes children carefully use a hole-punch, scissors and different materials to join boxes and paper together. The teaching of this area of learning is good.

91. Teaching is good overall, and often very good, and enables children to make good progress. There are very good working relationships between staff and children. All staff provide good role models and have appropriate expectations of children's work and behaviour. Activities are well planned and tasks well matched to the need of the children. Assessments are used very effectively to identify individual targets and help teachers to plan lessons that are appropriate for the children's different levels of attainment. Weekly plans have clear learning objectives that build well on what children already know and can do. All staff have a good understanding of how young children learn. Children's confidence and independence are strongly promoted. A very good range of resources is available and used well. Staff work hard to provide an attractive and stimulating learning environment. Teaching promotes the Early Learning Goals well and provides a good foundation for the National Curriculum.

ENGLISH

92. Inspection evidence shows that by the time they are seven pupils attain the standards expected nationally for pupils of their age. However, in the national tests for seven year olds in 2001, standards in reading and writing were below those expected nationally. When compared with standards achieved by schools with a similar intake, the results are above average. Over the last four years, standards in reading and writing have shown improvement. All pupils, including those with special educational needs and with English as an additional language, now make good progress and achieve standards in line with their ability.
93. Pupils make good progress in speaking and listening in the nursery and reception classes but when they begin in Year 1 their confidence and attainment are still below average. In lessons and in assemblies, pupils listen well to their teachers and to each other but many lack confidence in expressing their ideas. Many pupils need a lot of encouragement to answer questions and they often offer one word answers. Some still rely on nods or gestures to make their needs known. In some lessons, teachers provide opportunities for pupils to practise their speaking skills by discussing their work with a partner. In an excellent Year 1 lesson, the teacher used role play very effectively to develop pupils' speaking skills. They enjoyed the story of 'The Three Billy Goats Gruff' and were able to give good reasons as to why the troll should let them cross the bridge. Pupils continue to make good progress and by the time they are seven they attain satisfactory standards.
94. The attainment of seven-year-olds in reading is in line with standards achieved nationally. Pupils recognise many familiar words and are developing their knowledge of letter sounds. This enables them to sound out unfamiliar words. They use the pictures to help them tell the story and are beginning to correct themselves when they realise that their reading does not make sense. Pupils regularly take books home and read with family members. The higher-attaining pupils expressed enjoyment of books and talked about their favourite stories. They know the difference between fiction and non-fiction and are able to sequence stories correctly. They know about authors and illustrators and pupils with above average ability are confident in using contents pages to find information. For example, a pupil reading a

poetry book was able to use this to choose a poem to read aloud. Some of the pupils referred to their recent literacy lessons and talked about silent letters. When reading the word 'while' they said that the h is like the k in 'knife' and is not sounded. Pupils are learning to read with good expression. This was evident in a good Year 2 lesson, where the teacher demonstrated well how to read aloud and the pupils followed her example.

95. Pupils' attainment in writing is satisfactory. The school prepares pupils well to use cursive script and by the time they are seven most pupils try hard to join their writing. Their writing shows that they are developing their knowledge of sounds. Pupils show an understanding of punctuation and grammar and are beginning to use full stops and capital letters correctly in their writing. They try hard with their spellings and show a good knowledge of sounds that they use in their independent work. Year 1 pupils enjoyed writing 'estate agent's' descriptions of the three bears' house, and were greatly amused by the thought that the bears wished to sell the house after Goldilocks had been there. They were hoping to interest another teacher in buying the house!
96. Teaching in English was never less than good and occasionally it was excellent. Teachers have a very good understanding of the National Literacy Strategy and implement it very well. They take account of the learning needs of different groups of pupils and adapt the activities they provide to pupils' previous attainment. Teachers share the learning intentions with pupils which helps them to understand what they are learning. They provide tasks appropriate to different groups of pupils. They are very good at working with the skilled learning-support assistants who are very effective in working with individuals and with small groups. They encourage pupils and clarify explanations for them, enabling them to take a full part in lessons. At the end of lessons teachers refer back to the learning intentions so that pupils are clear about the focus of the lesson. They give very clear explanations of the work to be covered and use time and resources well. Good opportunities are now being provided for pupils to redraft their work by using the improved ICT resources.
97. Management of English is good. The subject leaders are very clear about the school's strengths and weaknesses in the subject and have a good action plan to develop the subject. They have done some very effective work with parents to help them support their children with reading and writing. This includes work with Southampton City College to provide workshops for parents. Teachers' planning for English is regularly monitored and samples of pupils' work are reviewed on a regular basis. The school has made sound progress in English since the last inspection.

MATHEMATICS

98. Inspection evidence shows that, this year, standards are broadly average at the end of Key Stage 1. Pupils enter the school with low ability in mathematics and make good progress throughout the school. This is largely because the school has undertaken a number of initiatives to raise standards in the subject. The headteacher has carefully deployed teachers and the assistant headteacher is an effective co-ordinator for the subject. The National Numeracy Strategy has been implemented effectively. Test results have been analysed and this identified the need to improve pupils' ability to solve number problems. Appropriate targets are set for attainment in mathematics on a year group basis. Also individual pupil targets have been developed from this, and are shared with pupils and parents.
99. The school's records show a high percentage of pupils with special educational needs. Over recent years children entered school with a wide range of ability, with

the majority having skills that were underdeveloped for their age. Given their low attainment when they start school, all pupils, including those with special educational needs or English as an additional language, make good progress in all aspects of mathematics, but especially in their use of numbers.

100. In Key Stage 1, pupils learn addition and subtraction facts to ten and many can undertake the computation in their head confidently, while a few do not yet recall these facts from memory. Pupils recognise patterns through counting in twos and tens. Some pupils understand place value of 100s, tens and units. They order numbers with two digits correctly and complete number sentences such as $44+7=51$. Pupils identify accurately the sequence of events within a day and recognise the hour and half hour when using clocks. Pupils learn to recognise coins and identify their value. Most are able to use coins to make the correct amounts to 'buy' items.
101. Teaching is good overall, with some very good teaching throughout the school. Teachers have a good knowledge and understanding of the subject, and the National Numeracy Strategy has been implemented effectively. Lessons are planned well and the learning objectives of the lesson are clearly identified and shared with the pupils. Teachers prepare for all lessons very well and materials needed in a lesson are always readily available. The best lessons provide pupils with challenge and encourage them to work at pace. Challenging questions and the good range of activities that match different abilities within the class motivates pupils. Good review sessions were observed at the end of lessons that encouraged pupils to recap and explain their work, and so share and refine their understanding, as well as making the links with the next objective. Teachers now plan the use of ICT well to enhance and further pupils' overall mathematical experience.
102. Teachers manage pupils well and this ensures the success of lessons as many younger pupils find it difficult to maintain concentration and easily become restless. Marking of pupils' work is consistent and helpful. In the best marking teachers write meaningful comments to move pupils on to the next stage of learning. With the younger pupils the teachers discuss the marked work with them to make sure they can move on. Good use is made of teaching assistants, who work mostly with small groups of lower-attaining pupils to support and reinforce the objectives of the lesson. The class teachers give them good guidance. Pupils receive homework tasks that support the work they do in school well.
103. The subject leaders provide very effective leadership through their monitoring of teaching and planning. Staff have received individual observations and guidance on the numeracy sessions and this has led to the development of a consistent approach and consolidation of good practice. There is a good range of resources to support the mathematics curriculum. Procedures for assessing and recording pupils' progress are in place, as is the analysis of the school's own tests, and national tests to help teachers' medium-term planning to meet the needs of the pupils. Year-group targets are based upon such analysis, as are wider targets such as the school's decision to focus on improving standards in problem solving.

SCIENCE

104. Inspection findings show that science standards of attainment are high at the end of Key Stage 1 and all pupils make good progress. This is a very significant improvement since the 1997 inspection when attainment was in line with the national expectation and progress was sound.

105. At the end of Year 2 all pupils can describe in everyday terms such as 'soft' or 'hard' as a basis for sorting materials and the more able clearly explain why some materials are suited for specific purposes, for example, glass for making windows. Nearly all the pupils in the current Year 2 classes can explain the attributes of fair testing. Many make reasonable predictions about the outcome of a test. For example, when testing different materials for how waterproof they are, one pupil explained, "It (water) goes through the cotton because there are tiny holes in it". Pupils in Year 1 know that there are many different materials to be found in the playground and the school. They identify wood, glass, metal, brick and plastic and comment on their list of properties, beginning to identify differences between the textures.
106. Pupils make rapid progress in science. The more-able pupils progress extremely well, as can be seen by the number attaining the higher level in assessments at the end of Key Stage 1. The youngest pupils are encouraged to make simple predictions and to observe very carefully. They learn to experiment well. For example, making a simple circuit and to give explanations, "It lights up because you've got the battery power and it makes it go through the wire and into the light". In Year 2 pupils build on these skills and make valid predictions, analyse information, use scientific vocabulary and make fair tests and then interpret the results. Pupils use simple equipment well and make accurate observations of what happens. They also enjoy using ICT and simple databases to record the results of their investigations. In pupils' work on life processes and living things in Year 1, they study the life cycles of frogs and butterflies and observe carefully the difference in each other. Year 2 pupils learn the difference between living and non-living and that living things can be grouped. They conduct experiments to find out the effect of exercise on their bodies, noting the changes in heart beat and how warm they feel. All pupils are well aware of their senses and think about which they will use before experimenting. Pupils develop their scientific knowledge and are adept at applying what they already know to situations they have not encountered before.
107. Pupils have good attitudes to science. They show a keen interest and enthusiasm and are keen to contribute ideas for discussion. Even if they do not know the correct answer they are good at making 'educated guesses' without worrying whether they are going to be wrong. They work very well in small groups, listening to others and sharing equipment sensibly. They are well aware of how important good behaviour is in experiments and the need to observe safety rules.
108. Overall the teaching is good. Teachers have good subject knowledge and use correct scientific terminology, such as 'properties' and 'investigations'. Teachers plan their lessons carefully, their lesson objectives are clear and they make very good use of resources. Teachers consistently develop older pupils' ability to predict what will happen and carry out fair tests. In the best teaching, very good questioning makes pupils think very carefully about what has happened and what might happen. By careful questioning, teachers cleverly find out what pupils know. This information is used well to set targets that will challenge more-able pupils. Teachers deploy classroom assistants very effectively to support pupils. The subject is very well managed and there is a very good scheme of work. The school's assessment procedures ensure that pupils are on target to reach the levels they are capable of achieving by the time they leave school.

ART AND DESIGN

109. Pupils' standards are above those expected nationally for seven year olds. Pupils make good progress throughout the school. The high standard has been maintained since the previous inspection.

110. There is a wide range of attractively displayed art work on classroom walls, in the hall and in corridors that shows that pupils have used a wide range of media, such as paints, pastels and modelling materials. The range of displays also reveals very good links between art and other subjects; for example, written stories have been well illustrated and the Great Fire of London studied in history was brought to life in a bold and colourful way. Art is used to develop pupils' understanding of their own culture and ways of life and that of others, for example, the illustration of the Story of Jenneh. Art forms an important part of the school's work. It is used well to help make the school a lively, attractive place in which to work. The care with which it is displayed reflects the importance that teachers place on celebrating pupils' creative ability.
111. Pupils in all classes use a range of techniques including work generated on computer. They use very careful control with charcoal, chalks, pastels and paints. Pupils in Year 2 make detailed observational drawings of bicycles, faithfully recording the shape and detail of the frame and wheels, some have shading giving a sense of the shiny metal and others use different mark making techniques to indicate texture. Pupils in Year 1 show their evident enjoyment and love of creativity in their fir trees in winter picture. The fir tree is outlined in pastels and then smudged for effect, they then use finger painting with white paint to show frost and show on the branches and finish off with glitter, which gives a sharp wintry effect.
112. From the evidence provided, it is clear that pupils are building on and extending their techniques and skills. In Year 1, pupils learn to colour, mix effectively and to use their colour wheels. They look carefully at a vase of flowers and mix their own colours to produce pinks and purples. In Year 2 learn to colour mix by adding white. They look carefully at Modrian's colour blocks and create their own paintings. They study how angels have been depicted by different artists such as Botticelli and Cathy Baxter and draw these angels in the same way as the artists recording a star rating by the preferred style. Then they draw creatively how they envisage an angel would look like, all are female, have smiling faces and various sized wings.
113. Pupils show their enjoyment in art lessons and talk enthusiastically about the lessons. They work carefully, become very involved and concentrate for longer periods of time. They work well as individuals, in pairs or as a class group.
114. Overall the quality of teaching is good. There is a good balance between teaching techniques and pupils' freedom to experiment. The quality of teachers' questioning is good, for example "What words could we use to describe the look and feel of the fabric, which sense are we going to be using?" Art lessons are well organised and resourced and make a positive contribution to pupils' social, moral, spiritual and cultural development, teachers following the good ideas of previous years. The subject manager is very good and the policy and scheme of work are very good.

DESIGN AND TECHNOLOGY

115. Pupils throughout the school attain the standards expected for their age, which is the same as the findings of the previous inspection. However, there has been good improvement in food technology. Pupils in Year 2 investigate the properties of materials, for example, those needed for building houses. They have sound designing, cutting, joining and finishing skills, which they use well to design and make calendars. Good use of ICT is made. Pupils design a picture for their calendar using the computer. They learn about axles and knew if the wheels were fixed or not. They made pizzas and designed their own toppings, one wrote "I put pepperone and

ham on mine". Then they tasted pizzas for the best topping suggesting ways of improving it. Pupils in Year 1 use construction kits and make puppets for a story. They cut and stick, decorating the finished puppet showing whiskers, funny ears and starry eyes. Pupils make satisfactory progress in design and technology. They gain confidence and competence in using different materials and in joining and finishing their models.

116. Pupils enjoy design and technology. They listen carefully to their instructions and prepare their designs with thought. Pupils work hard and take great care to produce work of a good standard. They are proud of their finished products and are eager to talk about them.
117. The lesson seen was sound. Planning is good, with clear focus on the design process. A good range of resources were used, and the pupils were encouraged to explore these and to use prior knowledge to discover how the axles worked. The teacher encouraged pupils to think and to work out for themselves. At all stages, pupils were required to show initiative and to make their own decisions, which gave them a sense of purpose in their work. There are good relationships between teachers and pupils, which motivate them to achieve well.

GEOGRAPHY

118. Standards are in line with those generally expected of pupils by the time they leave the school. This maintains the levels of attainment noted at the time of the last inspection.
119. By the end of Year 2 pupils have developed a satisfactory knowledge of places near the school. A field study of local housing was planned for, but was rained off on the last afternoon of the inspection. Lessons like these are planned to enable pupils to examine ways in which local people have used their environment and changed it as a result. A later walk would follow this to a five acre field and Cromarty pond when pupils would engage in further examination of ways in which our environment can be changed, and improved. This leads them to an appreciation of their locality and an understanding of how they must protect it.
120. Year 1 pupils are introduced to map work well by drawing a plan of their classroom. Asked to imagine 'You are a bird looking down', many show a good appreciation of location and of scale as they shows the position of tables, and some chairs, in the room. In a lesson on 'weather', pupils demonstrate some of their growing geographical vocabulary in talking about weather types. The activity involves thinking about the symbols used in weather maps, and the different ways in which we can find out what the weather will be like. Most pupils know the key symbols showing sunshine and cloud, and many are familiar with symbols depicting rain and of sunny intervals. Another class activity involves them in identifying parts of the school from three photographs they are given. They then use a map to follow a route around the school, and record what they see and hear at the three points already identified. Pupils develop basic mapping skills well, and recognise that environments differ, and can be changed for good or bad. A sense of place is developed with their study of Lordshill in Year 1 and by the trip to Burley in Year 2. Burley Village offers contrasts and similarities to that of Lordshill for the pupils to make comparisons and evaluations of where they live.
121. The quality of teaching is good. There is good management both of pupils and of the varied resources, and the pace of lessons sustains pupils' interest. There is good support for pupils with special educational needs, and they make good progress, as

do those whose first language is not English. The subject manager provides good leadership, and works closely with colleagues in other local schools. The geography scheme of work, drawing partly upon national guidelines as well as the school's own ideas, is currently being modified in response to changing local circumstances. Strengths of the curriculum which help promote pupils' learning include the emphasis upon fieldwork, and the cross curricular nature of many activities with links to other subjects including art and design, history, and ICT.

122. The school has recently developed procedures for assessment in geography, to help to ensure progression in pupils' geographical skills and understanding as they pass through the school. The subject manager is planning to increase further the satisfactory opportunities for involving pupils with ICT, and for engaging in practical enquiry.

HISTORY

123. Pupils' attainment in history in Year 2 is in line with national expectations. This reflects the level of achievement noted in the last report. Overall, pupils make sound progress in acquiring appropriate knowledge and understanding of the past. Pupils with special educational needs are well supported in class. They make good progress, as do pupils for whom English is a second language.
124. In Year 1, pupils build on their discussions of time that are introduced in the Foundation Stage. Visitors to the classroom enrich learning experiences. For the topic of 'Toys', grandparents visit the classroom and talk about toys they had when they were young, and many pupils are able to distinguish between old and new. When learning about Louis Braille, a visitor from the Blind Association with her dog helps pupils develop a fuller understanding of the impact of Braille upon people's lives. Visits are made from the classroom to look at local houses as part of a topic on homes. Year 2 pupils demonstrate their knowledge of people and events from the past as they suggest facts they remember about Florence Nightingale. They had obviously gained a good understanding about conditions in the hospital in Scutari before the arrival of the 'Lady with the Lamp'. They demonstrated a good appreciation too of the struggle she had with her family to be able to travel there, and of improvements in hospitals which followed her efforts. Pupils were also able to suggest some of the ways in which we can find out about the past: evidence from photographs, paintings, journals, diaries (Pepys), can tell us about how things used to be.
125. Pupils enjoyed their work, and showed great enthusiasm. They impressively remained sensible and showed respect for others in two lessons where they engaged in a Yes/No quiz that involved them taking up positions in two alternative locations in the classroom
126. Teaching is good and sometimes very good. Strong features of teaching included the imaginative approaches used, good subject knowledge, and good management of pupils. The school places a strong emphasis upon practical approaches, including the use of artefacts. A model of a cannon was used very effectively as an artefact to extend thinking about the Crimean War with Year 2 pupils.
127. The subject manager provides good leadership for colleagues. Assessment procedures have been recently developed to provide a day-to-day record of pupils' development. The use of cross-curricular links, and the use of computer programs, is another strength of teaching and learning. The room dedicated as the history museum, and the school timeline in the library, are further evidence of the whole

school support for promoting pupils' appreciation of developing a sense of time and of enquiring about people and events in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. The standards achieved by seven year olds in ICT meet national expectations and in some cases they are above. There has been a good improvement in ICT provision in the school since the time of the last report when inspectors found that there were insufficient opportunities for pupils to use equipment, particularly computers, in day-to-day activities.
129. There was an immediate and successful response by the school to boost the provision of hardware, and appropriate software. With strong support from the governing body, headteacher and senior colleagues, a five year development plan for ICT was put in place. Other developments which underpin pupils' learning have included the construction of computer bays for each year group, the 'appointment' of a part-time technician, and the completion by teaching staff of further ICT training courses. Many learning-support assistants are also voluntarily attending after school training arranged by the subject manager to enhance their own skills and enable them to support pupils even better.
130. Planning provides for skills progression for children from Foundation Stage through to Years 1 and 2. Year 1 pupils extend their basic keyboard skills as part of their work with Goldilocks and the three bears in literacy hour. Activities include composing pictures of the house, and the word processing of adverts for the sale of the house. When writing labels for classroom objects and furniture, a few pupils can independently use different colours. Building upon previous experiences with remote controlled vehicles, Year 1 pupils use a programmable toy, and some can programme a sequence of instructions to get it to follow a simple route. Year 2 pupils use a sophisticated word-processing program to write instructions on how to make a pizza. Many make accurate use of capital letters and full stops. Using different painting programs, Year 2 pupils develop satisfactory skills in using the shape tool, fill tool, and various brush sizes to create pictures of a wolf. This is linked to work in literacy and enhances pupils' understanding of their Big Books as well as giving them valuable ICT practice. Using Pixies and Roamers, pupils across the school learn to give simple instructions to make them reach a particular place or avoid obstacles. A few program the Pixie to travel accurately around a perimeter.
131. Pupils greatly enjoy their work in ICT and concentrate well. Pupils with special educational needs get fully involved, and they make good progress. Sometimes they make particular use of working with computers to support their learning. Information and communication technology makes a good contribution to pupils' social development. Year 2 pupils showed how well they can work with each other as they watched and waited to take their turns with the pixie. On other occasions pupils will help their peers by showing them ways of using particular icons or commands when word processing.
132. Information and communication technology contributes well to other subject areas. Work in literacy can often involve word processing of text, and mathematical learning is supported with the use of games involving number. Learning in other subjects is supported well. There are examples in science (sorting activities of different types of animal and plant), geography (Ordnance survey maps and aerial views of Southampton area) and art (painting and drawing programs).

133. The quality of teaching is good. Teachers' knowledge and understanding were good in the lessons and activities seen, and good use was made of the resources. This ensured that pupils made good progress in their learning. Lessons are well planned and these draw effectively upon the thorough medium and long-term plans that have been developed. Assessment procedures are now in place that will enable the progress of pupils to be recorded systematically.
134. An enthusiastic and knowledgeable subject manager leads the subject very well. A scheme of work is in place that outlines the development in skills as pupils move from the nursery through to Year 2. In Year 2 pupils have their own personal disk and they save their work on it. This is a good level of expertise for their age, and also enhances their independence. They also keep a record of their computer time by the date, program, and curriculum activity in a class folder. The ICT technician, and other learning-support assistants, makes a strong contribution to support pupils' learning. The after school ICT clubs, involving Year 2 pupils primarily, are popular and also help to promote standards. The school plans to enable parents to take part in an after school club activity, to be a part of their children's learning, and to help them further in the future.

MUSIC

135. Pupils in Years 1 and 2 attain the standards expected for their age and enjoy their music lessons. They enjoy singing and are developing control of pitch, dynamic and rhythm. They use a range of percussion instruments to perform simple accompaniments to songs. In Year 1, pupils are learning to keep a steady beat when playing accompaniments. They can copy simple rhythmic patterns and understand that irregular patterns of beats are harder to follow. No music lessons were observed in Year 2 but teachers' plans and work on display show that an appropriate range of work is covered that enables pupils to attain satisfactory standards.
136. The quality of teaching and learning overall is satisfactory. Teachers have secure subject knowledge that enables them to teach basic musical skills and knowledge. They have recently received some professional development in music and are developing confidence in the subject. They provide regular opportunities for pupils to listen to and evaluate music. This shows an improvement since the last inspection when a proportion of unsatisfactory teaching was seen.
137. The music curriculum has recently been updated to meet current requirements. The school's scheme of work is supplemented by projects developed by the local music service. Much of the work in music is linked to cross-curricular themes. Teachers have begun to use a computer program for pupils to try simple composition.
138. There is an after school choir club which is open to all pupils. A small number of pupils attend very regularly but numbers grow when the choir is preparing for a performance, for example, the Christmas play. The choir recently sang carols at a local shopping centre and regularly joins with other local schools for singing festivals. Pupils in Year 2 recently visited a local school to learn about the Gamelan (a south east Asian orchestra). They greatly enjoyed this and it made a good contribution to their cultural development. The curriculum for music is enriched by visits from different instrumentalists who perform for the pupils.
139. The school has introduced a standard form of assessment for the foundation subjects that will enable them to track pupils' progress more easily in the future. Pupils' progress is assessed against six key objectives in each year group. This scheme has recently been introduced and will be reviewed later in the year. Management of

music is effective. The co-ordinator is very knowledgeable and provides good support to colleagues. She monitors planning and is developing resources to ensure that all aspects of the curriculum can be covered. She has an appropriate action plan for the subject that enables the school to build well on current practice. There has been satisfactory improvement since the last inspection.

PHYSICAL EDUCATION

140. Pupils' attainment in physical education is in line with expectations by the time they leave the school. The lessons seen during the inspection were a good indication of the many different opportunities pupils are given, and the good progress they make.
141. Pupils make good progress in movement and gymnastics. In Year 1 they show a good awareness of space around them and move safely at all times. In Year 2 they have a good understanding of the need for safety in moving apparatus. The standards achieved by seven year olds in gymnastics are as expected for their age. They are able to move in various directions over a range of equipment. They are also able to devise a short sequence of movements. They remember what other pupils have done after they have watched them, but their lack of communication skills limits their ability to evaluate each other's performance.
142. The standards achieved by seven year olds in games are in line with those expected for pupils of this age. They are able to roll a ball accurately over a short distance and are beginning to understand how to make the best use space around them to enable them to beat an opponent in a game or the need to move when defending a goal. They understand some of the effects of exercise on the body, such as an increase in heart rate. They maintain their concentration well and work well together in pairs and threes when practising skills. Pupils have good attitudes to physical education. They co-operate well when getting out and putting away equipment.
143. The quality of teaching is good. Teachers follow published schemes for gymnastics and games, and the school is currently using a tape-recorded scheme for dance. All lessons have an appropriate warm up activity at the beginning and a cool down one at the end. Teachers manage pupils very well, with a good emphasis on safety. Good provision is made for pupils with special educational needs, including those with a physical disability. They receive individual support from a learning-support assistant or support teacher and are given activities matched to their particular need but of the same kind as the rest of the group.
144. Lessons take place both in the hall and games in the playground. Both of these areas are now ideal for pupils of this age. The newly appointed subject manager is very knowledgeable and is beginning to provide good support to colleagues. She is monitoring planning and ensuring that resources are good. There is careful assessment of the standards pupils achieve in physical education to help teachers in planning the next stage of pupils' work and so progress is consistent. There are good opportunities for extra-curricular sporting activities, and the subject has been a focus for development since the previous inspection. The school has increased the overall time given to physical education, and individual sessions are of a sufficient length for skills to be developed.

RELIGIOUS EDUCATION

145. Pupils' standards of attainment in Year 2 are in line with the expectations of the locally agreed syllabus. This is comparable with the findings of the last inspection. During their time at school, pupils, including those with special educational needs,

- and those of whom English is not their first language, make satisfactory progress overall.
146. Year 1 pupils learn about aspects of Christianity. Pupils retell the story of The Good Samaritan and understand how 'he was kind' to the traveller in need. In learning about the meaning of Christmas and the birth of Jesus, they make their suggestions as to what Jesus might be thinking. At other times they develop their understanding of general aspects of human experience and belief. In a lesson concerned with why some things are 'special' to people, most pupils appreciated the symbolism of badges and of special clothes, such as a wedding dress or a football shirt, in having meaning. The class teacher worked closely with the learning-support assistant to ensure that pupils were able to view clearly and often handle some of the artefacts being used. Thus pupils are well supported in developing an understanding of symbolism in every day life. They can recognise why certain things are special, and begin to appreciate the concept of 'sacred'.
 147. Year 2 pupils also show great interest in their work. They are able to write or talk about the meaning of why we remember Poppy Day. They also work with great enthusiasm in a lesson about Sikhism. Some readily recall the name for their place of worship (the Gurdwara). In talking about some of the symbols on the Sikh flag, most know the circle is a symbol for God, and many can talk about other elements such as the curved swords meaning strength and courage.
 148. The quality of teaching is good. In the lessons observed, the enthusiasm of teachers was transmitted to pupils, and this helped them to respond with great interest, often with curiosity and occasionally with amazement: "How do you know all this, Miss?" from one admiring pupil. Teachers make effective use of resources to engage pupils' attention, and organise learning activities well to ensure that all pupils are involved. The subject is managed well and staff have good support for their teaching. The scheme of work draws upon locally agreed guidelines, and has been carefully developed having regard to the topics and faith traditions pupils will likely cover in their junior school.
 149. Religious education makes a good contribution to pupils' moral and cultural development. In learning about faith traditions, pupils gain insights in to ways of life and belief systems from the viewpoints of others. Strong cross-curricular links with other subjects support pupils' learning. Some of the most effective links are provided by literacy, with opportunities for independent writing as well as speaking and listening, art and ICT.