

INSPECTION REPORT

LYDLYNCH INFANT SCHOOL

Totton, Southampton

LEA area: Hampshire

Unique reference number: 115954

Headteacher: Mrs K Atkinson

Reporting inspector: Mr B Allsop
1245

Dates of inspection: 22 – 26 April 2002

Inspection number: 244737

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Lydlynch Infant School Lydlynch Road Totton Southampton
Postcode:	SO40 3DW
Telephone number:	02380 863188
Fax number:	02380 869921
Appropriate authority:	Governing body
Name of chair of governors:	Mr E Hills
Date of previous inspection:	07/10/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1245	Barry Allsop	Registered inspector	Mathematics; geography; history; physical education	What sort of school is it? How high are standards? – the school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
13548	Patricia Bowen	Lay inspector		How high are standards? – pupils' attitudes, values, and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30720	Sue Sharp	Team inspector	English; music; religious education; Foundation Stage; special educational needs (SEN); English as an additional language	How good are the curricular and other opportunities offered to pupils?
30713	Steve Crumpler	Team inspector	Science; information and communication technology (ICT); art; design and technology	

The inspection contractor was:

Dorset School Inspection Services
Pupil and School Improvement
Education Directorate, Dorset County Council
County Hall
Dorchester
DT1 1XJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lydlynch Infant School is a school for boys and girls aged between four and seven. The school has 206 pupils on roll organised into eight single-age classes. It is similar in size to most primary schools. The pupils come from a wide variety of social backgrounds. The proportion of pupils eligible for free school meals is 20 per cent, which is average. The percentage of pupils identified as having some form of special educational need is 29 per cent, which is average. The majority of special needs relate to moderate learning difficulties with a small percentage of pupils having physical difficulties. Nearly all the pupils are of a white ethnic background and three pupils come from homes where English is not the first language. None of these pupils is at an early stage of learning English. When the pupils start school, their overall levels of attainment vary considerably from year to year. It is broadly average but often falls below the Hampshire average.

HOW GOOD THE SCHOOL IS

Lydlynch Infant School is a good school with many very good features. The school's standards have risen faster than those of most schools nationally. The pupils work at a good standard, learn effectively and make good progress. This is due to the good and often very good teaching. The pupils in the current Year 2 attain average standards in English, mathematics and science but this represents good, and for many, very good progress from a low starting point. Standards are above average in physical education, music and religious education. Standards are average in all other subjects. There is good behaviour and very positive attitudes and relationships. The school is very well led by the headteacher and the deputy headteacher. The staff with management responsibilities give very good support and advice. All staff work very hard and are very committed to the pupils and the improvement of the school. Team work is very good. The school provides good value for money.

What the school does well

- Teaching is good overall and often very good.
- The pupils make good progress.
- Pupils behave well, have good attitudes and form very good relationships.
- The provision for special educational needs is very good.
- Arrangements for the support guidance and welfare of the pupils are very good.
- Provision for moral, social and cultural education is very good.
- Links with parents and the community are good.
- The headteacher provides very good leadership.
- The procedures for assessing and monitoring the progress of the pupils are very good and enable the school to make good plans for the curriculum and teaching.

What could be improved

- The accommodation and provision for the pupils in the reception year to engage in a wide range of physical activities.
- The attendance of the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement in the school since the last inspection in October 1997. The school has successfully addressed all the key issues raised. The greatest improvement has been in the quality of teaching where previously one out of seven lessons was judged as unsatisfactory. Teaching is now good and often very good. Standards have improved in religious education and physical education. Standards in English and mathematics have risen faster than similar schools nationally. The school has received national awards for improved standards in two successive years. Standards in other subjects remain similar to those found at the time of the last inspection. The progress made by pupils was judged as satisfactory in the last inspection. The good teaching, very good use of assessment information and the positive attitudes of the pupils now ensure progress is good. The quality and extent of curriculum policies, curriculum planning and lesson planning have improved. The monitoring of the school was judged as limited; it is now very good. The roles of senior staff are much more clearly defined and are much more effective.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	D	C	B	A
Writing	C	B	B	B
Mathematics	B	C	C	A

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

Trends in the test results up to the year 2001 have, generally, been better than the improvements nationally for pupils aged seven. Last year's good results reflected the good teaching in the school and also the proportion of higher attaining pupils in that year group. The results were above average in reading and writing and average in mathematics.

Results in teachers' assessments in science were average. Inspection evidence shows that by the age of seven the current pupils in Year 2 attain average standards in English, mathematics and science. However, for these pupils this represents good, and for some, very good achievement in relation to their attainment when they first entered the school. Standards are above what is expected in music, religious education and physical education. In art and design, design and technology, history, geography and information and communications technology (ICT) standards are in line with what is expected. Boys and girls attain at similar levels across the curriculum.

By the time the children leave the reception year the majority have achieved the early learning goals and have exceeded them in mathematics and language, literacy and communication.

Pupils are very well motivated, keen to learn, behave well, listen to advice and instructions and co-operate well. These very positive attitudes, together with the good teaching help the pupils to learn and achieve well. The presentation of work and handwriting could, however, be improved.

The pupils with special educational needs are very effectively supported and make very good progress. Their needs are identified early in the reception year and the pupils are provided with very good individual action plans which are regularly reviewed. When appropriate, outside agencies are consulted at an early stage to help ensure that pupils make the best possible progress. There are no pupils who are currently at an early stage of learning English. When a child is identified as gifted and talented in a subject a highly individual programme of work is, at times, established, and this leads to good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils are enthusiastic and co-operative and eager to learn.
Behaviour, in and out of classrooms	Good behaviour was seen in the classrooms and playground. On a very few occasions, when class management is not really firm, a small number of pupils can lack concentration.
Personal development and relationships	Overall very good. Pupils show good initiative and responsibility. The school encourages them to participate fully in the life of the school. The relationships between the staff and pupils are very good.
Attendance	Unsatisfactory. The school has good systems to monitor attendance but too many parents take their children out of school for holidays.

TEACHING AND LEARNING

Teaching of pupils in:	Aged up to 5 years	Aged 5-7
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.

During the inspection 51 lessons were observed. The quality of teaching in the school is overwhelmingly good with over one in three lessons being very good. No teaching was judged to be unsatisfactory. Staff are generally confident, knowledgeable, enthusiastic, have high expectations, organise their rooms well and have good subject knowledge. They show great respect for the pupils. They manage pupils well and have high expectations at all times. They teach literacy and numeracy well. They set appropriate challenges in the work based on very good assessment information. Pupils with special educational needs are given very good support and make very good progress. Learning support assistants are enthusiastic, well briefed and very capable. They offer very good support to pupils.

The pupils are eager to learn and staff effectively exploit that enthusiasm. Good behaviour and co-operation between pupils support the effective learning. The staff often set interesting tasks and the pupils are generally trusted to get on and complete tasks. The pupils' learning is less successful on the rare occasion when a teacher fails to manage a few pupils' behaviour in a rigorous and effective manner during group work.

OTHER ASPECTS OF THE SCHOOL

Aspect	COMMENT
The quality and range of the curriculum	The overall curriculum is good. It embraces all the subject areas as well as personal, social and health education.
Provision for pupils with special educational needs	Very good. The special educational needs co-ordinator (SENCO) gives very good support together with the classroom assistants. Individual education programmes (IEPs) are established quickly and tracked meticulously. All staff work very hard to implement them.
Provision for pupils with English as an additional language.	Pupils with English as an additional language make good progress. However, no pupils are at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for social, moral and cultural education is very good. Pupils are frequently asked to reflect on moral issues in the school and in the wider community. Provision for spiritual development is good.
How well the school cares for its pupils	The school takes very good care of the pupils. The systems for monitoring and promoting good behaviour are very good. There is very good assessment of pupils' academic progress.

The school has improved links with parents since the last inspection and provides very good information about the curriculum and the pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher manages the teaching and curriculum very well. The senior staff and subject managers work effectively to improve the school. They share a common vision for the continued improvement of the school.
How well the governors fulfil their responsibilities	Very well. The governors fulfil their responsibilities well and take an active and informed part in shaping the development of the school.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum very thoroughly and takes action to bring about further improvement.
The strategic use of resources	Good. The school's spending decisions relate closely to priorities. Good use is made of staff, resources and the accommodation.

The team of staff is hardworking and dedicated. The governors monitor the work and finances of the school closely and are keenly aware of its current strengths and weaknesses. The governors effectively apply the principles of best value when purchasing goods and services. The school is well resourced but awaits further additions to the stock of computers. The accommodation is well cared for, bright and attractive although the space for the pupils in one of the reception classes is restricted. This inevitably effects the range of the creative and physical activities they are offered.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school encourages hard work and achievement. • Children enjoy going to school. • The behaviour in the school is good. • The teaching is good. • The children make good progress. • The school is well led and managed. • The school helps children to mature and become responsible. 	<ul style="list-style-type: none"> • The range of activities offered to children outside lessons.

The inspection team shares all the positive views of the parents. The school provides a recorder club outside of lessons for Year 2 pupils and a great variety of visits and visitors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of pupils who attend the school start in the reception year. Pupils enter the school with widely differing levels of attainment and the overall attainment of each year group differs considerably. It is normally below average for Hampshire but is overall, average.
2. In the 2001 national tests for pupils aged seven, the results were above average in reading and writing and were average in mathematics. In comparison to similar schools the results were well above average in reading and writing and above average in mathematics. These results showed significant improvement on previous years. This year group did better than previous years as a result of the impact of the national literacy and numeracy strategies, good teaching and also because of the higher proportion of high attaining pupils in the year group.
3. The inspection findings show that pupils' attainments at the age of seven are average in English, mathematics and science. These standards do, however, represent good progress for the vast majority of pupils and very good progress for the high proportion of pupils with special educational needs in the year group. The starting point for this particular group of pupils when joining the school was below average. The pupils make good progress as they move through the school. This is an improvement from the findings of the last inspection where progress was very uneven for the pupils aged five to seven. Boys and higher attaining pupils were found to be making unsatisfactory progress in reading and writing; this is no longer the case.
4. There has been good improvement in standards and the school has won national achievement awards for the last two successive years in recognition of the improvements. The implementation of the national numeracy and literacy strategies and associated, intensive training of staff have had a positive effect. The school sets and often meets challenging attainment targets.
5. The test results, the school's own observations and inspection evidence show that girls and boys achieve equally well. The high attaining pupils benefit from appropriate challenges based on the effective use of very good assessment information and they make good progress. Pupils with special educational needs also make very good progress. They are identified early on in the reception class. Accurate individual education plans (IEPs) are devised for them and are regularly reviewed and revised. The learning is planned in small steps and well matched to individual needs. The few pupils who have English as an additional language make good progress in the school. None, however, are at an early stage of learning English.
6. Inspection evidence shows that standards in speaking and listening are average. Pupils are expected to listen carefully and respond quickly and accurately to questions and instructions. They are encouraged to use correct terminology when speaking in such subjects as mathematics and science. They are taught how to discuss topics in a sensible and orderly manner. Whilst standards are overall average in reading; a significant number attain at an above average level. Reading is given a high priority in the school and phonic skills help pupils to become competent, independent readers. By the end of Year 2 the vast majority of pupils enjoy books and read aloud with confidence and understanding. Writing is given considerable emphasis in the school and pupils by the end of Year 2 have developed

effective skills in producing lively and stimulating pieces of work. The spelling programme also helps pupils to produce high quality writing. The quality of handwriting is, however, below what is expected for Year 2 pupils.

7. In mathematics, pupils make good progress, learn their numbers and number operations thoroughly and attain average standards. The current Year 1 pupils appear, however, to be in line to attain above average standards. All pupils are successfully taught to apply their knowledge to simple number problems. This even starts even with completing the register in a morning where pupils are asked questions about more than and less than when comparing attendance.

8. Pupils' attainment in science is average. There is a particularly strong emphasis on scientific enquiry and observation, and pupils attain above average levels in this aspect of science. Pupils capably conduct experiments and pose questions using correct scientific vocabulary. Levels of attainment in Year 1 are high.

9. Attainment in information and communications technology (ICT) meets expectations by the age of seven. The pupils are given good opportunities to make use of ICT in a range of subjects and draw, calculate and produce graphs using different programs. They capably program a floor robot to follow a track. However, they do not use the computers sufficiently to word process their work. The low ratio of computers to pupils hampers pupils' progress in using word processing skills.

10. Standards in music, physical education and religious education are all above expectations for the pupils' age. The good teaching, planning, resources and the enthusiasm of the pupils all help towards these high standards. Standards meet with expectations in design and technology and are high in aspect of using mechanisms in the pupils' work. Standards meet with expectations in history and geography. The pupils make good progress in practical map making and in describing the differences between the past and present.

11. The pupils in the reception year (the Foundation Stage) make good progress. By the time they leave the reception year the majority have attained the standards expected for their age across all the areas of the early learning goals. A significant proportion will achieve higher standards in communication, language and literacy and also in mathematics. One class of pupils does not however, have such good access as the other to the range of physical and creative areas of learning due to the restrictions of space in the classroom. For example, role play and using large construction equipment are two activities that are restricted.

12. Overall, the pupils' current achievement is good and is very good for a significant minority of pupils taking into account their attainment when they started the school. The pupils make good progress as they move through the school and the high proportion of very good teaching, particularly in the reception year and in Year 2 enables the pupils to learn effectively.

Pupils' attitudes, values and personal development

13. The pupils' attitudes and behaviour are good. Behaviour has improved markedly since the last inspection, but attendance, which was reported as good, is now unsatisfactory as it was well below average in 2000/2001.

14. Children acquire good attitudes to learning in the reception classes. Most children work calmly and move around the classrooms to make independent choices with growing confidence. Pupils listen and concentrate well. Some children, however, cannot resist

calling out in their enthusiasm to participate and answer questions. Children's personal development is good. They work purposefully when not supervised, and make independent choices sensibly, often working in pairs and small groups and collaborating and sharing well.

15. Good habits are established as soon as the children come into school, for example in reception class, the children have a clear idea of what they are expected to do and in other classes children come in for registration and quickly settle to their work. In all the lessons seen, pupils' attitudes and responses were generally good or better and never less than satisfactory. Pupils' listened attentively to their teachers and to each other. They worked diligently at the tasks set. There have been no exclusions from the school over the last year.

16. The pupils move around the school sensibly and show concern for their surroundings, for example following playtimes the grounds are almost entirely free of litter. At the start of each school session they line up quickly, wait quietly and come into school in an orderly manner. A good range of extra-curricular activities are provided for the pupils through a range of visits and visitors who come into the school. There is also a flourishing recorder group. No oppressive behaviour was observed during the inspection. During playtimes pupils show consideration for each other using the wide range of games available. The pupils are courteous and confident in talking to adults. All the pupils – boys, girls and those with special educational needs – respond well to what the school offers.

17. Relationships are very good. The staff know their pupils well. In most classes observed a pleasant, easy rapport was evident between staff and pupils. The personal development of the pupils is good. The school provides opportunities for them to take responsibility in a number of ways, for example as register monitors, looking after the guinea pig and in using the library. The pupils have some opportunity to reflect on the feelings of others and they show consideration for each other.

18. Attendance is unsatisfactory and well below the national average. The registers are marked consistently and correctly. The attendance figures for the years up to 2000/01, were above the national average. The school currently undertakes too little analysis of the patterns of absence and is unable to explain the reasons for the sudden rise in absence, both authorised and unauthorised during that year. Too many pupils are taken on holiday during term time.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good and often very good. During the week of the inspection 80 per cent of the teaching was good or better (41 lessons) and 38 per cent was very good (17 lessons). There was no unsatisfactory teaching. The contrast with the judgements made about teaching in the last inspection is marked. At that time, teaching was unsatisfactory in one out of seven of the lessons. That was a considerable weakness in the school. Teaching is now a significant strength in the school. The headteacher and staff have worked very hard to establish a consistency in the planning, organisation, expectations and delivery of teaching which has had considerable effect.

20. The school has successfully introduced effective strategies for the teaching of literacy and numeracy based on national guidelines. All teachers have a secure knowledge of the frameworks for teaching these subjects. This strength of teaching is improving the standards the pupils achieve, at times, starting from a low base as evidenced by the current cohort of pupils in Year 2. The school has invested considerable time and money in training teachers to improve the quality of teaching and this has had a positive effect.

21. Teaching in the reception year (the Foundation Stage) is of a consistently high quality and is never less than good and often very good. The teachers provide an interesting range of purposeful activities linked to a theme or topic. Teachers plan learning intentions well for activities where there is direct teaching. Activities for children to carry out independently however, are sometimes not planned with such a clear focus on learning, nor do teachers spend sufficient time with pupils on their self-chosen activities. Teachers have a good range of teaching strategies, which enable children to make good and very good progress, especially in literacy and numeracy. Teachers model learning well, they know each child's learning needs and understand well how young children learn through structured play and purposeful first hand experience. Teachers have high expectations of all pupils and set challenging targets for their progress.

22. All teachers stress the aims of the lessons. They are explained at the start and referred to and displayed throughout. Consequently, children are very clear about what they are learning and what they should do next. Very clear targets are set for whole classes. These are displayed on the board and pupils are reminded of them during the lesson. The clarity of explanation and the range of skilfully asked questions, seen in the best lessons, have a significant impact on pupils' progress. The start of a lesson will often find teachers reminding pupils of what they have learned in a previous lesson. At the close of lessons learning is reviewed, and at times pupils evaluate the quality of what they have produced or achieved. The teacher then looks forward to and explains what the pupils will learn when they next do work in the subject.

23. There is a high proportion of very good teaching and at times excellent teaching in Year 2. Here, the majority of the teaching is highly motivating and imbues the pupils with an interest and zest for learning. The teachers put a great deal of energy into capturing the pupils' attention and really promoting their understanding of new skills and knowledge. Learning is made fun and pupils are anxious to develop their abilities. For example, in physical education lessons the teachers inject a very brisk pace, they warm up the pupils by jogging with them around the playground. They then get pupils to discuss the effects on heart and breathing rates. The teachers effectively demonstrate ways in which to hold a hockey stick, pass and trap a ball. They move around the groups as they practise and give coaching to individuals on how to improve. They encourage pupils to demonstrate skills and get the rest of the class to evaluate their performance. The equipment is ready for the pupils to use and the techniques and vocabulary of attacking and defending in a game are successfully developed.

24. Teaching and learning for pupils with special educational needs are at least good and often very good. Teachers have a good knowledge of the needs of these pupils through thorough on-going assessment and tracking. Teachers plan activities well matched to pupils' needs, supported by sharply focused learning targets outlined in comprehensive individual education plans (IEPs). Learning support assistants provide very good support. They are well trained to encourage and support learning through asking probing questions and providing appropriate levels of challenge and support, which encourage and develop pupils' independence. Teachers provide very good resources and prompts to support pupils and to promote learning. For example, in a Year 2 writing lesson, a group was well supported with a dictionary card matched to reading ability, and a word sound card to support spelling. With the support of a learning support assistant all pupils in the group wrote an effective ending to a story. One child wrote about a lost dog which she proudly read to the class, "She put him in a box and she snuggled up to him. You are safe now." The class clapped spontaneously. There is good balance of support for pupils with special educational needs, including pupils with physical disabilities, shared between the teacher, the learning support assistant and pupils are encouraged to be as independent as possible.

25. The pupils with English as an additional language are effectively supported when necessary. They too make good progress and are becoming, or have become, very fluent in English and participate fully in lessons.

26. The teachers have gained in confidence in their subject knowledge, particularly over the last two years. They are very positive in their attitudes to recent changes in ICT, making good use of additional new resources. The teaching of the basic skills of numeracy and literacy is good. The teachers expect correct terminology to be used in subjects. Literacy and numeracy are reinforced across the curriculum. For example, pupils write home describing setting sail on the *Titanic* and they measure accurately in science and design and technology or plot findings in graphs.

27. Class management is good overall. There is a good balance of firmness and praise. Pupils are encouraged to be independent and concentrate right from the reception class. This enables pupils to continue with their learning even when not under the close direction of a teacher or support assistant. For example, in a history lesson pupils broke into groups to try to identify a range of Victorian artefacts, they handled the strange objects with care and sensibly discussed and recorded their observations. Only on the odd occasion does this high level of class management slip. This is where a teacher does not quite pitch the work at the level which challenges the pupils appropriately and they become restless and disinterested.

28. The quality of day-to-day assessment is high. Teachers constantly assess pupils' learning during lessons as do the classroom assistants. Discussion takes place and work is adjusted and modified to meet changing needs. Marking is generally used effectively, although the teachers could have higher expectations of the pupils' handwriting and overall presentation of work.

29. Homework is set on a regular basis. Pupils are aware of the routines and the vast majority benefit from this additional activity which complements the school curriculum.

30. The overall ongoing commitment to improve the quality of teaching is a strength of the school.

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

31. The curriculum is broad and balanced. The previous report stated that insufficient attention was given to reading, aspects of mathematics and history and ICT. Since that time the school has worked hard to analyse the time and attention given to all elements of the curriculum. As a result all required areas of the curriculum are appropriately addressed.

32. The curriculum for the children in the reception classes (Foundation Stage) is effective. It is broad and balanced and well matched to the six areas of learning. The creative and physical aspects of the work in one reception class are hampered by the cramped conditions and the teacher has to plan very carefully for pupils to experience these elements within the classroom. They cannot be on offer to pupils as much as is desirable.

33. The careful planning in the reception year ensures an easy transition for the children into the requirements of the National Curriculum.

34. In Years 1 and 2 the curriculum builds effectively on the overall effective provision for the children in the reception year and prepares them very well for the learning in the junior school. A range of good learning opportunities enhances the curriculum. The curriculum is

broadly based on LEA and recent national guidance. It also meets the requirements of the locally agreed syllabus for religious education. Long and medium-term subject planning is very good and well monitored in all subjects. Whole school planning ensures that all the required elements are taught and that they are appropriate for the learning needs of pupils.

35. The school's strategies for teaching literacy and numeracy are good. The success of provision is monitored and evaluated on a regular basis and is effective in developing new priorities for improvement. The teachers generally talk after school to review the work of the day and how to adapt the work for tomorrow to meet changing needs. Pupils' numeracy skills are used well in other subjects such as science and geography and design and technology. Writing skills are promoted in other subjects across the curriculum but especially in religious education, history, and geography. ICT provision has been improved since the last inspection and is used effectively to support work in many curriculum areas. Very often a group of pupils is designated to work on the computers during mathematics or English, although insufficient time is given to enable the pupils to word process some of their work.

36. Provision for extra-curricular activities is satisfactory. A popular recorder group takes place after school, and is well attended. A variety of visits takes place to support the curriculum and a wide range of visitors are invited to talk and work with the pupils. Visiting drama groups and an orchestra provide, for example, a richness to the curriculum.

37. High value is placed on personal, social and health education (PHSE). This has a positive impact on the whole school, particularly on behaviour and the attitudes of pupils to each other in the classroom. Within PHSE, pupils have appropriate and effective teaching related to sex education and the misuse of drugs. In addition, good work is carried out within lessons such as physical education and also in assemblies to assist pupils with their development as healthy and sensitive young people. The school is involved with the healthy schools award.

38. The school has good links with the community and these make a significant contribution to pupils' learning. The local area is used to support pupils' work in curriculum areas such as geography and history. Pupils take part in public performances each year particularly at Christmas time. Good links are maintained with the pre-school groups and the junior school. Effective links with a special school enhance the school's ability to work successfully with children who have special educational needs.

39. Provision for pupils' personal development overall is very good and is an improvement on the good standards reported at the time of the previous inspection.

40. Pupils' spiritual development is good. It is promoted effectively through activities in the classroom and collective worship. Pupils show a willingness and capacity to lead the whole school in prayer. Pupils are encouraged to reflect upon their own feelings and behaviour and this encourages them to think about the effect of their actions on others. In religious education pupils are encouraged to discuss and reflect upon such questions "What is heaven like?" Some opportunities for pupils to share in the wonder of the things around them arise in other curriculum areas. For example, pupils in a science lesson are encouraged to consider the creatures and animals around them and the growth of seeds. Pupils are helped to develop a sense of appreciation as they study the work of artists or become involved in dance and music. However, spiritual moments such as these, are not specifically planned for in all areas of the curriculum.

41. The pupils' social and moral development is very good. The pupils are supported in becoming independent and responsible. Pupils work with concentration and take

responsibility for their work. They co-operate well as they perform in groups in dance, play games, work at the computer or in pairs discuss the solutions to number problems. They listen politely as they talk in class. They are given good opportunities to work together outside school when they go to the museum or local tide mill. There is a very clearly understood code of behaviour in classes throughout the school. It is used effectively to promote moral and social development and pupils know how their rules are to be applied in the classroom and in the playground. This provides a very good moral framework within which pupils can grow. Pupils have a good understanding of what is right and wrong, as their reactions show when they see their friends rewarded or praised for doing good things. The school recognises all the positive things pupils do. A school council effectively discusses a range of issues including how to improve the school environment. Pupils are pleased to be involved in any fund-raising opportunities for projects in this country or abroad.

42. There is very good provision for pupils' cultural development. They gain a good understanding of their own culture through literature, music, dance, art and history. Stories, music and literature from other cultures are used thoughtfully throughout the school. Pupils have opportunity to observe the work of famous artists from around the world. They experience Asian art when a cultural group visits the school. They study Aztec art and look at stories and texts from around the world. In religious education they have the opportunity to understand the beliefs of religions other than Christianity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Procedures for ensuring pupils' welfare, personal support and guidance are good. Staff know the pupils well and are responsive to any concerns about them. Relationships within the school are very good. The last inspection report noted that while systems for supporting pupils welfare were effective there were some inconsistencies in dealing with poor behaviour and there was a lack of first aid expertise in the school. These weaknesses have been fully addressed.

44. The school has given consideration to the security of the site. Regular safety checks are carried out and suitable arrangements are now in place for first aid. There are clear health and safety policies and these are regularly monitored by the governors. The school has a designated teacher for child protection, who has undertaken training and is familiar with the procedures. Staff are aware of what to do if they have any concerns. Good relationships exist with other agencies that come into the school.

45. The education welfare officer has come into the school to give advice and assistance in improving the attendance at the school. The headteacher has drawn the unsatisfactory attendance to the attention of the governors and systems have been put in place to encourage pupils, for example through good attendance certificates, which are given out each half-term to those children who have achieved 100 per cent attendance for the period. However, no analysis of attendance is undertaken regularly on a year or class group basis. Careful and regular analysis of attendance figures would help the school to identify patterns of unsatisfactory attendance and to take rapid action where it is needed.

46. The school is successful in promoting good behaviour. The policy has been developed since the last inspection and all staff, teaching and non-teaching, contributed to it. Behaviour in the school has improved since the last inspection. The policy is consistently applied and all the pupils know what is expected of them. Each week there is an assembly to celebrate the pupils' achievements. The parents at the parents' meeting reported that class teachers were responsive to any concerns expressed and any incidents of bullying were dealt with effectively and quickly.

47. The effectiveness of the school's assessment and monitoring of pupils' academic

performance is very good. The staff work hard to maintain a comprehensive record of pupils' attainment and progress. Since the previous inspection considerable work has been done to develop means of assessing pupils' progress. This is now a strength in the school. All the staff know the pupils well and have precise information to tell them what pupils have done well and where they need help. As a result work is adapted, new challenges given or extra support and explanation provided. Targets are set and pupils understand what they need to do to achieve them.

48. The assessment co-ordinator manages the systems very effectively and tracks the progress of individual pupils and whole year groups very carefully. The school's initial assessment of pupils provides an accurate picture of their attainment when they start school. The teachers are able to match work to needs as pupils progress through the year groups. Assessment information enables staff to target pupils who need additional help to meet with national expectations in subjects. The progress of the pupils with special educational needs is very carefully monitored and detailed records maintained. Pupils are moved up and down the stages on the special needs register as progress requires. The monitoring of the personal and academic progress of pupils with special educational needs is very good. The pupils have good individual education plans and these are carefully monitored and reviewed by the SENCO.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents who attended the parents' meeting were supportive of the school and believed there was good co-operation between them and all school staff. Fewer than 20 per cent of parents responded to the parents' questionnaire. Of those, 27 per cent felt the school did not provide an interesting range of activities outside lessons. However, the inspection team found that extra-curricular activities, which included a range of visits and visitors, were appropriate for an infant school. Parents at the pre-inspection meeting and 17 per cent of questionnaire responses expressed some concern about the work that the school expected children to do at home. The homework policy sets out a reasonable amount to be done and this is undertaken at home by most pupils. There is some inconsistency between classes in what homework is set. The last inspection report said that the school needed to do more to enable parents to help their children at home. The school has developed a termly pack of information to help them to work alongside their children to supplement work in the curriculum. However, not all parents are clear about the purpose of this. Nevertheless, parents make a very good contribution to helping their children's learning at home.

50. The school has good links with the parents. There are good induction procedures and contacts with parents are firmly established before the pupils start in the reception class. Very good links are maintained with parents of children with special educational needs, with helpful targets set in the IEPs. Informative newsletters are sent home about twice each term. In addition, parents' meetings are held each term with an open afternoon also held each term to look at their children's work. Class teachers are approachable and happy to talk to parents about any concerns they may have. There is a home-school agreement in place. The school works in conjunction with Totton College to provide information and training in a range of subjects, including numeracy and behaviour management. The school has a noticeboard by the main door which displays information and effectively informs parents about the school and local activities.

51. A number of parents help in the school on a regular basis, for example they listen to children read and run the well-stocked and attractive school library. Other parents are happy to assist on trips and visits. There is an active home school association which has good liaison with the school staff. Members are involved in fund-raising and the head and staff meet regularly with them. All of these lead to the parents making a very positive impact on

the work of the school.

52. The annual reports for parents give a clear indication of what the children have achieved, a good descriptive picture of the work covered and set realistic and well-understood targets for each individual child.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The overall leadership and management by the headteacher are very good. She provides very clear educational direction, which is raising standards and effectively improving the quality of the curriculum and teaching. The weaknesses identified in the last report have been pursued effectively and all areas identified as requiring attention have been successfully improved. The headteacher has injected rigour and high expectations into the planning and teaching and assessment. These are having a positive effect on standards. All staff work hard as a cohesive team. There is a clear shared commitment to raising the quality of education still further. The school has made very good improvement since the last inspection.

54. Members of the senior management team work closely together. The annual national test results are carefully analysed, weaknesses are highlighted and teaching programmes put into place to raise standards. The national literacy and numeracy strategies have been implemented successfully and monitored. There is a successful and comprehensive programme of monitoring. This includes examining teachers' planning, regular lesson observations and regular examination of pupils' written work. These activities have contributed to the on-going improvements in the curriculum and teaching and learning. Teachers receive feedback and are able to improve their work further. The monitoring of the attendance figures, to analyse patterns of absence, is not so effective and undertaken at widely spaced intervals. Nevertheless, the overall leadership and management of the school by all those with key management and curriculum responsibilities are very good. There is a shared desire for pupils to achieve high standards but this does not compromise the broad nature of the curriculum. The professional development of the staff is effective and the performance management procedures have been successfully implemented with objectives which focus on personal and whole school priorities.

55. The governors fulfil their responsibilities very effectively. The committee structure works successfully and the governing body has a good grasp of the strengths and weaknesses of the school. The monitoring of the school is achieved through governors visiting and having regular reports about progress from the subject co-ordinators. The governors analyse and discuss the national test results and use the information to compare the results with those of similar schools and to set priorities and targets for their own school. The governor with responsibility for special educational needs regularly visits the school and liaises closely with the co-ordinator. There is close and effective involvement of the governors in the creation of the school development plan and financial planning and control.

56. The school development plan is comprehensive and detailed and successfully provides identification of the key priorities for the school. The subject co-ordinators produce useful, efficiently costed action plans to develop their subjects and these plans take full notice of the overall school developments. The financial allocations for each subject are very carefully managed and monitored by the school's finance officer. The financial planning arrangements are well organised and managed. There is good liaison between the headteacher, staff, finance officer and the governors formulating the budget. The governors take an active part in budget management. The staff and governors try to ensure that the principles of obtaining best value from purchases and contracts are effectively applied. For example, in purchasing new ICT equipment the most advantageous prices were taken. The

aims and objectives of the school are very well met through the curriculum and in the good ethos of the school. The very good support for pupils with special educational needs reflects the inclusive nature of the school. The IEPs are good, with clear and manageable targets for the pupils to attain. The provision is meticulously managed. The support for the pupils with English as an additional language ensures that good progress is achieved.

57. The number of teaching staff and support assistants is good and this means that pupils in Year 2, for example are taught in groups of just over twenty. This has a positive effect upon the time and attention each child receives and supports the very good progress in that year. Teachers are deployed well. There is very good liaison between the learning support assistants and the teachers to provide for the needs of all the pupils. This availability of skilled, enthusiastic and effective support helps with maintaining high levels of behaviour, pupils' attention and good progress.

58. The quality and quantity of the accommodation are overall satisfactory. The school building is very well cared for by the diligent caretaker. It is clean, bright and attractive and offers adequate space in the classrooms for pupils in Years 1 and 2. The staff take great care in presenting stimulating, cheerful, well-organised rooms. The school hall is of a good size and this assists in the teaching of drama and physical education. Although the library is placed in a corridor, it is very well managed and is adequate for the size of the school and is used regularly by all classes. The school has worked very hard to improve the outside spaces and developed a very good environmental area and outside eating and social area. The accommodation for pupils in the reception year is however, less adequate. The two classrooms are of disproportionate sizes and one does not provide sufficient space for the active and wide-ranging curriculum required for these young pupils. The creative and physical aspects of the curriculum are inhibited by the cramped space. The outside secure hard play and garden areas provide good facilities for the reception year pupils.

59. The overall quality and range of resources to support the teaching and pupils' learning across the curriculum are good. However the number of computers currently in the school is low and this limits the opportunity for pupils to become involved in time consuming activities such as word processing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Continue to give the promotion of good attendance a high profile by:

- following the current practice of regularly reminding parents of the benefits of attendance on the pupils' education;
- pursuing the established routine of checking any unexplained absence;
- encouraging all parents to keep pupils in school during term time;
- undertaking regular analysis of attendance patterns and identifying concerns and taking appropriate action.

(paragraphs 13, 18, 54)

(2) Consider ways in which the teaching spaces available for the reception year can be best utilised and adapted to meet the demands of the Foundation Stage curriculum in providing a rich physical and creative curriculum for all classes.

(paragraphs 11, 32, 58, 65, 66, 67)

The school may want to consider as additional issues:

- continue to focus on the improvement of the pupils' handwriting and presentation of work; (paragraphs 71, 80, 85)
- ensure that further ICT provision is made to improve the ratio of computers to pupils to enable pupils to have an increased proportion of time using the computers. (paragraphs 9, 35, 59, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
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	15	24	10	0	0	0
Percentage	4	29	47	20	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 more than one [two, three, etc] percentage point[s].

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)		206
Number of full-time pupils known to be eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		61

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.4

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
---------------------------	-----

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	49	39	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	45	47
	Girls	35	34	36
	Total	79	79	83
Percentage of pupils at NC level 2 or above	School	90 (82)	90 (93)	94 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	46	46
	Girls	36	36	34
	Total	81	82	80
Percentage of pupils at NC level 2 or above	School	92 (93)	93 (94)	91 (93)
	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	
Black – African heritage	
Black – other	1
Indian	1
Pakistani	1
Bangladeshi	
Chinese	
White	203
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	198

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	466,484
Total expenditure	495,970
Expenditure per pupil	2,138
Balance brought forward from previous year	43,913

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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	206
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	58	35	7	0	0
Behaviour in the school is good.	49	47	0	2	2
My child gets the right amount of work to do at home.	33	47	16	2	2
The teaching is good.	67	29	2	0	2
I am kept well informed about how my child is getting on.	49	38	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	65	27	4	4	0
The school expects my child to work hard and achieve his or her best.	65	33	0	2	0
The school works closely with parents.	40	47	7	4	2
The school is well led and managed.	49	45	2	4	0
The school is helping my child become mature and responsible.	63	31	2	2	2
The school provides an interesting range of activities outside lessons.	35	29	20	7	9

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

60. There is a wide range of attainment on entry to the school but overall the majority of pupils attain at levels just below the average for Hampshire. The current reception intake had a lower level of attainment overall this year than in the previous three years. In the reception classes the children benefit from a good start to their education. By the end of the reception year, when children move into Year 1, most will have achieved the nationally expected standards for children of this age across all the areas of learning, with a significant proportion achieving higher standards in communication, language and literacy and mathematical development. This is due to consistently good and sometimes very good teaching in both reception classes. The teachers plan the children's learning effectively, classes are well managed with good routines and organisation. The children have positive attitudes towards their learning; they are enthusiastic and behave well. Teaching assistants provide high quality support for children's learning. During the reception year all the children make good progress and achieve well. In the Foundation Stage, the quality of provision and the standards achieved have been maintained since the last inspection.

Personal, social and emotional development

61. Children come to school with attainment that is slightly below the Hampshire average in personal, social and emotional development. However, they quickly make progress, developing confidence and independence. All the adults relate to the children very well, freely using praise in recognition of success, however small the steps. This has a very positive impact on all children, but particularly those who have social and emotional difficulties. Adults support children's developing social relationships well, encouraging them to co-operate and take turns, to listen and respect each other's viewpoints. For example, the computers are in constant use by the children who work together well in twos on specific programs, sharing the use of the mouse and solving problems together. There are many opportunities specifically planned for children to work in pairs, in small and large groups, to develop their social skills. For example, two girls worked together very well on a paired activity to create a picture of the Three Bears. A whole class enjoyed working together outside to play games with the large parachute. The children are encouraged to plan their learning independently from the 'Task Board' and to record their own names for self-chosen activities. Most children do this very well. However, some children spend long periods working at the same task. All children in both classes are aware of the high expectations of behaviour set by both teachers and they are able to maintain attention, concentrate and sit quietly when appropriate. The children are on course to achieve the national expectations in this area of learning set out in the early learning goals.

Communication, language and literacy

62. Children come to school with attainment that is slightly below the Hampshire average for this area of learning. The school gives this area of learning a high priority and all children make good progress. This is due to the teachers' well planned and focused teaching combined with exciting activities, which provide a real purpose for the children. For example, the children were enthralled when they received a 'surprise' invitation from Baby Bear to a party to be held later that day, and they eagerly wrote their replies. All children have the confidence to attempt writing independently, using their knowledge of phonics and simple spellings. This work is particularly well supported by the teaching assistants. There are high expectations of pupils in developing sustained listening skills, and children are given good opportunities to speak clearly, and to extend their vocabulary. For example, in discussion

about a character in a story, the teacher introduced the children to the word 'jealous' and by the end of the lesson, the children could explain the meaning of the word and provide other examples. Teachers use appropriate vocabulary in developing children's literacy skills and some pupils can find a digraph using a 'sound wheel'. Teachers know the children very well and learning is planned to match children's individual needs and help them towards the next steps. Very good records are maintained to track children's progress. This is particularly evident when teachers work with individuals and small groups to develop the children's reading. The children have a very good knowledge of letter sounds, which they use well to work out words they cannot read on sight. The teaching of communication, language and literacy is good and often very good and, because of this, a high proportion of the children are achieving beyond expected levels for their age.

Mathematical development

63. Children come to school with attainment that is slightly below the Hampshire average for this area of learning. All children make good progress, due to the high expectations of the teachers, well planned and focused teaching combined with a good range of relevant and interesting activities. For example, the children found six balloons on sticks in the cupboard left by Baby Bear for his party and they were able to investigate different combinations of how these could be held in two hands. The quality of teaching in this area of learning is good and often very good. By the time children leave the reception class most are achieving the early learning goals with some going beyond. Children confidently know some number facts to 10 involving addition. For example, some children know that double 3 is 6, and they can begin to relate addition to combining two groups of objects, for example when buying two objects from the Toymaker's Shop in the role-play area. The teachers help the children to see mathematics in the world around them, making the most of every possible situation. For example in exploring size when making furniture from Lego for the Three Bears' Cottage, or investigating the different sizes and shapes of balls in the outside learning environment, working well with a parent helper. Children are confident and enjoy their learning in mathematics due to good focused teaching of number in the whole class or small groups and the wide range of relevant and interesting activities provided for them to apply their knowledge and skills, supported very well by the teaching assistants. They behave well and co-operate willingly.

Knowledge and understanding of the world

64. As a result of a wide range of well-planned and interesting learning opportunities and focused teaching, children make good progress in this area of learning and are on track to achieve the early learning goals. Teachers have high expectations of the children and plan clearly focused learning opportunities within interesting topics, well linked to other areas of learning. For example, the children in one class discussed whether a test used to find out, from a range of materials, which one would make a good raincoat for Barnaby Bear to keep him dry on his travels, was in fact, a fair one. The teacher encouraged the children to look closely at similarities, differences and changes in the materials when they were wet, and to describe carefully what they saw. In designing and making, children are able to use simple tools and techniques competently to make pictures of bears selecting appropriate fabric for a collage and they are able to make a moving picture with careful consideration to safety issues when making holes in the paper. In their use of the computer, the children can use the mouse well to control and perform actions in a programme of the Three Bears, dragging and dropping Goldilocks and the Bears across the computer screen onto furniture of the right size. Teaching in this area of learning is good; consequently children make good progress in their knowledge and understanding of the world, learning with confidence and enjoyment.

Physical development

65. The children come to school with physical skills in line with the Hampshire average, and they make sound progress in this area of learning. Teachers plan clearly for a range of opportunities, both formally using the hall and informally using the classrooms and the outdoor areas. During the week of the inspection no lessons were observed in the hall, but there is a comprehensive scheme of work to support teachers in developing the physical skills of pupils to achieve national expectations. For example children develop a range of skills in handling balls of different sizes, using parts of their body in a variety of ways e.g. kicking, patting etc. There is a good, safe outside area attached to the reception classrooms for children to explore at playtimes, lunch times and during outdoor sessions. There is a range of wheeled toys for developing physical skills of movement, co-ordination and control. However, this area is not yet fully exploited as a resource for learning out of doors. In the classroom there is a good range of opportunities for children to develop physical skills in handling tools such as pencils and scissors, and gaining experience of pouring and handling implements in the water. For example pupils are able to wash up and dry the crockery and cutlery for the Three Bears. In the smaller classroom, opportunities for children to develop a sense of space, and to use larger construction materials are limited. Children have a small area set aside for role-play and they are cramped when sitting together on the carpet as a whole class. Inevitably the range of experiences in this classroom is not as good. Despite this, progress in physical development across the reception year is sound overall.

Creative development

66. Children have a good range of opportunities in this area of learning as teachers plan well to capture the children's imagination to develop their skills and knowledge through good links to the topic of 'Bears'. By the end of the year children are on course to achieve the national expectations set out in the early learning goals. The quality of teaching is good and there is regular provision for creative activities built into the well-established routines for independent learning. Children are able to explore a range of materials to make a collage of a bear with fabric, or to use clay to make a model of a bear in two and three dimensions. In one classroom opportunities for larger pieces of creative work are limited by space. This inhibits the range of experiences that can be offered to the children.

67. Children have the opportunity to use a range of percussion instruments and to learn about rhythm and explore sound patterns in the well-resourced music room. Pupils have good opportunities for imaginative play with a range of activities planned carefully to link to the theme, for example, of taking part in Baby Bear's party, or packing a rucksack for Barnaby Bear's journey. There are also well resourced areas set aside for role-play e.g. the 'Toymaker's Shop' with carefully planned learning opportunities including key questions for adult helpers. The space limits the opportunities for role-play in the smaller classroom. Drama is used well to develop the children's imagination. For example the teacher pretended to take on the role of Goldilock's mother to stimulate discussion and develop problem solving skills. The quality of teaching and the range of opportunities for creative development are good and as a result the children make good progress in this area of learning.

ENGLISH

68. On entry to the school pupils are broadly attaining standards that are average although this varies considerably from year to year. By the time pupils in Year 2 leave the school, attainment in English is in line with national expectations. However, this represents good progress for the current cohort of Year 2 pupils, in comparison to their attainment on entry to school in the reception year. Some pupils have made particularly good progress in Year 2. Standards are not, however, as high as in previous years due to the lower levels of

attainment shown by these pupils on entry to the school. Nevertheless, good progress is made by pupils in Year 2 is due to consistently high quality teaching across all three classes. Overall standards in English have improved significantly since the last inspection. This is largely due to the successful implementation of the National Literacy Strategy. The school has used the strategy flexibly to support priorities identified through a careful analysis of data. For example, additional time is allocated from the timetable to teach extended writing. Fewer pupils attain below the national average than is seen in many schools due to very good provision for pupils with special educational needs.

69. When pupils enter the school in Year 1, their skills of speaking and listening are in line with national standards. However, there is a wide range of attainment within each cohort. Well-trained teaching assistants work very well to support pupils with language needs so that all pupils are able to fully participate. Pupils make good progress in speaking and listening by the age of seven. They are able to listen well for sustained periods, answer questions, follow instructions accurately and carry out tasks explained by the teacher. Across the school, pupils' ability to use correct grammatical terms to talk about their work is impressive. In Year 1, pupils can identify and describe when to use a range of punctuation. For example, one pupil said that speech marks mean that someone is talking. Pupils can also explain that heavy type is used for emphasis and is described as 'bold'. In Year 2 pupils are developing a wide vocabulary and can define terms such as synonym and give examples such as 'murmured' and 'muttered' for 'said'. They can also describe a story that has a lesson to be learnt as similar to a 'fable'. Pupils also have an impressive technical vocabulary across a range of subjects, which enhances their ability to discuss their work with others. For example, when handling objects relating to the topic of Florence Nightingale in a Year 1 history lesson, pupils can distinguish between an artefact and a replica. In a Year 2 science lesson, pupils used the terms 'translucent', 'opaque' and 'transparent' with understanding. The school also makes good provision for drama, which helps pupils to gain oral confidence. This is evident in assembly, when many pupils volunteer to share a prayer spontaneously with the whole school.

70. Standards in reading have improved since the last inspection. This is due to the thorough teaching of reading through the structure of the National Literacy Framework. By the time pupils leave the school in Year 2, standards in reading are at least average for most pupils, with a significant proportion achieving higher levels. The school places a high priority on teaching strategies to enable pupils to become independent readers. This includes an effective programme of phonic teaching, and knowledge of a good range of words that pupils can read 'on sight'. Pupils are also taught to read with understanding, and books are matched carefully to pupils' needs from a wide range of attractive books. Pupils of all abilities develop their reading skills in well-planned group reading sessions led by the teacher. Pupils' progress is assessed thoroughly. Year 2 pupils are able to read aloud with expression making use of punctuation. This is due to good modelling of reading by the teachers with the whole class in literacy lessons. Pupils are encouraged to use the library and to borrow books weekly to read at home. Pupils in Years 1 and 2 use the library confidently to make informed choices, well supported by two parent helpers. Pupils understand the difference between fiction and non-fiction books. They can use the alphabetical index to select authors, and can use the classification system to select information books on a specific topic. Overall, there is good support from parents of the home-school reading programme. Parents respond well when invited to the shared reading sessions at the beginning of the school day. Many parents conscientiously maintain a record of their reading in the home-school reading diary.

71. Standards in writing in the current Year 2 are in line with the national average overall. The progress pupils have made since entering school is good. This is partly due to the school's emphasis on writing, providing additional time for pupils to write at length outside the "literacy hour." This strategy has been effective in raising standards particularly in Year 2,

where there has been a good focus on developing pupils' understanding of story structure, and pupils' development of a lively writing style to interest and inform a reader. Higher attaining pupils are able to draw the reader into the story with effective use of language. For example a Year 2 pupil wrote, 'She woke early next morning, and set off down the stony, windy path.' Standards in writing are improving across the school due to teachers having high expectations for all pupils, including those with special educational needs. Learning targets are clearly set for each lesson, which are well matched to the needs of pupils in different groups across the range of attainment. In lessons where teaching is good or better, pupils with special educational needs are particularly well supported in their writing by the teaching assistants. With support, a pupil with special educational needs proudly crafted the ending to a story about a lost dog, 'She put him in a box and she snuggled up to him. You are safe now.' Pupils write in a range of genres. For example, in Year 2, pupils wrote an information book about 'Bikes', including a title page, contents page, information pages on a variety of topics including 'Instructions on how to ride your bike', an index and a glossary. Pupils' spelling is in line with national standards. This reflects the impact of the school's recent focus on improving standards in spelling, setting up a specific programme from Year 1. Standards in handwriting for pupils in Year 2 are currently below those expected nationally. This affects the quality of the presentation of pupils' writing in their books. The school has identified this issue and improvements are already evident in Year 1. Pupils are provided with good opportunities to apply their writing skills in other subjects. For example, in history, pupils in Year 1 imagine that they are Florence Nightingale writing letters home. Teachers' expectations of standards in writing in other subjects are as high as in English lessons. However, too few opportunities are available for pupils to word process their work to present in a printed form.

72. Pupils have good attitudes to the subject and behave well in lessons. In Year 2, the quality of learning is very good overall and as a result, pupils are making very good progress. This is because teachers ensure that new skills and understanding build progressively on those taught earlier. Pupils have good opportunities to practise and consolidate their skills, frequently working in pairs and small groups. Across the school teachers provide pupils with a good range of support materials to act as a prompt to new learning. For example, pupils are provided with dictionary cards and phonic cards to support spelling, and a list of phrases to support their writing.

73. The quality of teaching is good and often very good. In Year 2 the quality of teaching is consistently high. In good and very good lessons, teachers have good subject knowledge, planned objectives are focused, manageable, well-developed and carefully tracked through the lesson which results in good progress made by all groups of pupils. Teachers use a wide range of methods to engage pupils. One particularly successful strategy used frequently by Year 2 teachers to enhance pupils' writing is the teacher modelling the process of improvement using a piece of their own writing taking suggestions from the class. Lessons are well structured and teaching has a good pace, so that pupils share in a sense of achievement. Where teaching is good or better pupils have a clear understanding of the purpose of the lesson and of what is expected. They are given good feedback on how well they have done through detailed marking. However, opportunities are limited for pupils to have the time to carry out the suggested improvements. Lesson objectives are shared with pupils so that the outcomes of the lesson are clearly understood, but pupils more rarely discuss how they will know if the outcomes have been achieved or evaluate for themselves how successful they have been.

74. The curriculum for English is good. It has been well planned from the National Literacy Strategy. The school has made effective decisions about the organisation of the Literacy Hour and the use of time. Appropriate emphasis has been placed on developing all aspects of English including speaking and listening and drama. The provision for pupils with

special educational needs is very good and results in a significant proportion of pupils achieving average standards. Pupils with special educational needs are included in all that the school has to offer. Procedures for assessment in English are very good. The information is used well to track pupils' progress and to set challenging targets for individual pupils. Assessment also informs planning well, which results in a good match of work to meet individual pupil's needs.

75. The subject is managed well. The school has very good systems for recording and tracking individual progress through all aspects of English. The school has good monitoring procedures and the co-ordinator already has a clear picture of strengths and priority areas for development outlined in a clear action plan.

MATHEMATICS

76. Standards for the pupils currently aged seven are average. This represents good progress for this group of pupils who entered the school with overall lower than average standards. The Year 2 group has a high proportion of pupils with special educational needs and this has had an effect on overall standards. The standards attained by pupils in Year 1 seem set to be above average.

77. The introduction of the National Numeracy Strategy, effective planning, good teaching, good assessment and the pupils' own efforts to improve are all raising standards in mathematics. The pupils with special educational needs are quietly, sensitively and effectively supported ensuring that they too make good progress.

78. By the age of seven pupils can work rapidly and confidently in addition and subtraction and many see how the two operations are inter-related. They successfully carry out calculations with numbers up to twenty and well above. The pupils make good use of their understanding of doubles and near doubles to help with rapid calculation in number problems. They competently add a string of three to four numbers. The teachers stress the use of the correct mathematical vocabulary when pupils explain how they have completed a calculation. They can solve simple problems involving time and money. Good use is made of mini whiteboards to try out calculations, jot down patterns of numbers or develop number lines. Some pupils recognise a number pattern forming and this helps to speed their calculations. They recognise numbers growing or decreasing by tens, fives, threes and twos. They show a growing confidence in solving number problems when they are applied to everyday situations such as shopping. They are gaining some understanding of the names and properties of two and three-dimensional shapes and the lines of symmetry in simple shapes. This has been a strength in the mathematics curriculum in previous years.

79. The quality of teaching is good overall. During the inspection the vast majority of teaching was good and often very good. The teachers are good at communicating that mathematics can be enjoyable and stimulating. At the same time they provide an appropriate challenge for the pupils expecting them to think carefully and apply a range of ways in which to attain an answer. The high expectations of the majority of teachers have a considerable impact on the pupils' attainment. Pupils who have a particular gift and enthusiasm for mathematics are given work which is carefully tailored to meet their specific needs. This aids their good progress and continued enjoyment of mathematics.

80. The very good assessment information enables them to pitch the work to stretch the pupils whatever their level of attainment. The teachers plan carefully together and this brings a consistency of experience across the classes. The teachers are confident, fully aware of the content of the National Numeracy Strategy, use good questioning techniques to prompt the pupils to think of ways to add and subtract. The teachers frequently probe the pupils as

to how they arrived at an answer and in so doing strengthen their understanding and skills. Resources are very well prepared with a variety of activities dispersed through the lesson. This ensures the learning moves forward at a brisk pace; the pupils are kept on their toes and interested. The range of teaching methods used ensures that pupils are making good gains in their understanding. Computer programs are used in most lessons to consolidate pupils' understanding of basic computation. The pupils enjoy mathematics and a sense of liveliness is found in most lessons, especially in Year 2. The pupils' positive behaviour and good attitudes contribute to their learning. The presentation of calculations and solutions to problems is not always sufficiently neat and careful.

81. Teaching support for pupils with special educational needs is very good. The special educational needs support assistants often sit by pupils during the whole class discussions and quietly and sensitively offer further support and explanation to individuals. The few pupils with English as an additional language have made good progress in mathematics.

82. Opportunities to develop mathematics across the curriculum are not fully exploited but there are some good examples in geography, science and design and technology. Homework is regularly set and effectively extends the work done in lessons. Assessment procedures are very good, as regular assessments are undertaken for all pupils. Very good records are kept, results analysed and targets established for classes and individuals. The pupils' progress is very carefully tracked and this ensures teaching is very closely matched to the needs of individuals.

83. The joint co-ordinators have good knowledge and understanding of the subject. The co-ordinators have undertaken effective monitoring of planning, pupils' standards and quality of learning. Test results are carefully analysed and work is adapted and promoted to meet any perceived weaknesses. There is a common desire to raise standards and to ensure all pupils achieve to the best of their ability. Resources are good and the subject action plan is very appropriate for the further improvement of the quality of mathematics within the school.

SCIENCE

84. By the age of seven, pupils achieve standards that are in line with expectations. The proportion of pupils gaining the expected level 2 and the higher level 3 in the 2001 teacher assessments was close to the national average. This represents a change from the previous inspection when pupils' attainment was judged to be above average. However, there is considerable variation in what the pupils in different year groups can do when they start school. Due to good teaching, the current Year 2 pupils, from initially a low level of understanding, have achieved well and are now attaining the expected levels. The current Year 1 pupils' level of attainment is set to be above the national average by the time they leave school. The significant difference in the attainment of boys and girls noted in the last inspection report is no longer apparent. A number of girls are now attaining the higher levels.

85. Throughout Years 1 and 2 inspection evidence shows that pupils' ability to ask questions, make simple predictions, carry out simple experiments and explain what they find out is above average. This is due to the correct emphasis the teachers place on practical work. The quality of presentation, when pupils write about their work is variable, with some poor presentation.

86. In Year 1 pupils understand and use the terms *transparent*, *translucent* and *opaque* when studying light and materials. They carry out experiments with magnets and understand that pushing and pulling are forces. Pupils' understanding of plants is above average for their age. They know that different plants will grow in different environments and understand the need to protect wild flowers. All children can name the parts of a plant and more able pupils

can explain that the roots take in water and the flowers produce seeds. They look at differences between plants and enjoy drawing them. In Year 2, pupils carry out experiments on forces; letting toys run down different slopes and bouncing balls from different heights. More able pupils understand that a test must be fair. One girl wrote, when testing the effect of dropping balls from different heights, "Warning! Don't use your muscles, or that would be cheating!" Pupils also look at properties of materials and record their work in a variety of ways, including computer generated graphs to show the results of experiments. Year 2 pupils' understanding of electricity is above average for their age. They know a battery provides energy and a circuit must be complete for a bulb to light. From their experiments they find out what happens if you add extra batteries or bulbs to the circuit and give intelligent answers to teachers' questions.

87. The teachers plan very effectively for all levels of ability and so children make good progress. In some lessons, pupils with special educational needs receive additional support from adult assistants and nearly all reach the expected level of achievement. High expectations from teachers in Year 2 ensure that the most able children make good progress.

88. The pupils enjoy science. They show high levels of concentration and respond with enthusiasm when asked questions. The emphasis on practical work encourages the children's natural curiosity and they offer sensible explanations. In Year 2, pupils demonstrate excellent co-operative skills and work together well, fully concentrating on the task set. Very occasionally in Year 1, where classes are larger and teacher expectations are not quite so high, a few children tend to lose concentration and pay less attention to their work.

89. Overall, the quality of teaching is good. The teachers plan thoroughly and work together well so children of the same age in different classes enjoy the same lessons. The teachers have a secure knowledge of science and give clear explanations to the children. Teachers work very hard to ensure resources are prepared before the lesson and so children are able to settle down to work without any time being wasted. Computers are used to support children's learning, for example in a Year 1 class, children use the computer to label parts of a plant and in Year 2 children use a CD-Rom to find answers to scientific questions. The teachers keep records of the pupils' progress and some marking of pupils' work is very helpful, asking children further questions and giving appropriate praise. The written reports for parents give good coverage of the children's experiences in science, and clearly show their attainment in the subject.

90. In the best lessons, in Year 2, the teachers set tasks that are well matched to the different ability groups within the class. They have high expectations and ask searching questions which make the children really think about their work. Teachers encourage the children to use the correct scientific vocabulary and at the end of the lesson, demonstrate some of the activities, reinforcing the children's understanding and giving them the opportunity to reflect upon their work.

91. The subject is well managed. Since the last inspection the policy has been reviewed and the detailed scheme of work has been re-written to give more emphasis on practical work. All teachers have taken part in a recent science training day. The teaching and pupils' work is monitored and targets are set for each year group. The subject is well resourced and good use is made of the local environment. The school environmental area and pond are an excellent resource and are very well maintained. The children enjoy looking after the school guinea pig and the curriculum is enriched by a number of visits.

ART AND DESIGN

92. Only a few art lessons were seen during the inspection. Evidence was gathered from pupils' work, discussion with pupils and teachers and examination of teachers' planning. This shows that standards in art meet national expectations. In some areas, for example, working with clay and in drawing, standards are above average. Technical skills are taught well and pupils are given opportunities to refine and practise their skills. The pupils' work is attractively displayed around the school.

93. During the inspection pupils in Year 1 were shown a willow pattern plate and told the story. They then created part of the story on their own paper plate using inks or paint. They were able to use fine brushes to paint carefully, showing great attention to detail and to mix various shades of blue. Year 1 pupils also explore texture through raised pictures that are then used to make rubbings. They explore line by looking at the work of Picasso and produce some imaginative work. Year 2 pupils produce a range of two and three-dimensional work and use a variety of media, working with clay, printing inks, pastel, pencil and paint. Other artists studied include Lowry, when looking at perspective, Klimt when looking at pattern, and Hokusai when colour mixing. Pupils also copy the work of a book illustrator following his visit to the school. In an observed lesson, Year 2 pupils show good manipulative skills when working with clay. They were able to roll out an even slab of clay and join the two blocks at right angles. They then carefully add texture and details to create a clay garden. The pupils enjoy art lessons and concentrate very well.

94. Overall, the teaching is satisfactory. However, good teaching was seen, at times, in Years 1 and 2. Teachers have clear learning objectives, give clear explanations and demonstrate techniques to ensure all pupils understand what is required. Teachers and teaching assistants offer useful one-to-one support to pupils as they work. They encourage children to think critically about their work. In a good Year 2 lesson, the teacher spent time at the end of the lesson asking children what aspects of their model they were pleased with and asking them how they might improve their design. Lessons are very well prepared and provide interesting and challenging activities for the pupils. However, when the teachers tell the children exactly what to do by giving step by step instructions this inhibits the opportunities for pupils to select their own materials, use their imagination and creatively express their moods and feelings.

95. The subject is managed effectively. The quality of planning is overseen to check curriculum coverage. A useful portfolio of pupils' work is being developed. The quality and standards have been maintained and in some areas improved since the previous report. Greater emphasis is now placed on the work of other artists and pupils also look at art from other cultures, although this work is not prominently displayed around the school for all children to look at and appreciate.

DESIGN AND TECHNOLOGY

96. No design and technology lessons were seen during the inspection, but evidence from pupils' work, teachers' plans and discussions, shows attainment to be at least in line with national averages. In some areas such as working with materials and mechanisms, pupils' work is better than national expectations.

97. Pupils are able to work practically using a range of simple tools and a variety of materials to produce finished products in line with their design ideas.

98. They build on the good work started in the reception classes. In Year 1 the pupils work with textiles - weaving and sewing and make detailed and carefully constructed houses out of reclaimed materials after looking at various homes. Following a visit to a playground,

children draw their own playground designs then construct models using art straws and card. They then evaluate their work. Year 2 pupils produce carefully designed plans for model cars. These are labelled and the materials to be used are listed. The finished products made from wood and card, with moving wheels, are very well constructed and decorated. The same high quality is seen in the puppets made by Year 2 pupils from textiles, plastic cups and wood, which are then used to put on a puppet show to entertain the class.

99. Teachers plan their work well using the school's scheme of work that is based on government guidelines. Lesson plans are clear and detailed. The subject is led effectively. There is a clear action plan and the co-ordinator monitors the subject by looking at teachers' plans and collecting samples of work and photographs for the developing portfolio of work. Resources are good. Sound progress has been made since the last inspection and standards have been maintained.

GEOGRAPHY

100. The standards achieved by pupils throughout the school are in line with those expected, as was found at the time of the last inspection. No geography lessons were observed during the inspection. However, discussions with teachers, scrutiny of pupils' work, teachers' planning and an analysis of a portfolio of past work indicate that pupils receive a good range of worthwhile and appropriate experiences. Pupils develop sound skills in reading and drawing maps, observing and recording geographical information, using simple fieldwork techniques and comparing different environments.

101. By the age of seven pupils are able to use a simple map to locate places in the local environment. They are able to give simple co-ordinates of features drawn on a plan. They carry out fieldwork, for example, they look at types of housing, do a local land use and a traffic survey and plot the results. They look at the traffic problems outside the school and propose solutions. They capably describe likes and dislikes in their own environment. They contrast life in Totton with that on a remote island off Scotland. They develop good map drawing skills as they plot routes from home to school or develop simple keys to show land use. They produce simple but effective field sketches to show the differences in buildings. A day field trip to a local village enables them to successfully employ a range of skills developed in and around the school.

102. It was not possible to judge the quality of teaching as no lessons were seen. It is evident from the pupils' work and the planning and displays of work that the teachers have an appropriate understanding of the skills and knowledge to be taught, plan well and offer a range of stimulating and worthwhile activities. The pupils enjoy geography and they make steady gains in skills and knowledge as they progress through the school.

103. The recently appointed co-ordinator has good knowledge and understanding of the subject. She has an appropriate action plan. The long-term plan and policy for teaching geography are successfully influencing the curriculum. The co-ordinator effectively monitors planning and displays of pupils' work across the school.

HISTORY

104. By the time the pupils are seven their standards of work are as expected for their age. The school has maintained the standards seen during the last inspection. There has been good improvement to the planning of the curriculum and good use is made of the resources from the local museum. The pupils with special educational needs make good progress and achieve well.

105. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past. The pupils in Year 1 gain a good understanding of the life of Florence Nightingale and her work in the hospital in Scutari. They pose questions about her life, look at pictures and excitedly examine the contents of her trunk which had been mysteriously sent to the school. They handle a wide range of Victorian artefacts with care and attention and earnestly discuss the possible uses of such items as a wick trimmer and metal bed warmer. They develop good skills of enquiry and record their ideas well. They participate in drama to experience a Victorian washday. They capably analyse the differences between that experience and modern domestic life. The Year 2 pupils study the story of Grace Darling and enquire into the differences in modern and past lifeboats. History is successfully linked to literacy, and pupils are encouraged to write as if they are passengers on the *Titanic* or send post cards home from an imaginary day at the seaside in Victorian times. Role-play is well used to help the pupils understand such events as the Gunpowder Plot. All pupils are given rich practical experiences, which ignite their interests in the people and events in the past.

106. The teaching of history is good. Lively and stimulating lessons are well planned and effective. Links are made across the curriculum with art and English. The teachers make good use of timelines to help pupils develop a sense of chronology. The pupils enjoy history, participate confidently in the discussions about people and artefacts from the past. They co-operate well when trying to decide how a quill pen was used, and take care with delicate objects. Pupils with special educational needs participate fully in the lessons, capably aided by skilled and sensitive classroom assistants.

107. The subject is well lead by a knowledgeable and capable co-ordinator. She carefully scrutinises planning, encourages links with reading, writing and drama and has gathered a useful set of resources. She has established a most useful portfolio of pupils' work to show attainment in the subject. Resources are good and productive use is made of the loans collections from the local museum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Standards in information and communication technology (ICT) are in line with national expectations by the age of seven. Standards have been maintained since the last inspection. ICT is generally used across the curriculum to support the pupils' learning in other subjects. For example, in mathematics pupils use a number programme to reinforce their understanding of number bonds, in science they use a programme to draw graphs of their results and in religious education they use the internet to find out more about synagogues. Children's work in ICT is also evident in displays around the school although insufficient work is word processed by the pupils.

109. By the age of seven, pupils can confidently program a route into a computer-controlled vehicle to make it follow a set path. They capably use a mouse to move through menus and find their way around a CD-Rom or website in order to research information, and have used electronic mail. More able pupils are able to save and retrieve their own work. Children in Year 1 can load programs, use the backspace key to correct work and use "My World" to label the parts of a plant in science. Children throughout the school confidently use an art program "Colour Magic" to create and print pictures. Most children can explain how computers can be used, and talk about programmes they have used. However, some Year 2 children are uncertain when talking about the uses of ICT in school and programs they have used. Children enjoy their work in ICT and co-operate well. Opportunities for pupils to write with the computer and word process their work are limited and there is little evidence of them using the computers to write in other subjects.

110. Teaching in ICT is satisfactory. Where clear directions are given, or children are searching for specific answers to questions, teaching is most effective. In a Year 2 lesson, two children searched a CD-Rom at random and, although confident in using the computer, were unsure about what they were trying to find out so their time was not used effectively. In the same lesson, three children working in a BBC website, searching for specific information and supported by the teacher, made good progress. However, small group teaching is inefficient in time and resources and limits the opportunities that all pupils get to use the computers. Teachers demonstrate new skills to pupils at the beginning of the week but it may be some time before the whole class has the opportunity to practise these skills. The ratio of computers to children is not high and this, together with the technical difficulties experienced by the school, also limits pupils' opportunities to use computers for more time-consuming tasks such as word processing.

111. The school actively involves parents in their children's learning, giving parents addresses of appropriate websites which children can use at home. The subject is effectively managed by the temporary co-ordinator. There is a clear action plan and teachers' half-termly plans are monitored. Liaison with the junior school is good and the ICT manager from the junior school has worked in the school. The headteacher is aware of the need to appoint an ICT co-ordinator and to buy in technical support so teachers can concentrate on teaching without having to deal with technical problems. The software is appropriate for the age of the children and is used well to support children's work in other subjects. Assessment procedures are not as comprehensive as in some other subjects and as a result, for example, word processing is insufficiently covered.

MUSIC

112. By the time pupils leave the school in Year 2, standards in music are above national expectations. All pupils have developed good skills and a depth of knowledge and understanding, built up progressively through the school. The progress of the higher attaining pupils is limited largely because teachers' planning is supported by a scheme of work, which does not provide additional challenge for higher attaining pupils during whole class lessons. This has been identified by the music co-ordinator as an aspect for development. In Year 1 standards are higher than those expected nationally and pupils have made good progress since reception. Overall, standards have been maintained since the last inspection when they were also judged as above average.

113. In Years 1 and 2 pupils sing tunefully, with a good sense of rhythm and expression. They show a growing understanding of pitch, dynamics, rhythm and timbre. In a Year 1 class, pupils can identify the pitch of a high, a middle and a low note, and can identify the name the note when played. Pupils can copy a simple tune of three notes, played by the teacher using tuned percussion, using both the left and right hands correctly to hold a beater. Pupils can compose and perform a simple tune with three notes and can respond to notation. In Year 2, pupils have a good knowledge of a wide range of percussion instruments, which they can name correctly. They can select an appropriate percussion instrument by timbre to perform as an accompaniment to a rap. Pupils can use symbols to denote a musical pattern. For example, groups of pupils made up a symbol to match the sound produced by the instrument, which then formed the musical score to 'The Jungle Rap'.

114. The quality of teaching and learning observed during the week of the inspection was good. Teachers are well supported by the scheme of work, which has clear learning intentions matched to activities outlined in units of work which support progression in specific skills, knowledge and understanding well. In all lessons observed the teachers shared the purpose of the lesson well with the pupils and made good links to the previous lesson to assess pupils' prior learning. Teachers supported children's learning well with probing and

carefully targeted questions. For example in focusing on timbre, the teacher asked pupils to consider the quality of sound carefully asking, 'Does this instrument make a short or a long sound?' In a good lesson, pupils were asked to reflect on their choices of instrument, to think of better ways to create mood and effect to improve their work. One pupil suggested that the castanets could be played in a 'sharper' way to emphasise the word 'fight'.

115. Pupils have a positive attitude to their work in Year 2 and are proud to work as 'musicians'. They contribute ideas well to discussions and have a clear understanding of expectations of behaviour in sharing instruments and listening to the work of others. In Year 1, most pupils also respond well, although, some pupils do not always follow these simple rules, which prevents others from listening fully to the teacher.

116. The music subject leader has good subject knowledge and has supported the scheme of work well with effective ideas and strategies to support children's understanding and to develop staff confidence in teaching music. The scheme is used well by teachers with less specialist knowledge. The subject leader has a clear view of the strengths and areas to develop in the subject and has a clearly focused action plan. She has set up an impressive music room with a very good range of instruments. The subject leader organises a recorder club, which is well attended, and pupils performed well in assembly.

PHYSICAL EDUCATION

117. The school has improved the standards found at the time of the last inspection when standards were seen as meeting expectations. Standards are above expectations for seven year olds, particularly in dance and games aspects of the subject. All pupils achieve well and make good progress. The pupils who have special needs of a physical nature receive good support which enables them to participate appropriately and benefit from the physical education programme.

118. By the age of seven the pupils have high standards in dance. They show a good awareness of others, make good use of space and interpret different moods and ideas well. They successfully match their movements to the beat of a drum as they replicate the waking of a lion. The pupils co-operate well as they move in groups of three or four showing the pride of lions leaping, pouncing and clawing. They show high and low movements and carefully hold a position. This enables the teacher to take photographs to gather information for a future evaluation of the quality of position of a group. The Year 1 pupils skip forwards and backwards in time with music. They successfully work in pairs to follow each other's movements. They understand poise and balance and effectively try to bring these into their own movements.

119. No gymnastics lessons were included in the physical education programme during the lesson but a number of games lessons were seen. Here the pupils demonstrated skill in holding a hockey stick, stopping and passing a puck or a ball and anticipating the movements of their partners. The Year 2 classes understand the principles of attacking and defending, thoroughly enjoy, and energetically participate in, small goal scoring games.

120. The teaching is good. Teaching in Year 2 is very effective and at times excellent. This ensures the pupils rapidly build on the sound foundations established in the younger year groups. The teachers in Year 2 participate vigorously, work with great energy and enthusiasm and constantly give coaching to groups and individuals as the lessons progress.

121. The pupils are managed very well and lessons proceed at a brisk pace. The teachers provide good warm up activity and explore with the pupils the changes to their bodies

experienced as a result of exercise. This has helped all pupils to recognise increased heart and breathing rates.

122. Well planned lessons, the availability of plentiful good quality equipment and the teachers high expectation ensure that all pupils, including those with special educational needs, participate fully in the physical education lessons and make good progress. Teachers watch the pupils carefully and match demands and activities closely to needs and gradually stretch the pupils into raising their levels of performance.

123. The subject is effectively led by a capable co-ordinator. Resources are good and well organised. Recent training of teachers has had a positive impact on the quality of teaching for dance. The curriculum is effectively planned and monitored. All of these help to promote the high standards in the school.

RELIGIOUS EDUCATION

124. Pupils make good progress and by the time they leave the school the majority of pupils achieve standards that exceed the expectations set out in the locally agreed syllabus. This is evident from the quality of teaching and learning, the standards of pupils' work exemplified in the religious education portfolio and through the work on display in classrooms and around the school. This is an improvement since the last inspection.

125. Pupils in Year 2 know that the religious traditions in the UK are mainly Christian although other principle religions are represented. They have a good knowledge and understanding of Judaism. Pupils have researched features of the synagogue, including the Holy Ark and the Torah Scrolls, using the Internet and information books. They have developed a good understanding of Jewish words to describe religious artefacts and symbols. In Year 1, pupils are developing a sound knowledge of the church as a special place for Christians. In preparation for a visit, pupils are learning about parts of the church such as the font and the altar, and about expected standards of behaviour in a church.

126. A real strength in the quality of teaching in religious education is the emphasis placed on developing pupils' knowledge and understanding of religion starting from the children's own experiences, providing opportunities for them to reflect on their own thoughts and feelings. This results in very effective learning by the end of Year 2. For example, as a starting point to a study of the Torah Scrolls, pupils were asked to talk and write about objects that had special significance for them. Pupils were enthralled as the teacher shared with the class the special significance of a pair of ballet shoes that she owned as a child, which she drew out from a special box. This strategy deepened pupils' understanding and respect for other religions, adding a spiritual dimension to the pupils' learning.

127. The religious education curriculum is very well supported by a scheme of work, which provides very good support for teachers' planning. Clear learning intentions are set out for each individual lesson which develop progressively into carefully constructed units of work. This is supported by an excellent portfolio of pupils' work, which illustrates the specific outcomes and standards achieved by pupils of different abilities for each part of the scheme. In the lessons observed pupils with special educational needs were fully included and able to achieve well. In lessons observed in which the quality of teaching is good or better, pupils behave very well, there was a class culture of tolerance and respect and pupils listened very well to the ideas of others.

128. Subject leadership in religious education is very good. The co-ordinator has specialist subject knowledge and a clear vision for the subject. She has developed a very good scheme of work and an excellent portfolio to raise standards. She regularly monitors the

quality of teachers' planning and children's work. Her work has made a significant impact on improving standards, particularly in Year 2.