

INSPECTION REPORT

STOKE PARK INFANT SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 115862

Headteacher: Mrs N Walsh

Reporting inspector: Bob Cross
15917

Dates of inspection: 10th to 12th March 2003

Inspection number: 247591

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Abbotsbury Road Bishopstoke Eastleigh Hampshire
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Appropriate authority:	The governing body, Stoke Park Infant School
Name of chair of governors:	Mrs M Lay
Date of previous inspection:	January 1998

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9446	Helen Griffiths	Lay inspector		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?
22745	Rosalind Johns	Team inspector	History, music, religious education, Speech and Language Centre	
23434	Marie Gibbon	Team inspector	English, art, English as an additional language	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	Science, geography, Foundation Stage	
15271	Brian Farley	Team inspector	Mathematics, information and communication technology, design and technology, Special educational needs, Educational inclusion including racial equality	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stoke Park Infant School educates boys and girls aged between four and seven years. There are 268 pupils on roll which is bigger than most other schools of the same type. Eighty eight children are in three Reception classes in the Foundation Stage. The school has 63 pupils on its register of special educational needs, which is above the level of the national average. Eight pupils have statements of special educational need which is also above the level of the national average. Five of these pupils have speech and language difficulties and are educated in the school's specialist Speech and Language Centre. The number of pupils with special educational needs has increased significantly since the school was last inspected. The school has 42 more boys than girls on roll and there is a marked gender imbalance in the numbers in some classes. About two per cent of the pupils are from minority ethnic backgrounds which is lower than in most schools. Five of the pupils speak English as an additional language, two of whom are in the early stages of learning to speak the language. This is a bit higher than most schools. Panjabi and Arabic are the most common first languages of these pupils. Eighteen pupils are entitled to free school meals, which is below the national average. During the last school year, six pupils entered the school other than at the usual time of first admission and ten left it at times which were not those of the normal leaving or transfer for most pupils. This rate of mobility is low. In the last two years, 4.6 teachers have left the school and 5.6 have been appointed. This rate of turnover is high. Pupils enter the school at below average levels of attainment particularly in their communication skills.

HOW GOOD THE SCHOOL IS

Stoke Park Infant school provides its pupils with a sound education that has a number of strengths. The pupils make satisfactory progress and generally reach average standards by the time that they leave the school. This is because the quality of teaching and learning and that of the management of the school is satisfactory. The good leadership of the headteacher generates a strong impetus to improvement. The school's strong and effective commitment to including all pupils in its work is, for example, shown in the way that pupils from its Speech and Language Centre take part in lessons in the main school. The pupils' attitudes to learning and the school's overall provision for their spiritual, moral, social and cultural development are very good. The school gives satisfactory value for money.

What the school does well

- The school's very good provision for pupils with special educational needs ensures that these pupils make good progress.
- Pupils in the school's Speech and Language Centre achieve well because teaching and learning are good and there is very good provision for their specific needs.
- The pupils' very good attitudes to their work and the similar quality of relationships in the school assist their learning very well.
- Overall provision for the pupils' spiritual, moral, social and cultural development is very good and promotes very good personal development.
- The school's very strong partnership with parents and its similar links with other educational institutions support the pupils' learning very well.
- The headteacher's good leadership creates a very positive ethos, a stimulating environment for the pupils to learn in and a strong team spirit with an effective commitment to improvement.

What could be improved

- The standards reached by the pupils particularly in writing.
- The use made of the school's very good assessment procedures in Years 1 and 2 in order to promote faster progress for able pupils and those of average attainment.
- Monitoring of the quality of teaching and learning which, although satisfactory, does not concentrate sufficiently on how much progress the pupils are making or the standards they are achieving.
- The school's self evaluation procedures which are not sufficiently rigorous and do not identify areas for improvement precisely enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and, since then it has made a satisfactory improvement. Its capacity for improvement has been hampered by the high levels of turnover of staff experienced in the last two years. In spite of this, the key issue for action relating to boys' achievement identified by the 1998 inspection has been

addressed well. The issues relating to standards in mathematics and the monitoring of teaching have been dealt with satisfactorily. Compared with 1998, standards have risen in design and technology and art, fallen in English and geography and remained the same in all other subjects. Since the school's last inspection, improvements have occurred in the pupils' attitudes to learning, spiritual, moral, social and cultural development, provision for pupils with special educational needs, assessment procedures and attendance. All other areas of the school are broadly as they were in 1998 although there are, of course, detailed variations. Due to the strong team spirit generated by the headteacher's good leadership, it has a good capacity to improve in the future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	C	C	D	D	well above average A above average B average C below average D well below average E
writing	C	D	D	C	
mathematics	C	B	E	D	

The information shows that, in 2002, compared with all schools, standards were below average in reading and writing and well below average in mathematics. Compared with similar schools based on the number of pupils eligible for free school meals, standards were average in writing and below average in reading and mathematics. There has been a downward trend in all these subjects since 1999 although the trend is upward when 1996 is taken as the baseline. Taken together, standards have been average overall in these tests in the period 2000 to 2002. The school met its targets for the number of pupils it expected to reach Level 2 and above in reading, writing and mathematics in the end of Year 2 tests in 2002. However, these targets, and those set for 2003, are not sufficiently demanding.

The findings of the inspection are that, in Year 2, standards are above average in design and technology, art and music. Standards are average in all other subjects, including numeracy, except in English, including literacy, where they are below average. However, within the overall judgement of standards in English, reading is average and speaking, listening and writing are below average. The findings of this inspection represent an improvement on the school's 2002 end of Year 2 national tests in reading and mathematics. This is because of the school's focus on strategies to improve standards in reading and because more than 50 per cent the 2002 Year 2 pupils had special educational needs. Children in Year R are on course to reach similar standards to those found in most schools (average) in all areas of their development except communication, language and literacy where they are on track to reach below average standards. This represents satisfactory progress in all areas of development except personal, social and emotional development where progress is good.

Pupils' achievement is satisfactory. They reach average standards from a similar starting point in Year R in most subjects. In English, standards are below average in Year 2 from a similar starting point. Progress in reading, science – particularly investigative science, design and technology, art and music is good. Progress is also good in Year 1, for pupils with special educational needs, those in the school's Speech and Language Centre and those for whom English is an additional language. Progress for some average and able pupils is not always fast enough. There was insufficient evidence to make a judgement about the progress of gifted and talented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school. They work hard and enjoy their lessons.
Behaviour, in and out of classrooms	Good. The pupils behave well in classrooms, assemblies and around the school. No pupils have been excluded from the school in the past year.

Personal development and relationships	Very good. Pupils take their responsibilities seriously, for example, their membership of the school council. They relate very well to others.
Attendance	Good. Attendance is above the national average although unauthorised absence was also above this average last year.

All of the above support the pupils' progress at least well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Satisfactory	Satisfactory

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

Overall, the quality of teaching and learning is satisfactory although there are some detailed variations. For example, in Year R, teaching and learning are good in personal, social and emotional development and satisfactory in all other areas of development. In Years 1 and 2, teaching and learning are good in science, design and technology, art and music and satisfactory in all other subjects including English, literacy, mathematics and numeracy. Teaching and learning are also good in Year 1 when this is considered on its own. Teaching and learning for pupils with special educational needs, those in the school's Speech and Language Centre and those for whom English is an additional language are also good.

Strengths in teaching include the way in which the teachers manage the pupils, the way support staff help the pupils to progress, the use made of learning resources and the knowledge that the teachers have of the subjects that they teach. The most important weaknesses are low expectations of what average and more able pupils can achieve, the failure to use assessment information consistently well enough to promote the progress of these pupils and, occasionally, inappropriate teaching strategies.

The major strengths in the pupils' learning are the amount of effort, concentration and independence they show in their work. Weaknesses include their limited understanding of how to help themselves to improve and the speed of the progress made by some average and more able pupils.

Overall, the pupils' needs are met satisfactorily. In reading, science – particularly investigative science, design and technology, art, music and in Year 1, their needs are well met. The needs of pupils with special educational needs, those in the school's Speech and Language Centre and those for whom English is an additional language are also well met. The needs of some average and more able pupils are not always met well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning opportunities for its pupils. Good use is made of links across subjects to enhance pupils' experiences. The school has very good and effective relationships with both the pre school playgroups and the junior school most pupils attend when they leave it. As a result, pupils transfer very well. Good use is made of the local community and the local area to enrich pupils' experiences. A good range of activities which involve children in Year R in first hand learning is provided. All pupils receive satisfactory equality of opportunity.
Provision for pupils with special educational needs	Very good. Very good arrangements are established to support pupils' learning in literacy and numeracy in classes. Learning support assistants provide very good support for individuals and groups. Pupils' individual education plans are very well organised and have clear targets for improvement which are reviewed regularly. The very good provision for pupils in the Speech and Language Centre

	enables them to have access to the curriculum as fully as possible in addition to receiving regular therapy to meet their specific needs. Experienced and well trained learning support assistants draw upon a good range of skills to support pupils' learning in class and in the Centre.
Provision for pupils with English as an additional language	Good. Pupils who have English as an additional language are very well included in the school's programmes and activities. There is well-organised and effective provision for their support. The contribution these pupils make to the cultural experiences of other pupils is valued by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' spiritual awareness is developed well through times of prayer and reflection and opportunities throughout the curriculum to appreciate the order and mystery of nature. Very good provision for social and moral aspects has created a strong sense of identity as a caring community. The school celebrates the richness of other cultures well through the creative arts and also enables pupils to enjoy their local heritage.
How well the school cares for its pupils	Very good. The school is a very caring community which has very effective measures to ensure pupils' safety and welfare. The teachers know the pupils well and record their personal development satisfactorily. Assessment procedures in Years 1 and 2 are very good. The information obtained is used well for pupils with special educational needs but not for pupils of average and above average ability. Assessment procedures for children in Year R are good and the information is well used to plan their work. The use of assessment procedures for pupils with special educational needs is very good.

The school's partnership with parents is very good and greatly supports the pupils' learning.

The above aspects of the school promote the pupils' progress well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher leads the school well so that it has a positive ethos and a clear sense of purpose. Many staff with management roles have assumed their responsibilities very recently and have had too little time to make more than a satisfactory impact. The school's Speech and Language Centre is very well managed.
How well the governors fulfil their responsibilities	Satisfactory. The governors are well organised and support the school enthusiastically. They are committed to its improvement and accept that their role as critical friends of the school is under developed.
The school's evaluation of its performance	Satisfactory. The school puts a great deal of effort into self-evaluation, for example, in the analysis of data and the monitoring of teaching and learning. However, much of this work is not objective enough and does not adequately highlight and address areas for improvement.
The strategic use of resources	Satisfactory. The way in which the resources available to this school are used results in the pupils making satisfactory progress. Spending is rigorously monitored. However, the budget and the school development plan are only projected ahead for one year.

The school shows an appropriate understanding of how to ensure that its gets value for money. It has a good number of teaching and support staff. The size of its accommodation and the quantity of learning resources available support the teaching of the curriculum well.

The school's leadership and management have a satisfactory impact on the pupils' progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of the teaching. • The progress made by their children. • The leadership and management of the school. • The expectations the school has of their children. • The way the school helps their children to become mature and responsible. • The fact that their children like school. • The quality of behaviour. • The ease with which they can approach the school. • The school works closely with them. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The information they receive, particularly about the progress made by their children. • The provision of homework.

The findings of the inspection support the positive views of the parents in most cases. However, they do not fully agree with their views in terms of the quality of teaching, pupils' progress, the school's expectations of the pupils and the school's management. In addition, they find that extra-curricular provision and the information provided by the school are good and that homework is satisfactory.

PART B COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children enter the school at below average levels of attainment particularly in their communication, language and literacy skills and in their personal, social and emotional development. The findings of the inspection are that they are on course to reach similar standards to those found in most schools by the time that they start Year 1 in all areas of their development except communication, language and literacy where the children are on track to reach below average standards. This represents satisfactory progress for all children in all areas of development except personal, social and emotional development where progress is good as it is promoted throughout the curriculum.

2. In the end of Year 2 national tests in 2002, compared with all schools, standards were below average in reading and writing and well below average in mathematics. Compared with similar schools, standards were average in writing and below average in reading and mathematics. There has been a downward trend in all these subjects since 1999 compared with the national average although the trend is upward since 1996. In the period 2000 to 2002, standards were average overall. In terms of the percentage of pupils reaching Level 2 and above, since 1997 this has risen from 73 per cent to 81 per cent in reading, from 73 per cent to 92 per cent in writing and from 78 per cent to 91 per cent in mathematics. This represents a satisfactory response to the key issue for action to raise standards in mathematics identified by the 1998 inspection. In the assessments made by teachers in 2002 in science, standards were average. There are no significant differences in the attainment of boys and girls in these tests and assessments and none were seen during the inspection. This is a significant improvement compared with the findings of the school's 1998 inspection when addressing underachievement by boys, particularly in English, was a key issue for action.

3. The school met its targets for the number of pupils it expected to reach Level 2 and above in reading, writing and mathematics in the end of Year 2 tests in 2002. However, these targets, and those set for 2003, are not sufficiently demanding. The targets are, essentially, based on the levels pupils are predicted to reach when they are tested on entry to the school. Targets are not updated sufficiently to take account of the progress pupils make during their time in the school. For example, this is evident in the teaching of science where pupils are relatively strong when tested on entry. In Year 2 in science, the scientific vocabulary they are exposed to – “circuits”, “insulation” – is not always evident in other subjects.

4. The findings of the inspection are that, in Year 2, standards are above average in design and technology, art and music. Standards are average in all other subjects, including numeracy, except in English, including literacy, where they are below average. However, within the overall judgement of standards in English, reading is average and speaking, listening and writing are below average. In science, the investigative strand of the subject is above average. Compared with the findings of the school's 1998 inspection, standards have improved in design and technology and art and they have fallen in English and geography. The changes are due to differences in the quality of teaching found in these subjects by the current inspection. The findings of this inspection are similar to those of the school's end of Year 2 national tests and assessments in science and writing. They are higher in reading and mathematics. This is because of the school's focus on strategies to improve standards in reading and because more than 50 per cent the 2002 Year 2 pupils had special educational needs.

5. Pupils with special educational needs make good progress. Progress is particularly good in English and mathematics because teachers and learning support assistants provide very focused and close support for pupils. This support is also effective because it helps pupils in the development of positive attitudes to learning. Their peers treat them with consideration and respect. The previous inspection reported that, ‘pupils make sound progress in relation to their prior attainment’. There has, therefore, been an improvement.

6. The five pupils who attend the Speech and Language Centre because their speech and/or language difficulties require specialist help do well against specific targets and achieve well compared with their earlier attainment. Individual education plans for speech and language and for aspects of the curriculum present a very clear picture of each pupil's needs. They identify achievable steps forward and allow pupils to experience success so that they grow in confidence. Pupils' progress towards their targets is monitored very closely and is reviewed at least half termly.

7. Pupils with English as an additional language make good progress. They are well supported by teachers and other adults in the school and attain standards which are appropriate to their ability. In the supportive atmosphere of the school, they develop their confidence and their skills well.

8. Pupils' achievement in this school is satisfactory. They reach average standards from a similar starting point in Year R in most subjects. In English, standards are below average in Year 2 from a similar starting point so that no ground has been lost or made up in speaking, listening or writing. Progress in reading, science – particularly investigative science, design and technology, art and music is good. Compared with the findings of the school's 1998 inspection, progress has improved in science, design and technology and art, slowed down in geography and remained the same in all other subjects. Changes in the pupils' achievement between the two inspections are due to differences in the quality of teaching found in 1998 and 2003 in the subjects concerned. This inspection found no significant differences in achievement by pupils from minority ethnic groups.

9. The pupils' achievement is directly related to the quality of teaching and learning. In those subjects where teaching and learning are good, progress is also good. This is also evident in Year 1 where the quality of teaching and learning is good and standards are improving. In those subjects where teaching and learning is satisfactory, progress is satisfactory. Throughout the school, teachers generally make good provision for pupils with special educational needs who thus make good progress. However, lesson planning for meeting the needs of the average and more able pupils is not always precise enough and this slows their progress down. For example, the use made of play to promote learning in Year 2 does not always challenge these pupils enough. There was insufficient evidence to make a judgement about the progress of gifted and talented pupils. The high level of turnover amongst the staff in the past two years has hindered the pupils' progress as has increasing numbers of pupils with special educational needs.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning, personal development and relationships are very good, an improvement on the findings of the last inspection. Regardless of any differences that there are between pupils, for example, in race or social background, they all have very good attitudes toward one another. Behaviour continues to be good. Parents feel very strongly that behaviour is good and that the school is helping their children to become mature and responsible.

11. In its mission statement, the school states that it aims to have high expectations of children's behaviour, values children and promotes their self awareness and self esteem and develops children's tolerance and respect for others. Pupils' attitudes reflect the school's aims very well. Pupils are keen to come to school and punctuality is good. Pupils are thoughtful of others and know right from wrong. Many are keen to take part in extra-curricular activities.

12. Their attitudes to learning are consistently very good. They show good interest in their lessons and concentrate very well. For example, in a Year 2 science lesson on circuits, pupils were completely engrossed in their tasks and worked very well with their partners. Pupils generally listen well to their teachers and are keen to contribute their opinions: for example, in a Year 1 religious education lesson about Jesus in the Temple, the teacher's sensitive approach helped pupils to put forward their ideas with confidence. Pupils are keen to do well and value their teachers' praise and encouragement. They work well together in groups and show good independence in their learning. Their very good levels of interest and motivation make a positive contribution to their progress.

13. The school functions well as an orderly community. Pupils know the rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and, as a result, behaviour is good in lessons and assemblies and at lunch times and play times. Teachers offer good examples of courtesy and fairness. Pupils move around the school in an orderly fashion and behave sensibly and responsibly outside the school, for example, on a Year 1 geography walk to look at traffic calming measures, pupils were careful to follow instructions and to be alert and aware of safety precautions. Relationships are very good and pupils are thoughtful of one another's feelings. Bullying is rare and parents and pupils are confident that it will be dealt with quickly and effectively. There have been no exclusions in recent years.

14. Pupils' personal development is very good. There are many opportunities for them to take responsibility and these are taken seriously. Pupils value the many rewards and certificates. They understand the values of other cultures through music, art, religious education and geography and show respect for the feelings of others.

15. Children in the Foundation Stage have positive attitudes towards their work and play. They interact well with each other and with the teacher and learning support assistants. Behaviour is good. Children enjoy coming to school and take full benefit of the range of activities, which is provided for them. Developing initiative and personal responsibility in learning is strongly encouraged by the teachers and most children are able to organise themselves well.

16. When pupils from the Speech and Language Centre are in class, they are full members of the class and, as far as they are able, are fully integrated into all class activities, rules and expectations. Pupils' progress is helped by their positive attitudes to learning and the thoughtfulness and support of others in the class.

17. Attendance is good. Attendance rates continue to be above average as they were at the time of the last inspection. Unauthorised absence is now below average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching and learning is satisfactory although there are variations in different year groups and subjects. This is the same overall judgement as that made by the school's 1998 inspection even though there has been a high level of turnover of staff in the last two years. In both inspections, the total profile of the teaching observed was very similar. For example, in this inspection two per cent of the teaching seen was at least very good. In 1998, this figure was three per cent. In both inspections, about half of the lessons seen were good. No unsatisfactory teaching was seen in either inspection.

19. Strengths in teaching seen in this inspection include the way in which the teachers manage the pupils, the way support staff help the pupils to progress, the use made of learning resources and the knowledge that the teachers have of the subjects that they teach. All of these strengths were also seen in 1998. Other strengths observed by both inspections were the attractive environment created by the teachers and the skill with which they make the best possible use of the school's design. The most important weaknesses are low expectations of what average and more able pupils can achieve, the failure to use assessment information well enough to promote the progress of these pupils and, occasionally, inappropriate teaching strategies and a slow pace of learning. All of these weaknesses, except inappropriate teaching strategies, were also noted in 1998. Additional shortcomings seen in this inspection were the failure to explain carefully to the pupils what the lesson was about and to check their understanding at the end of the lesson. The purpose and outcomes of play are not developed sufficiently in Year 2.

20. Major strengths in the pupils' learning are the amount of effort, concentration and independence they show in their work. They enjoy school and are eager to learn. Weaknesses include their limited understanding of how to help themselves to improve and the speed of the progress of some average and

more able pupils. These features are related to weaknesses in teaching such as the marking of pupils' work which does not sufficiently help pupils to improve.

21. Overall, in Year R, the quality of teaching and learning is satisfactory. It is good in personal, social and emotional development and satisfactory in all other areas of development. During the inspection, 12 lessons were seen in Year R. Seven were good and five were satisfactory. In 1998, teaching and learning for children aged under five were judged to be good. Two of the three Reception teachers are relatively new to the school. They know the children well as individuals and have developed warm relationships with them all. Consequently the children settle into school happily and successfully develop good attitudes to learning. The daily activities are well prepared and resources available indoors are effectively used to stimulate interest and participation. However, insufficient use is made of the outdoor area to support fully the teaching and learning that is happening in the classroom. Teachers' planning, the way basic skills are taught and the methods used are satisfactory overall. The management of children is good and, in general, there is an appropriate balance between teacher directed and child initiated activities. The well-organised routines enable all children to become used to the pattern of the day and to respond quickly to the high expectations for behaviour, attentiveness and following instructions. The teachers and learning support assistants work closely as a team. They listen with interest to what the children have to say and, through the good support and interaction, develop the children's communication skills well. The teaching of social skills is especially good and the children quickly develop a good understanding of how to behave and a growing awareness of others' needs as well as their own. The use of assessment to monitor the progress and development of the children is good and enables the teacher to plan effectively for the children's future learning.

22. In Years 1 and 2, the quality of teaching and learning is satisfactory. During the inspection 43 lessons were seen in Years 1 and 2. One was very good, 25 were good and 17 were satisfactory. Teaching and learning are good in science, design and technology, art and music and satisfactory in all other subjects including English, literacy, mathematics and numeracy. Teaching and learning are also good in Year 1 when this is considered on its own. In Year 1, 23 lessons were seen. Sixteen were good and seven satisfactory. Compared with the findings of the school's 1998 inspection, teaching has improved in art and design and technology, is not as good as it was in geography and has remained the same in all other subjects.

23. The National Literacy Strategy and the National Numeracy Strategy are taught satisfactorily. There are some common strengths and weaknesses in the implementation of these strategies. For example, the introductory work is normally good. However, group work often lacks sufficient challenge for the more able, the pace of learning is too slow and there is too little emphasis on ensuring that the pupils produce well presented work of a high quality.

24. A lesson using the six times multiplication table illustrated both the satisfactory implementation of the National Numeracy Strategy and the overall satisfactory nature of teaching and learning in Years 1 and 2. The lesson began with the teacher using a good range of questions to review the pupils' understanding of their earlier work. Most pupils responded well but a few were restless and the teacher worked hard to regain their attention. For example, most pupils were interested when some of their classmates were used as "demonstrators" to extend the pupils' knowledge of the relationship between repeated addition and multiplication. The pupils watching the "demonstrators" had to work out answers mentally and give reasons for their answers when asked. The introduction to this lesson, however, was too long and slowed down the pace of learning unnecessarily. The group work was well organised and was set at different levels of challenge appropriate to the pupils' needs apart from the more able. The teacher, the learning support assistants and a parent helper provided sustained support for the pupils during the group work. However, the pace of the work was slow and there was too little emphasis on the production of work of good quality. Pupils with special educational needs were well supported. The assistance of a learning support assistant enabled a pupil from the Speech and Language Centre to take a full part in the lesson at an appropriate level. The discussion at the end of the lesson took some time

to organise and all of the pupils did not take part as some were still completing their earlier work. Some pupils read out their work but they were not very audible and some of the other pupils did not listen.

25. Teaching and learning promote the pupils' spiritual, moral, social and cultural development well. For example, the specialist music teacher's knowledge and enthusiasm generate excitement and stimulate the pupils' imagination well. Again, in science and physical education lessons, the pupils co-operate very well in group work where they share resources and ideas.

26. The quality of teaching and learning for pupils with special educational needs is good. Where they have individual education plans, these are used to ensure that effective strategies are employed to help them reach their learning targets. However, there is less evidence that teachers' general planning includes suitable detail to ensure that work in subjects other than English and mathematics is carefully matched to their needs. Where appropriate, assistants provide a good level of support for pupils. They have access to pupils' individual education plans, know the targets set for them, carefully record their achievements and have very effective liaison with teachers and the co-ordinator. Teachers' good management of pupils makes a significant contribution to the progress that pupils make.

27. Teaching and learning for pupils in the school's Speech and Language Centre are good. Teaching by the Centre Manager, speech therapists and support staff is sensitive and well-focused so that pupils not only make good gains in learning but also become more confident and self-motivated. In class, learning support assistants draw upon a good range of skills and strategies to reinforce and consolidate teachers' questions, instructions and explanations and to maintain pupils' interest in learning. When unsupported in class, usually in subjects other than English, mathematics and science, teaching and learning for these pupils are generally the same as for the rest of the class. The class teachers of pupils in the Centre attend for three sessions each term to familiarise themselves with the many different aspects of work in the unit and to raise every one's awareness of the needs of the whole child.

28. The quality of teaching and learning for pupils who have English as an additional language is good. Teachers and teaching assistants know their pupils well and ensure that pupils who have English as an additional language are well included in all activities and that they receive good encouragement to take part in whole class and group discussions. In the best teaching, teachers use questions well to ensure that pupils have good comprehension of classroom activities.

29. Overall, the pupils' needs are met satisfactorily. In reading, science – particularly investigative science, design and technology, art and music, their needs are well met. The needs of pupils with special educational needs in Years 1 and 2, those in the school's Speech and Language Centre and those for whom English is an additional language are also well met. This is because teaching and learning are good so that the pupils make good progress compared with that made when teaching and learning are satisfactory. Good teaching and learning are evident in Year 1 where they are promoting rising standards as the pupils' needs are well met. The needs of some average and more able pupils are not always met well enough to allow them to progress quickly enough.

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

30. At the time of the previous inspection, the school provided a very broad, balanced and relevant curriculum which prepared pupils well for the next stage of their education. The school continues to provide a broad, rich curriculum that is relevant to pupils' lives and encourages good personal development. The curriculum fulfils statutory requirements for National Curriculum subjects and those for religious education and collective worship. Total weekly teaching time is adequate and time allocations for different subjects are generally appropriate.

31. The curriculum has a strong emphasis on the teaching of literacy and numeracy. The school has effectively adapted the planning for the literacy strategy to provide a clearer focus on writing and additional time for reading. These adaptations appropriately reflect the priorities the school has identified

as in need of improvement. Both the National Literacy and Numeracy Strategies are satisfactorily implemented.

32. The school has implemented the National Numeracy Strategy satisfactorily, and this has improved pupils' competence in numeracy. Teachers plan lessons with reference to the strategy, although the planning is not always translated with good effect into actual practice for group-work. There is insufficient emphasis upon plenary sessions to help pupils clarify and consolidate their learning and this part of lessons is of limited and varied value.

33. Subjects are taught both separately and through the topic approach. This ensures that subject specific skills have an appropriate emphasis and also that effective links can be made which enhance and enrich pupils' experiences. A good illustration of this organisation is in the recent 'Sailors and the Sea' topic which incorporated aspects of literacy, history, drama, music, design and technology, science, geography and mathematics. Careful monitoring of planning and regular discussions both in year planning groups and in the senior management team ensure an appropriate balance, a regular review of the impact of planning and the progressive development of pupils' skills and understanding.

34. The school gives a high profile to its emphasis on learning through play and talk. This is supported by the allocation of time to the teaching of drama skills to each class. This focus on pupils' oral skills provides good support for the above average proportion of pupils whose oral skills are not well developed. It also has a positive impact on the confidence with which pupils approach their writing tasks. However some role play activities are not sufficiently sharply focused or challenging enough to help older, average and more able pupils move on in their learning.

35. Some pupils who have special educational needs are withdrawn from lessons for extra help, particularly in literacy and numeracy, but also for other purposes. This is effective because it allows them to have good quality individual or small group teaching. Individual education plans are clear, detailed and focus on specific learning goals that pupils should achieve. They provide teachers and learning support assistants with very useful guidance.

36. Curricular provision for pupils in the Speech and Language Centre is good. The school ensures that requirements in pupils' statements of special educational need are fully implemented. It provides a successful balance between the time spent in the Centre, where they have the benefit of the team's expertise in speech and language development and resources to reinforce their individual programme of work, and good and unobtrusive support in their mainstream class. Each pupil has a specific timetable for working in the Centre which varies according to age, need, experience and the most effective use of time. Like the rest of the school, the environment is vibrant and stimulating and provides pupils with an incentive for learning. The independence and integration of pupils are important features of the Centre and they have the opportunity to take part in all activities in the school.

37. Provision for pupils who have English as an additional language is good. Pupils' needs are carefully assessed when they enter the school and appropriate strategies are identified. Where it is helpful, books are obtained in the child's first language to share with parents. Pupils benefit from the good provision made for other pupils who require additional support for speech and language.

38. The quality and range of learning opportunities for children in the Foundation Stage are good. The long and medium term planning is suitably detailed and takes full account of the nationally recommended Early Learning Goals. Reading, writing and mathematics are sufficiently well structured to develop the children's skills, although writing remains below average. There is a suitable range of activities that encourage children to write in a variety of role-play situations, but this is an area identified for further development. Planning for role-play activities is good and clearly establishes the purpose behind the opportunities provided. The development of children's knowledge and understanding of the world is well planned. Children are very well supported in their personal, social and emotional development.

39. Equality of access to what the school provides for pupils and the opportunities presented to them are both satisfactory. All National Curriculum subjects and religious education are taught and there is a good range of extra-curricular activities. However, some clubs require parents to pay for their children to attend, although these activities are not over-subscribed. The school governors are concerned about this issue. When pupils with special educational needs are withdrawn from lessons for individual or small group work, they suffer no disadvantage. This is because the work is in the same subject as their peers. Provision for higher attaining pupils is not always satisfactory because they are not regularly challenged enough to achieve high standards through what is planned for them.

40. The curriculum is very well enhanced by a good number and variety of events which focus on different subject areas. Book Weeks and Art Weeks, and experiences such as mathematics and science days for Year 2, broaden and extend pupils' experiences well. Very good use is made of visits within and outside the local area to support the classroom curriculum. 'Wellie Walks', referred to in the previous report continue to be part of all pupils' experiences; pupils visit places such as Marwell Zoo and Beaulieu, Manor Farm and HMS Victory to support their learning in subjects such as history, science and geography. There are good links with schools in the area to extend pupils' musical skills through events such as dance and jazz workshops and visiting story tellers. The school provides an appropriate range of activities after school such as music and drama. Whilst these are currently offered to Year 2 pupils, the school is planning to extend the opportunities to Year 1 pupils. An additional range, which includes football, dance and French clubs, is provided by outside organisations for which parents pay.

41. The provision the school makes for pupils' personal and social development is very good and this is reflected in their very good attitudes and relationships in the school. There is a planned programme, which is taught across a range of subjects, and appropriately includes elements of health and citizenship. All classes have 'circle time' where there is a very clear understanding of the value and respect given to each individual. The ethos of the school, which consistently reflect these values, contributes significantly to the very good quality of the personal contact between pupils and between pupils and adults. Pupils are given good opportunities to understand their community responsibilities in the developing provision for a school council and in their contributions to a range of charitable organisations. They take part in class discussions on what is important to them and representatives reflect these opinions in meetings with the headteacher.

42. The school has good and productive links with the local community which has a positive impact on pupils' learning in a number of areas of the curriculum. The local area around the school is used regularly and well. Pupils are given good opportunities to visit local shops and businesses in their work in numeracy, science and geography. Visitors to the school include members of the local clergy, the police force and the fire service.

43. Links with other schools and pre-school institutions in the area are very good. The school has close and regular contact with the playgroups children attend, including home visit links with pupils who have special educational needs and those who have English as an additional language. There is close liaison with the adjacent junior school and pupils visit on a very good number of both formal and informal occasions. Staff in all institutions work closely together to help them understand and provide for pupils' needs. These arrangements help pupils to make, what has been referred to by parents, as a 'seamless' transfer. The school participates actively in a strong grouping of local schools across three phases. These links are effectively used to enhance the provision and experiences of all involved with the work of the school. Provision for information and communication technology and music has been developed through links with a local technology college and a wide range of curricular issues is explored and addressed in regular meetings of the schools involved.

44. At the previous inspection, provision for pupils' spiritual, moral, social and cultural development was sound overall. The findings of this inspection represent a significant improvement as current provision is very good overall. The areas of moral and social development which were good at the last

inspection are now very good and spiritual and cultural aspects, which formerly had weaknesses, are now judged to be good.

45. Pupils' spiritual and personal responses are developed well through times of stillness and prayer as well as listening to evocative music. School assemblies are led with sensitivity and openness and pupils are reverent and thoughtful when the 'circle of friends' candle is lit as a focus for reflection. Major religious festivals such as Harvest, Divali, Hanukkah and Chinese New Year are celebrated in assemblies and religious education lessons. Teachers are also adept at seizing opportunities across the curriculum to channel pupils' natural curiosity and enthusiasm into a spiritual response. During 'wellie walks' in the nearby woods, they marvel at buttercups and bluebells in bloom and at their surroundings when transformed by the snow. Through tree hugging at Hilliers Arboretum and seeing animals at Marwell Zoological Park, pupils develop a keen sense of wonder at the order and mystery of the natural world.

46. Pupils' good behaviour is based on the strong moral framework in the school. A bond of mutual respect and support exists between the pupils themselves and all adults and the positive management of pupils' behaviour also acts as a good basis for moral understanding. Teachers gently guide pupils to make distinctions between right and wrong and to consider the effects of their actions on others. Pupils discuss and devise class rules and try hard to stick to them. In assembly, pupils talked sensibly about when it was acceptable to feel anger and, in a Year 1 personal, social and health education lesson about 'Keeping safe', they were very aware of their responsibility for ensuring their own safety. Pupils are also keen to make 'Our School a Special Place' by keeping to inside and outside rules as well as particular ones like those in the role play area. The well-structured reward system including the Golden Book, celebration assemblies, stickers, governors' and headteacher's awards provides a very positive focus. Sanctions such as the Green book and losing Golden Time emphasise effectively to pupils the importance of upholding the values of the school. Pupils also learn about responsibility for the poor and disadvantaged through their involvement in charities like Operation Christmas Child, links with Kware School in Nairobi, the Society of St James and Basic Banks.

47. The very good relationships in the school and the open and friendly atmosphere created by staff encourage the very good development of pupils' social skills. The school has established a strong sense of community and every one's part in this is clearly valued. The programme of personal, social and health education strongly encourages pupils to think about the effects of their actions on others and to show kindness and consideration. Under the sensitive guidance of the teacher, pupils were very thoughtful in a Year 2 personal, social and health education lesson when discussing the importance of friendship and how family and friends should care for one another. The school council also allows pupils to give their views on various aspects of school life. Pupils often work in pairs and groups, share skills and resources generously and applaud the successes of others. They enjoy helping with school routines such as class helpers and librarians or taking care of younger ones. They take joint responsibility for helping a new pupil to adapt to life in the school and willingly take part in a 'buddy' system to help a pupil who is having difficulties with relationships. 'Stop at the Friendship Stop – Make a New Friend!' a notice advises anyone who might feel lonely in the playground. Pupils learn the importance of team work and cooperation in clubs such as music and French and visits outside school like a trip to the seaside enable them to learn together in unfamiliar surroundings.

48. The school draws on examples from many cultural traditions and helps pupils to accept and enjoy differences. Pupils are taught well to appreciate their cultural heritage and local traditions through art, music and literature and by visiting nearby places of interest like HMS Victory and Beaulieu. They enjoy taking part in drama and dance productions including *The Smallest Angel* and *Poppy* and have entertained storytellers, theatre groups, musicians, a stonemason and Kathkahli dancers. Dance and jazz performances, including one on a Caribbean theme, as well as their knowledge of Benn Mugisha's work in hospitals and schools in Kware widen pupils' experiences of other cultures effectively. The school celebrates the cultural traditions of the few minority ethnic pupils in the school well but, in

general, there are few opportunities to develop pupils' awareness of Britain as a multicultural society. Through religious education and collective worship, pupils celebrate Christian festivals and those of other faiths such as Sukkot and Pesach. Other highlights are Arts and Book Weeks which focus on India, Africa and England. During this time, Year 2 pupils created their dramatic paintings on silk to illustrate the Indian story *One Grain of Rice*. Such stimulating and original projects for pupils not only broaden their experience of the creative arts but also allow them to recognise and enjoy cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school is a caring community, which has a warm and friendly atmosphere. As in the last inspection report, the school has very good procedures to ensure the health, safety and welfare of its pupils. Child protection procedures are effective. The headteacher and her deputy have been recently trained and all teaching and non-teaching staff receive training in school. The school has adopted Local Education Authority guidelines. Links with social services are satisfactory.

50. The school has effective health and safety policies, with all statutory procedures in place. Risk assessments take place formally each year and informal assessments are carried by the health and safety governor and headteacher. Risk assessments are undertaken for trips and visits. The Fire Service advises on health and safety. Fire and electrical equipment is checked regularly. All staff have been given the short training in first aid and one member of staff is fully trained. Accident books are properly kept. An Internet safety policy is being developed with local schools. Supervision at play times is good. Security is very good. There is good safety practice in design and technology, physical education and science. Aspects of the personal, health and social education programme make a good contribution to pupils' own understanding of health and safety and the school is applying for the Healthy Schools award later this year. The school runs a health and safety week each year for all pupils, with input from the police, fire and lifeboat services.

51. Comprehensive policies underpin the very good procedures for promoting good behaviour and eliminating bullying. School rules are clear and are communicated to parents through the brochure. Good behaviour and hard work are rewarded through an extensive system of stickers, certificates and Golden Time, as well as entries in the Golden Book and Governors' certificates. Sanctions are appropriate and parents are closely involved in any behavioural difficulties. Incidents of racism or bullying, if they occur, are dealt with immediately and recorded.

52. Pupils have very good opportunities for taking personal responsibility. All pupils have tasks within class and older pupils help in the library. The school council was introduced last year and pupils value the opportunity to discuss issues with the headteacher and report back to their classes. Older pupils share activities with younger ones and the Bus Stop is used well at play times. The school clubs and circle time programme make a good contribution to pupils' personal development. Pupils' personal development is suitably recorded through teachers' class records and reports.

53. The monitoring of attendance is good, although the school does not call parents on the first day of absence. Registers are checked regularly for patterns of lateness and absence and the administrative staff monitor specific pupils with problems on a weekly basis. The educational welfare officer visits each term. Registers are called very quickly and effectively and ensure a smooth start to sessions.

54. The school regards early identification of special educational needs as vital. It records concerns when they arise and informs parents. Where pupils have individual education plans these are reviewed each term and new targets carefully set in consultation with teachers, the co-ordinator and learning support assistants. In this way, very good use is made of assessment and the tracking of pupils' progress to ensure that the next steps in their learning are appropriate. The school makes effective use of agencies such as the Psychological Service and Speech Therapy to help with the assessment of pupils' needs.

55. Pupils in the Speech and Language Centre are very well cared for. They have trust and confidence in those who support them and staff ensure that pupils' contributions are highly valued and

their achievements well recognised. The school taps into the specialist knowledge of outside agencies such as the Educational Psychologist and Occupational Therapist very effectively to support individual pupils' programme of work. Annual reviews are well organised and provide a good forum for an exchange of opinions of all concerned together with opportunities to review targets and draw up long term objectives. These objectives are broken down into short term targets, reviewed every half term and provide the framework for weekly programmes of work.

56. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in their surroundings. They share good relationships with the teachers and learning support assistants and will quite happily talk to visitors about their work. Assessment procedures are good and include on-going observations for each area of learning carried out by the class teachers and support assistants.

57. Pupils who have English as an additional language have their needs carefully assessed and their achievements monitored. There are careful records kept of individual pupils' development and any issues or concerns are dealt with effectively. Currently, no pupils require additional support from outside agencies.

58. Overall, the procedures for assessing pupils' attainment and progress are very good. This is an improvement since the previous inspection when they were reported to be good. Recording and tracking procedures begin systematically with baseline assessment. The information is used to identify pupils who will need extra support but it is not used well enough to extend some average and more able pupils. Baseline assessment is also used to predict the levels that pupils are likely to achieve in the end of Year 2 national tests and assessments. However, there are no formal procedures for reviewing and adjusting these early predicted levels to reflect the progress that pupils make as they move through the school. This leads to insufficiently demanding targets for the numbers of pupils expected to reach Level 2 and above in the end of Year 2 national tests. Termly assessments in reading, writing, mathematics and science enable the school to have a clear picture of pupils' past and present performance. This is recorded in 'Pink Books' which contain levelled examples of individual pupils' work. The results are then entered into the school's tracking documents along with other assessments made by teachers. The headteacher and deputy headteacher monitor these results carefully to check attainment and progress and to set individual, group and class targets as well as year group benchmarks. In other subjects, assessment is based on key objectives and is a simple and effective method for class teachers to monitor progress.

59. Data from national and internal tests and assessments are used very effectively to analyse how well the school is doing nationally, locally and compared with similar schools and to check trends such as boys' and girls' achievement, pupils with special educational needs, the more able and the few minority ethnic pupils. There is regular benchmarking with other schools. Careful analysis of pupils' responses in the national tests results in the school pinpointing specific weaknesses and making informed decisions about what aspects should be a focus for improvement. For example, in mathematics, weaknesses in problem solving and data handling were diagnosed and initiatives put in place to tackle them. Pupils are also aware of their own targets and this helps them and teachers to concentrate effectively on the specific skills needed to move them on to the next stage in learning.

60. In the previous inspection, it was reported that systems of assessment had not been developed sufficiently to inform teachers' daily planning. This is now satisfactory although information from formal and informal assessment is not used consistently by all teachers to provide average and more able pupils with work which they can do but which contains a good degree of challenge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The good numbers of parents who responded to the questionnaire and attended the meeting were very supportive of the school and all that it does for their children. Nearly all felt that the leadership, management and teaching were good, that behaviour was good and that the school helped their children to become mature and responsible. Most felt comfortable about approaching the school

with any problems, although a few did not feel well informed about their children's progress and were not satisfied with the amount of work their children were given to do at home. A significant minority did not feel that the school provided an interesting range of activities outside lessons.

62. The findings of the inspection support most of the parents' positive views. Information provided for parents about children's progress was felt to be good. Homework was found to be satisfactorily supportive of pupils' learning and given in appropriate amounts for children of this age group. The school has a good range of extra-curricular activities and pupils have good opportunities for trips and visits. The school has tried running homework and breakfast clubs, but these have not been well supported.

63. The school has good links with parents, as it had at the time of the last inspection. The information it supplies for them is good. The brochure and governors' Annual Report are attractively presented and easy to read, although both have some minor omissions. The school has produced a range of attractive and helpful leaflets for parents on, for example, helping children to get ready for school, paired reading and gifted and talented pupils. Newsletters are lively and well presented. Parents are given advance information on the curriculum each term to enable them to help their children with their learning. The school recently ran a questionnaire to ascertain parents' views on a variety of subjects.

64. Parents are kept well informed about their children's progress. Reports are clear and include targets as well as opportunities for parents and pupils to comment. Homework diaries and reading records are used well by the school as a means of dialogue, though many parents do not reply to comments from teachers. Home/school agreements have been signed by most parents. Many parents have attended the workshops held on such issues as special educational needs. Attendance at school performances and special assemblies is very good (40 parents came to the Year R assembly during the inspection). There is an appropriate number of consultation meetings each year and teachers are always available for informal consultation.

65. Parent governors are active members of the governing body. A very good number of parents help in the school on a regular basis (including the weekly Book Club) and more help on trips. The Friends' Association runs a good range of social and fund-raising events. Very substantial sums are raised each year to enable the school to buy equipment to enhance children's learning.

66. The induction programme for children is good. Termly meetings are held between Reception staff and their playgroup colleagues and home visits are made for prospective children. There are two meetings for parents before their children start school when they have the opportunity to meet all the Reception staff, head teacher, school nurse and the senior lunch time supervisor. Children have the opportunity to visit the Reception classes three times before starting school. A useful welcome pack provides parents with all necessary information about the school. In addition, a booklet 'All About Me' is provided for parents to complete with their child before they start school, which provides a useful starting point for their learning.

67. Parents are kept well informed about their children if they have special educational needs. At their meeting, they expressed the view that the school is very good at the early identification of these pupils. When appropriate, they are invited to reviews of individual education plans or statements, but are not involved in the target setting process. However, if a pupil has a behaviour management plan, parents are involved. The school ensures that parents can contact the Parent Partnership Service if they wish. The co-ordinator is readily available to discuss parents' concerns. Those parents who have children identified by the school as able or talented are invited to discuss their provision.

68. There are very good links between the Speech and Language Centre and parents. The Centre has an open door policy and there is plenty of informal and formal contact between home and school. Home/school books are used well to send and receive messages about a child. Parents are sent regular information about their child's progress or any concerns. They are invited to discuss their child's individual education plan when it is drawn up and are appropriately involved in annual reviews. The outcomes of half termly reviews are also shared with them and they are invited to contribute.

69. The school has good relationships with the parents of pupils who have English as an additional language. Teachers visit parents to discuss the needs of their child and where appropriate provide books in the child's first language to share with their parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The leadership and management of the school are satisfactory and improvement since the 1998 inspection has been satisfactory although this has been hampered by recent high levels of staff turnover. However, the headteacher provides it with good leadership. She is well supported by the deputy headteacher and the senior management team. This gives the school a positive ethos and a clear sense of purpose. It also creates a stimulating environment for the pupils to learn in and a strong team spirit with an effective commitment to improvement. As a result, most of the school's aims are well met especially those which relate to pastoral care and the quality of relationships.

71. The pupils' progress and the quality of teaching are satisfactory. This means that the school's aims of high expectations and excellence in staffing are not fully met. These facts underpin the judgement that the school's management is satisfactory. In addition, many staff with management roles have had their responsibilities delegated to them very recently and have had too little time to make more than a satisfactory impact on the areas for which they have responsibility. The headteacher, the deputy headteacher and some co-ordinators monitor teaching and learning. However, this monitoring does not concentrate sufficiently on how teaching influences learning, the progress made by the pupils and the standards that they reach. There are training needs for some staff in how to monitor teaching, learning and standards rigorously. Consequently, standards are not high enough and teaching is not fully developed. The school development plan correctly focuses on raising standards. However, parts of the plan lack sufficient detail and it contains too many areas for action. The review of progress towards meeting its targets was not an integral part of the plan presented to the inspection team.

72. The governors have evaluated their own performance, have produced a good development plan for the improvement of their role and carry out their duties satisfactorily. They are well organised, use their specialist skills to support the school, attend appropriate training, have a range of suitable committees and visit the classes to which they are attached regularly. The governors support the school enthusiastically and have a good understanding of its strengths. They have ensured that all statutory duties other than some minor omissions in the statutory information have been met. The governors are committed to the school's continued improvement. They accept that their role as critical friends of the school is under developed. This fact, and the governors' limited involvement in planning the strategic direction of the school, for example, through not participating in the formulation of the key issues for the school development plan, means that their knowledge of its weaknesses is not sharp enough.

73. The school's budget and spending are rigorously and accurately monitored. Financial planning is careful linked to the priorities identified in the school development plan. However, the school development plan and the budget are only projected ahead for one year which limits the impact of strategic planning. Financial reserves are predicted to be marginally above recommended levels at the end of the current financial year. Nevertheless, the school's resources, including the funds allocated to pupils with special educational needs and for the training of teachers are used satisfactorily as the pupils make satisfactory progress. The school's use of new technology, including information and communication technology, is satisfactory in terms of both curricular provision and administration.

74. The school has an appropriate understanding of how to ensure that it gets value for money. It compares its standards and costs with those of other schools and gets three quotations for major items of expenditure. Parents are consulted about its work through the use of questionnaires and pupils are consulted through the school council. The school's self evaluation is satisfactory. It puts a great deal of effort into self-evaluation, for example, in the analysis of data, but it does not challenge itself sufficiently. For example, although the data correctly identify problems with the pupils' attainment, they are not used well enough to promote faster progress for all pupils although those with special educational needs progress well. In addition, the school's self evaluation prepared before this inspection was, in every

instance, higher than the findings of the inspection and no aspect of the school was considered to be less than very good. This is not objective enough because the school has too narrow a base from which to make comparisons, even though it is working with a Beacon school to improve its own standards. Additionally, self evaluation does not adequately highlight and address areas for improvement.

75. The management of the provision for children in the Foundation Stage is satisfactory. The teacher responsible is new to the school. She does, however, bring a wealth of knowledge and understanding to the school in the way young children learn and is very keen to build on and develop the already established sound practice. The quality of relationships within the unit is good. However, there has been some change to the teaching staff in the last two years. The five learning support assistants are all well qualified and provide very valuable and effective support to the three teachers. Three classrooms make up the Foundation Stage unit, two of which are open plan. The third classroom is in a separate part of the building. The accommodation is bright, attractive and well organised. The outdoor play area is spacious and accessible to all three Reception classes. However, it is not fully utilised throughout the day. Resources for children in the Foundation Stage are good, both indoors and outdoors.

76. The provision for special educational needs is very good and is well managed by the co-ordinator. She works closely with teachers and assistants and has a teaching programme that focuses upon the specific needs of individuals or small groups of pupils. Good use is made of information and communication technology in the management and administration of the provision. However, the quantity of documentation produced is not refined enough to ensure a clear analysis of pupils' learning and the progress that they make. Learning support assistants are very well trained. The co-ordinator meets with them each week and gives guidance so that their role can be constantly refined and improved. They feel valued and appreciated by teachers and by pupils. Liaison between teachers, assistants and the co-ordinator is very effective and makes a clear contribution to the good progress of pupils. All statutory requirements for special educational needs are met.

77. Provision for pupils who have English as an additional language is the responsibility of the co-ordinator for special educational needs. She has a secure understanding of the differing needs of pupils and makes good use of her expertise to assess pupils carefully and to monitor their progress.

78. The very well organised and informed manager of the Speech and Language Centre tracks pupils very carefully, keeps concise records and acts as a good focal point for staff to discuss strategies and air concerns. Resources are very good. The manager liaises very closely with the co-ordinator for special educational needs, class teachers, literacy co-ordinator and management committee. She carries out the day-to-day running of the Centre, has a teaching, training and monitoring role and ensures that every one involved with the Centre keeps up-to-date with new trends and practices. This means that the partnership between the Speech and Language Centre and the school is continuously developing and changing in order to meet the pupils' very specific needs.

79. The school has a clear commitment to provide equality of opportunity for its pupils. The headteacher and governors have produced a range of policies designed to ensure equal access to all educational opportunities and they regularly monitor them. However, co-ordinators do not monitor pupils' learning or the quality of teaching to determine whether these policies are effective in practice and for their areas of responsibility. This means that they cannot know precisely if different groups of pupils have appropriate provision for their needs. The effectiveness with which the school evaluates overall provision for its pupils is currently underdeveloped because it is not precise enough. A plan to ensure appropriate access for pupils with disabilities is being developed in consultation with the Local Education Authority. The school has a suitable policy for promoting racial equality and monitoring and recording any racist behaviour.

80. The school has an appropriate number of teaching staff to implement the National Curriculum. The number of learning support assistants is good and they are very well involved in lessons. Performance management has been well implemented and training is related to its outcomes or to needs

identified in the school development plan. Induction procedures for staff new to the school are good. The school has a satisfactory capacity to train new teachers.

81. The imaginative accommodation is good, well maintained and very well used. The drama room is also used as a music room. The hall is cramped for whole-school assemblies. Storage is plentiful. Classrooms and corridors are used well for bright displays of pupils' work. The grounds are very attractive and the school has access to woods behind the school. The outside area for the Foundation stage includes a fenced area for large toys.

82. The school's learning resources are good in quality and quantity. Resources are good in English, mathematics, science, design and technology, art, physical education, special educational needs and for children in the Foundation Stage. Good use is made of the local environment in geography. Resources are satisfactory in all other curriculum areas although the school's ratio of pupils to computers is higher than the national figure.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. In order to improve the quality of education provided by the school and to improve standards, particularly in writing, the headteacher, governors and staff should:

(1) Improve the use made of the school's very good assessment procedures in Years 1 and 2 to promote faster progress for able pupils and for those of average attainment by:

(Paragraphs 2,3,4,8,9,23,24,29,34,36,41,60,62,101,104,105,107,111,115,109,116,117,129, 131,136,152)

- ensuring that the levels that pupils are predicted to reach in the end of Year 2 national tests and assessments reflect the progress that they make as they move through the school;
- setting more challenging targets for the number of pupils expected to reach Level 2 and above in these tests;
- assessing pupils' strengths as well as their weaknesses;
- ensuring that assessment information, including the marking of pupils' work, is fully used to make sure that all pupils receive work that is challenging but attainable.

(2) Enhance the effectiveness of the monitoring of teaching and learning in order to improve its quality through:

(Paragraphs 9,18,19,20,22,24,29,41,62,73,81,107,113,114,115,129,133,137,141,148,149,153)

- focusing on how teaching helps pupils of all abilities to progress;
- monitoring the standards the pupils are reaching;
- providing training in monitoring teaching and learning where this is necessary;
- ensuring that the monitoring of teaching improves its quality and addresses the weaknesses indicated in this report.

(3) Increase the rigour of the school's self evaluation procedures by:

(Paragraphs 73,74,75,76,81)

- applying greater objectivity to the process;
- identifying areas for improvement more precisely and taking effective action to address the issues identified;
- developing the governors' role as critical friends;
- increasing the basis upon which self evaluations are made, for example, by visiting a range of other schools.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Adopting a suitable policy for access to the Internet.*
(Paragraphs 52,141)
- Ensuring that the statutory information for parents contains all the required information
(Paragraphs 65,74)

*Currently being developed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	25	17	0	0	0
Percentage	0	2	58	40	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 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	268
Number of full-time pupils known to be eligible for free school meals	18
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	63
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	46	43	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	41	41
	Girls	37	41	40
	Total	72	82	81
Percentage of pupils at NC level 2 or above	School	81 (87)	92 (90)	91 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	41	44
	Girls	35	39	39
	Total	69	80	83
Percentage of pupils at NC level 2 or above	School	78 (88)	90 (92)	93 (99)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	262	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.9
Average class size	29.2

Speech and Language Centre: YR – Y2

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	5
Education support staff: YR – Y2	
Total number of education support staff	19
Total aggregate hours worked per week	395

Financial information

Financial year	2001/2
	£
Total income	701,000
Total expenditure	661,000
Expenditure per pupil	2421
Balance brought forward from previous year	18,000
Balance carried forward to next year	58,000

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	5.6
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	268
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	58	40	2	0	0
Behaviour in the school is good.	46	49	1	0	4
My child gets the right amount of work to do at home.	31	59	9	1	0
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	40	50	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	4	0	1
The school expects my child to work hard and achieve his or her best.	58	39	1	0	2
The school works closely with parents.	45	48	5	1	1
The school is well led and managed.	56	41	1	0	2
The school is helping my child become mature and responsible.	53	44	1	0	2

The school provides an interesting range of activities outside lessons.

32	41	17	1	10
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Sixteen parents wrote comments on their questionnaires. The only points repeated by more than one parent were support for the school and perceived shortcomings in communication.

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

84. There were no key issues for action dealing with the provision for children in the Foundation Stage in the school's last inspection. Since then, however, there has been a change of staff and two of the three Reception teachers are relatively new to the school. The children are admitted to school full time, during the autumn term. Many of the children have already attended either a pre-school playgroup or nursery.

85. Most children are achieving satisfactorily and are on course to meet the Early Learning Goals in their knowledge and understanding of the world, mathematical development and in their creative and physical development when they start Year 1. A significant number of children join the school with limited social skills and poorly developed skills in aspects of communication, language and literacy. The well-planned curriculum gives children a wide range of relevant experiences and, as a result, they achieve well in their personal, social and emotional development. In their communication, language and literacy they achieve standards that are below average. The quality of teaching and learning for children is satisfactory overall, with some good features. In particular, the activities provided for the Reception children are carefully planned to facilitate the development of personal and social relationships.

Personal, social and emotional development

86. Many children enter the school with immature personal and social development. By the end of the Reception year most children are on course to reach standards that are average in this area of learning. This shows good achievement and reflects the good teaching and learning, where children are constantly encouraged to feel confident about what they can achieve. The children settle very quickly into school and into the routines of the day. Well organised routines help the children to develop self-confidence and assurance and to take care of their own needs. They are eager to explore new learning and make effective relationships with adults and other children. During whole class sessions, most children sit quietly and learn to listen to, and consider, the viewpoints of others. There are however, a few children who still find it difficult to listen for any period of time without calling out. Their behaviour in and out of the classroom is good and, with encouragement, they willingly tidy up at the end of a session. They are polite and remember to use conventional phrases such as 'please' and 'thank you' when asking for or receiving anything that is handed to them. When involved in any activity, most children understand the need to take turns and share fairly. They attend to their personal hygiene appropriately and independently tackle jobs such as putting on their own coats to go outside to play. The children enjoy learning, particularly when involved in play activities. They are eager to share their learning and talk happily their work.

87. Personal and social development is strongly promoted in all areas of learning and the planning is thorough. Children are given good opportunities to play and work together and show increasing independence in selecting and carrying out activities. All adults working with the children are courteous and encouraging and this successfully promotes children's learning. The trusting relationships and care of all children are particularly good and encourages them to relate to others and recognise that each of them is valued. The provision for role-play, which supports the personal and social development of the Reception children is a strength and many worthwhile activities are planned that enable them to initiate their own ideas and play co-operatively. The good involvement of the learning support assistants

extends ideas for the children and also provides many moments of fun. A strong sense of cultural differences is well promoted particularly through role-play, for instance, in the celebrations associated with the Chinese New Year.

Communication, language and literacy

88. Children enter school with below average attainment in this aspect of their learning. From this start, they make satisfactory progress, and are, therefore, overall on course to reach below average standards, particularly in their writing skills, when they enter Year 1. Most children use language well to imagine and recreate roles and experiences. Several children are fluent and demonstrate that they have a broad vocabulary. For example, while acting out the role of passengers on an aeroplane, a small group of children talked confidently about going to the North Pole to see bears and the ice. Most children listen carefully and particularly enjoy listening to stories. The most confident children express their own ideas and feelings well and willingly talk about their favourite parts of a story in books. They know that pictures carry meaning and understand the concept of a word. The more able children recognise familiar words in simple texts and use their knowledge of sounds well to help them read simple regular words. Children who find learning more difficult, are at the stage of understanding how books work, for example, by turning the pages and linking a narrative sequence with the pages of a book. The more able children use their knowledge of letter sounds when they write a simple sentence. However, in general, a significant number of children are still at the early stages of ascribing meaning to marks and find it difficult to form recognisable letters.

89. Teaching and learning are satisfactory overall in this area of learning. The children are provided with a wide range of activities to develop their use of language through role-play and to recreate imaginary situations for themselves. Opportunities to carry out 'pretend' writing activities are included within the role-play activities and these allow children to practise their skills regularly. Imaginative efforts are made to provide active tasks and short activities suited to the children's concentration spans. The activities and games provided effectively develop children's understanding of how sounds build into words and many children can identify the initial sound in words. However, few use this knowledge to write simple words. The learning support assistants provide very effective support to the children as they play and work. They are well briefed and assist the teacher in maintaining ongoing assessments of individual progress. Elements of the National Literacy Strategy are introduced appropriately to meet the needs of most children.

Mathematical development

90. On entry to the school, the children's understanding of number is generally average for their ages. They make satisfactory progress and many children are on course to reach the expected standards by the end of the Reception year. In numeracy, many children have gained sufficient knowledge to count and add two numbers when solving problems that involve ten objects and show an understanding of subtraction by taking one unit away from five. Most children develop a sound understanding of mathematical language and use language such as more, less, before and after, when talking about numbers. The more able children use their developing mathematical ideas to solve problems, such as 'If there are five people on a bus, two get off, how many are left?' The children recognise and name a triangle, circle, square and rectangle and recreate simple repeating patterns with the different coloured shapes.

91. Overall, the quality of teaching and learning is satisfactory. Teachers use a suitable variety of methods to reinforce basic skills through practical activities, which enable children to apply their developing knowledge. The work is appropriately planned and resources are carefully prepared and organised. The classrooms are used well to display numbers and encourage children to develop their mathematical ideas through play situations, as in the airport café when, for example, they handle money. In their early work, the children are provided with a wide range of practical experiences, such as matching and counting games, puzzles and sand and water play. The good intervention and support given by teachers and the learning support assistants to the children as they work help to develop and

establish their mathematical ideas. The work is well developed throughout the year and children record their numbers unaided, although often they are reversed and unevenly spaced.

Knowledge and understanding of the world

92. Many children have a sound level of general knowledge and experience on starting school. They show great curiosity in their surroundings and are eager to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them and ensures they make the expected progress. The teaching and learning are satisfactory and most children are on course to meet the expected standard by the end of the Reception year. The activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see.

93. Through the theme 'Ourselves' the children find out about past and present events in their own lives and talk about themselves as babies. They are developing a wider knowledge of their local environment through the opportunity to carry out a traffic survey and investigate the purpose of different vehicles in the locality. The maps they draw of their journey from home to school show good attention to detail and, in some instances, the more able children provide a simple key for their maps. In connection with the theme 'Celebrations', the children looked closely at the changes that occurred to food such as rice, noodles and fortune cookies before and after cooking as part of their preparations for a Chinese New Year party. They recorded their findings through drawings and used words such as 'hard', 'soft', 'wiggly' and 'crunchy' to describe the changes. A good range of construction toys and materials is provided for the children to explore and use their skills to make models. They use a range of simple tools and techniques competently to join recycled materials to make models of cars with fixed wheels and axles.

94. Many children have an increasing understanding of modern technology and teachers provide regular opportunities and good support to developing their information and communication technology skills. For example, during a lesson in the information and communication technology suite, the children used the mouse with increasing control to draw lines to produce pictures of vehicles. They knew how to select and change the colours and, with support, learned how to print out the work. Children's awareness of cultural and religious beliefs is successfully enhanced through special events such as the celebration of festivals. For instance the Chinese New Year, the Hindu festival of Diwali and a real life 'wedding ceremony' conducted by the local minister.

Physical development.

95. In the physical areas of learning, most children are achieving satisfactorily and are on course to reach average standards. The quality of teaching and learning in this area is overall satisfactory. There is a large safe outside play area accessible to all three Reception classes, which is suitably equipped to provide children with a good amount of challenge to enable them to gain confidence and develop their physical skills. However, the area is timetabled for use and is not regarded as an extension to the classroom with activities on offer that can be accessed freely by the children throughout the day. A 'bike play' session on the playground is also timetabled for each class during the week to allow children greater freedom to use the wheeled toys. When using wheeled toys such as tricycles and scooters, the children showed increasing control and learned to respect the space of others. When in the hall for a dance lesson, the children showed that they could run and skip with reasonable control and move in time to the music. However, initially, they were not really aware of the needs of others around them as they moved. The teacher managed the children well and introduced them to dancing with a partner. Most children managed to walk and dance around the hall with their partner but found it difficult to keep in time with the beat of the music. Teaching in this lesson did not fully maximise children's awareness of the changes that happen to their bodies when they are active.

96. Within the classroom, the children have frequent opportunities to develop their manipulative skills. They make good progress in this aspect of learning and develop increasing hand control in the use of a range of tools. Most children competently pick up small items of equipment when engaging in play activities and when manipulating scissors to cut and shape paper. They show increasing control in using a variety of painting and writing tools and make a variety of models with a range of construction toys and materials.

Creative development

97. The quality of teaching and learning in this area is sound overall, with strengths in the provision for role-play. The children make steady progress in developing their creative skills and many achieve high standards in their imaginative play. The teachers' focus on developing confidence and independence is very effective in this aspect of learning. Many opportunities are provided for the children to engage in their own imaginative play. As a result, they use resources with imaginative skill, are able to sustain aspects of characters for long periods of time and talk knowledgeably about what their character is doing. They engage with delight in all the activities, which often link well with their knowledge and understanding of the world. In a mime lesson observed, the children used their imagination well to capture the movement of different forms of transport such as sailing boats, hot air balloons and trains.

98. Children use paint imaginatively and print with different objects such as wheeled toys and a potato to create interesting patterns. They learn to use pencils skilfully to produce some realistic observational drawings of toy cars. In a good singing lesson observed, taken by the music co-ordinator, the children showed they were able to listen carefully and sing tunefully with enthusiasm and energy. The teacher provided a good sequence of musical activities that took full account of the children's needs while at the same time allowing plenty of time for enjoyment.

ENGLISH

99. Overall, standards in English in Year 2 are below average. Standards in speaking and listening and writing are below average while standards in reading are average. Pupils enter Year 1 with below average standards in all areas of English and whilst, overall, they achieve satisfactorily, they often make good progress in reading. The school has worked hard and effectively to develop pupils' understanding and recognition of sounds which it had correctly identified as a relatively weaker skills area. It has also allocated additional curriculum time to reading. Pupils with special educational needs and those few pupils who have English as an additional language achieve well from their individual starting points because, with good support and monitoring, their confidence and skills develop well.

100. The school's emphasis on the value of learning through talking and discussion helps pupils to take part in whole class and group discussions with confidence. They answer questions willingly and talk relevantly, and often with enthusiasm, with their partners in group activities. Some pupils are able to extend their comments and answer at a good length and in good detail. Most pupils listen well, particularly when they discuss the texts they share in the literacy lessons and when their teachers read to them. However, a small number of pupils do not listen so attentively when they are not fully involved in other activities. For a significant number of pupils the range of their vocabulary is limited to familiar everyday words and they respond briefly to questions, needing support to extend their responses into complete sentences or greater detail. These pupils often do not speak clearly.

101. Pupils are given a good range of opportunities to both read and look at books. As well as reading regularly in school, they take home several library books as well as their school scheme reading books. The effect of this provision is that pupils enjoy their reading and handle books confidently. The school emphasises the teaching of phonics and, as a result, pupils generally have a secure knowledge of letters and sounds. Pupils of average ability are able to identify the different sound elements of a word and a good number, but not all, are able to put them together as recognisable simple words. While they understand how a book is organised, pupils' ability to talk about what has happened in the book they are

reading and what they like about a book is variable. More able pupils are confident readers and reach a good level of fluency. They are able to talk about books and authors they have enjoyed and, whilst they are often well challenged by the books they read at home, their school reading books are sometimes well within their grasp. Lower attaining pupils have more variable knowledge of both letters and the sounds they represent. Although most understand the relationship between sounds and words and can identify simple two and three letter words, their ability to apply their knowledge independently is more limited. All pupils enjoy their shared reading in class. They respond and chant chorus lines or repeated phrases with enthusiasm. Pupils use the school library regularly and most understand how books are organised.

102. Pupils write for a good range of purposes and many write at a good length for their age. Their range of writing includes, poetry in repetitive patterns and simple counting rhymes; adventure stories based on their topic work; retelling traditional and fairy tales; making books out of their writing on such topics as holidays and their work on dinosaurs; writing instructions, storyboard accounts and posters. The development of pupils' writing skills has been identified as a priority for the school. As part of their continuing strategies, the school is making productive use of talk and discussions to prepare pupils for the process of writing and to help them develop their ideas. This is having a positive effect on pupils across the ability range and is developing their writing 'stamina' well. Some higher attaining pupils are beginning to use words to create interest and to use some more complex sentence structures. Although average pupils often have a vitality in the way they organise their work, the range of their vocabulary is generally based on familiar simple language. The accuracy with which they spell and use basic punctuation in simple sentences is variable. A significant number of lower attaining pupils are only just beginning to communicate meaning in their writing and their awareness of sentence structure is limited. Pupils' letter formation and handwriting skills are variable. Some higher attaining pupils are developing a neat, carefully formed, joined style of writing. However, although most pupils orientate their letters correctly, the size of letters is not always consistent and there is often an inappropriate mixture of upper and lower case letters. The school recognises that pupils develop their handwriting skills at differing rates but the focus on neatness, consistent organisation and legibility is too variable.

103. Throughout the school, standards in literacy are below average. Although the range of pupils' writing in some subject areas is good, the development of literacy across the curriculum is satisfactory. There are some missed opportunities in subjects such as history, geography and religious education for older pupils to record their work and to develop their skills. Although pupils in Year 2, for example, write at good length following their visit to HMS Victory, the amount of written work generated in this topic so far is limited. In science, there is a good focus on developing the special vocabulary of such topics as electricity but this is not so evident in their work in mathematics. There are well organised opportunities in design and technology for pupils to present their design and to begin simple evaluations of their work. Pupils use spider diagrams to record their work on water and write poems about minibeasts and description of the jungle.

104. The quality of teaching and learning is satisfactory overall and some good teaching was observed in both year groups. There was no unsatisfactory teaching. In the school's previous inspection there was a similar judgement overall but there was a higher proportion of good teaching. There are very good relationships between all adults in the classroom and pupils. Pupils of all abilities are well included and involved in all lesson activities. This develops pupils' confidence well and encourages them to be responsive both in whole class teaching and in group work. There are very productive partnerships between teachers and teaching assistants. They work very well together to support pupils and to help pupils pay good attention and concentrate, particularly in whole class sessions. Teachers plan carefully and in good detail for their lessons both within the framework for the literacy hour and also for other sessions. There is particularly effective use made of the shared reading text and pupils' involvement in both reading and discussion. These qualities were evident in a good lesson in Year 2 where the teacher's emphasis on clear pronunciation and expression helped pupils to be more effective and more involved in their reading aloud. Most teachers explain the main focus of the lesson carefully to pupils before they begin their work and this gives the lesson a clear sense of purpose.

105. Where teaching has weaknesses, they are associated with the planning and the organisation of group and some whole class activities. Where these activities do not effectively involve all pupils, a small minority become restless and lose concentration. This has an adverse effect on their learning and the pace of the lesson because the teacher spends time restoring appropriate listening and attention. This was seen in a Year 1 lesson where pupils were using a large dice to identify words with specific endings. Only one or two pupils were directly involved each time the dice was rolled and, as a result, some less well focused pupils did not pay appropriate attention. In some group activities, there are missed opportunities to extend fully more able pupils. Planning and support for lower attaining pupils and some average pupils are more consistently well matched to pupils' abilities. More able pupils often complete their work comfortably rather than finding it a challenge. Teachers mark pupils' work with praise and encouragement but the use of marking to remind pupils of their targets or to encourage them to take the next steps in their learning is variable.

106. The school is aware of the need to provide for able pupils in the school and, in Year 2, there are useful opportunities for a small group of more able pupils to work on their writing together. These sessions are well organised and focus on developing a more interesting range of vocabulary and a wider use of more complex sentence structures. In the good session observed, the teacher's own energy and enthusiasm were infectious and pupils were well involved and hard working.

107. The co-ordinator for the subject is committed and has a good understanding of what is important for the improvement of standards. She provides good support for new and newly qualified teachers in the subject. The co-ordinator has been well involved in the monitoring of teaching and planning and helps to lead the good opportunities for discussing standards and assessment procedures in the school. The key issue from the school's last inspection concerning the attainment of boys has been addressed well. There are very good systems and procedures for assessing pupils' work which maintain a regular termly overview of all areas of English, linking assessment to National Curriculum levels. However, the range of information from assessment is not used sufficiently sharply to ensure that all pupils achieve well. Literacy is taught daily and the school has adapted the format effectively to allow time for pupils to develop their ideas and prepare for their writing tasks at the end of the week. Reading is taught outside the literacy hour and a good range of reading related activities is used to develop pupils' skills and experiences. However, standards in English are not as high as they were at the time of the school's last inspection and, therefore, improvement in the subject has been unsatisfactory.

108. The use of information and communication technology in the subject is generally satisfactory. Resources for literacy are good and have been extended and updated consistently over the last few years. The school library provides a good encouragement for pupils to read and pupils have good opportunities to use the attractive accommodation regularly. The subject is well enhanced by a good range of visits from storytellers, theatre groups, and authors. Pupils take part successfully in local poetry competitions and the whole school benefits from, and enjoys, the annual Book Week. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils' work in a range of groupings helps them to work effectively together and teachers often make effective links with pupils' work in personal and social education. This was seen in a Year 2 lesson where the teacher developed the theme of what it meant to be a friend when they discussed the traditional story of the unsuccessful friendship between a frog and a snake.

MATHEMATICS

109. The findings of this inspection are that, in Year 2, most pupils reach standards that are average in numeracy and in all other aspects of mathematics. The inspection of 1998 reported that attainment was, 'just in line with national standards by the end of Key Stage 1'. A satisfactory improvement has been made. Pupils' results at the end of key stage tests in 2002, compared with all schools were well below average in Year 2. Compared with similar schools, standards were below average. The number of pupils who exceeded the national standard was below the national average. The difference between the judgement of this inspection and the results of 2002 can be explained by the high percentage of

pupils who had special educational needs in that year compared with the current group. In addition, and since then, there have been a number of changes of staff. The progress of pupils is satisfactory overall if compared with their attainments when they entered the school, which were judged average. The progress of pupils with special educational needs is good because their work is well planned and they have very close support from learning assistants. The progress of more able pupils is not satisfactory because too few reach the higher levels in national tests. Progress made by pupils with English as an additional language is also good.

110. The quality of teaching and learning is satisfactory overall in Years 1 and 2, but there were examples of both good and less effective features. The previous inspection described teaching as, ‘always sound, with some examples of good teaching’, a similar judgement. The judgements on teaching and learning are based upon lesson observations, analysis of work and discussion with pupils.

111. In a good Year 2 lesson, the teacher presented the learning objectives clearly and in a lively manner. Pupils responded well and were eager to answer the teacher’s probing questions about the relationship between repeated addition and multiplication. However, many found difficulty in explaining or discussing what they knew because their mathematical vocabulary is not well developed. Pupils were used to illustrate the principles of repeated addition. Most understood this idea and then worked with good concentration at simple picture ‘problems’. At each stage of the lesson, the teacher seized opportunities to reinforce pupils’ understanding by further examples and explanations. This allowed them to clarify their understanding and consolidate what they knew. The teacher had good expectations of what pupils should be able to do. She progressively increased the challenge by the presentation of problems that had no visual clues to help pupils. Work was well matched to pupils’ capabilities. Those who were higher attaining had more advanced tasks and those with special educational needs had good support from an assistant. A weakness in the lesson was a lack of insistence by the teacher that pupils should produce work of good quality in layout and presentation. At times, the pace of the lesson slowed because the pupils were not made aware of the time available for them to complete the tasks.

112. In other satisfactory lessons in Year 2, work was generally appropriate in content and well presented. Teachers used satisfactory teaching skills to motivate pupils and explain main ideas. However, some introductions to lessons were too long and a few pupils became restless and lost concentration. Group work was not always well organised and matched precisely enough to pupils needs, or it lacked appropriate challenge to raise standards. The exception to this was for those pupils with special educational needs who were effectively assisted by learning support assistants. At other times, the pace of learning was too relaxed in group-work activities and pupils produced too little good quality work.

113. In a good Year 1 lesson, pupils were attentive to a clear introduction on partitioning ‘teen’ numbers into tens and units. They contributed their own knowledge in response to the teacher’s questions that were intended to help them clarify their understanding. The teacher found different ways to explain this and helped them visualise the main principle of partitioning. They made a good response to this, although a few concentrated less well. During the lesson, there was clear evidence that pupils gained understanding of the principles and by the end, most had made good progress because the teacher had used effective teaching strategies. Satisfactory lessons in Year 1 were initially well presented with good use of questioning to help pupils develop ideas and their understanding. However, there was a tendency for some introductions to be too long and, therefore, a number of pupils became restless and lost concentration. Group-work was not always successful because the focus on what pupils were to learn, although clear in the planning, was not specific enough in practice. The pace of learning was frequently too relaxed in group-work and, therefore, pupils did not make the progress that they should have done. As with Year 2, those with special educational needs were very well supported, but more able pupils were not consistently challenged to produce work of good quality and standard. In both year groups, the concluding plenary session was rarely very effective, because some were too

short and others lacked focus. Therefore, pupils were not helped to consolidate or refine their understanding of the vital mathematical principles or knowledge that had been taught.

114. Analysis of work in both year groups indicates that pupils have reached satisfactory levels of attainment in using and applying mathematics, numeracy and in shape, space and measures. However, their knowledge and use of mathematical language are not good enough to help them develop a good level of competence and understanding of essential ideas. Their work is not well presented; layout is too often untidy, muddled and inefficient. Work is marked, but not enough is done to show pupils how to improve what they do. Some good work in data handling has been produced with use of information and communication technology, although this is not a requirement for pupils in Years 1 and 2.

115. The mathematics curriculum is of good quality and is broad and balanced overall. There is emphasis on the use and application of mathematics in other subjects. For example, pupils have used data handling technology to input and present information about aspects of their 'Pirate' theme. The co-ordinator monitors teachers' planning and, therefore, has a good knowledge of what pupils are taught. They have some homework in both years to help them develop their skills and understanding. Assessment procedures are very good; teachers are provided with essential information about the progress of pupils and this is tracked over time. However, the use of this information to raise standards for all pupils is less well developed. The subject co-ordinator is new to the post, but is enthusiastic. However, she has not monitored teaching and learning. Therefore, she is not in a good position to identify fully areas that need improvement. Resources are good and are used effectively to contribute to pupils' knowledge and understanding.

SCIENCE

116. Overall, pupils in Year 2 attain average standards in science. This judgement is similar to the findings of the school's previous inspection. In the 2002 end of Year 2 assessments made by teachers, standards were average when compared with all schools and with those of similar schools. However, pupils' standards at Level 3 were judged to be above average. During the time of the inspection, these higher levels in science were evident in the lessons observed. The main reason for this is that pupils are given the opportunity to extend their investigative skills by finding the answers to questions for themselves. Pupils with special educational needs and the few pupils who do not have English as their first language receive good support from their class teachers and learning support assistants and achieve well. No significant differences in the attainment of boys and girls were observed. The strengths of pupils' achievement include their knowledge and understanding of the properties of materials and electricity. The analysis of pupils' work shows that pupils have a sound knowledge and understanding of living things in the environment. Weaknesses include the quality of pupils' recorded work and using information and communication technology to record their observations.

117. The quality of teaching and learning is good and promotes good achievement. Teachers give clear introductions to their lessons. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This ensures that the progress pupils make is, in general, maximised. A Year 2 lesson on electricity illustrated several of these features and led to the effective learning of the majority of pupils, including those with special educational needs. Through the opportunity to plan and make drawings of a working circuit with written instructions, the pupils learned that the instructions had to be sufficiently clear for others to interpret. They were able to interpret the drawings, make correct predictions of which circuits would work, construct a complete circuit and explain how it worked. Towards the end of the lesson, the teacher challenged the pupils to explore and design a more complex circuit to see if they could light up two bulbs. A good discussion at the end of the lesson reviewed the work that had been covered and by asking 'What did we want to find out?' the teacher was able to check that the pupils understood what they had been doing and what they had learned.

118. Similarly, a lesson in Year 1 on forces and movement, illustrated the strengths of the teaching of science in the school. The teacher introduced the lesson well by asking the pupils to move in different ways and describe what action they used to move different parts of their body. This helped pupils to develop a greater understanding of the language associated with movement before participating in the practical science activities. The teacher moved the lesson on well to give pupils the opportunity to explore and test a range of objects and materials that could be moved by pushing or pulling. The group activities were managed and organised well and questions were used to make the pupils think for themselves. For example, when a group of pupils were sharing their ideas about the properties of play dough, they were asked to describe what they did to change its shape and how they did it. In this lesson, the teacher not only promoted the pupils' understanding of how objects can be moved by pushing and pulling but also encouraged them to use the correct scientific vocabulary to describe their findings.

119. The analysis of work in Year 2 shows that teachers have developed the pupils' knowledge and understanding of materials well and extended their investigative skills. For instance, pupils have explored what happens to ice cubes left in different parts of the classroom over the course of a day. They describe their observations using appropriate terms such as melting and dissolving and make predictions about what might happen. The management of pupils in all lessons observed was good and promoted a good working atmosphere. Lesson planning overall is satisfactory and there is an appropriate match of tasks to the attainment levels of different pupils. The activities provided for the more able pupils ensure that they are sufficiently challenged in their thinking. All lessons are well organised with readily available good quality resources. The teaching of investigative science is particularly good and provides a wide range of experiences that enable pupils to find out answers for themselves when carrying out investigations. Minor weaknesses are in the marking of pupils' work, which is inconsistent and does not provide pupils with targets for improvement. In addition, there was little evidence of the use of information and communication technology to enhance the pupils' learning. There are however, good links with art and design. For example, in their work on the properties of materials, pupils selected and tested a range of materials suitable for making a teddy bear, before designing and making their own teddy bear.

120. Science is well supported by the nationally recommended guidelines, which have been adapted appropriately by the school to meet the pupils' needs. A strong emphasis is placed on the teaching of investigative science. The subject is well managed by a competent co-ordinator who has made a good impact on the subject over a period of time. Pupils' work and teachers' planning are monitored and there has been some monitoring of classroom practice. Useful assessment procedures, such as end of unit assessments recorded in the 'pink books' and the tracking of pupils' progress in investigative science, support the systematic development of pupils' knowledge, understanding and skills. Learning resources for science are good and the school makes good use of the grounds, pond and nearby woods for pupils to use for environmental studies. Science makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the opportunity to work on investigations in groups and to explore and experience the excitement of finding out what may or may not happen when undertaking an investigation.

ART AND DESIGN

121. In the school's last inspection, pupils' attainment in art was judged to reach national expectations. Since 1998, the school has raised its standards so that they are now above average by Year 2. This judgement is based upon analysis of pupils' work, displays, photographs and discussions with pupils and teachers because it was not possible to observe any teaching. Achievement for all pupils, including those with special educational needs, is good.

122. The quality of teaching and learning is good overall in Years 1 and 2. An analysis of the pupils' work across the year groups indicates that the teaching of a range of skills in art and design enables pupils to make good progress in their learning and achieve good standards. Pupils get off to a good start in Year 1, where teachers provide well planned opportunities for them to draw and paint, both what they

see and what they imagine, using a wide range of materials and media. From a young age pupils are encouraged to experiment with their use of colour and to seek the exact shade to create the desired effect. This was apparent in pictures of African animals silhouetted against the sky, where pupils had explored shades of colour to portray an African sunset. A textile project gave pupils throughout the school a valuable opportunity to explore Indian and African patterns. Displays around the school include vibrant colourful weavings used as wall hangings that incorporated a range of materials such as beads, fabric, wool and shells. Pupils in Year 2 produced an attractive curtain for the library by drawing and painting on silk to illustrate the Indian story *One Grain of Rice*. The quality of these displays does much to create a rich, colourful environment. Three-dimensional work is also of good quality. For instance, older pupils have produced impressive clay masks based on African art.

123. In Year 1, pupils' sketches of old bears and daffodils show that they have been taught to observe detail carefully. This is developed further in Year 2, where pupils have produced some good observational drawings of one another. Appropriate emphasis is given to raise pupils' awareness of famous paintings and artists. For example, they examine the work of William Morris and experiment with pencils and crayons and produce good quality symmetrical designs. This work inspired pupils to explore alternative designs through the use of information and communication technology and scan in images to make symmetrical pictures in his style. Art is well integrated into many subjects across the curriculum. Good examples of this were seen in science, literacy, history and geography. In science for instance, the pupils' work on properties of materials, involved them in selecting and testing different materials suitable for making a teddy bear. The detail in their designs and good levels of skill in sewing enabled pupils to produce their own individual well-made teddy bears. There was however, less evidence of pupils' writing evaluations of their work. Pupils throughout the school derive great enjoyment from their artwork and are justifiably proud of their work.

124. The co-ordinator for art and design is new to the school and, at this early stage, provides sound leadership for the subject. The scheme provides a good structure to support pupils' learning and the progressive development of pupils' skills. Improvement since the previous inspection is good as, at that time, standards were average and teaching was judged to be satisfactory. Art enjoys a high profile in the school. For example, an Arts Week is held annually when an artist is invited into the school to work with the pupils. Assessment procedures are satisfactory. Resources are good to support the teaching and learning of each unit. The subject makes a very good contribution to the pupils' spiritual, social, moral and cultural development through, for example, the opportunity to explore the work of artists from other cultures, reflect on their significance and develop an appreciation of the many forms of art.

DESIGN AND TECHNOLOGY

125. From an evaluation of two lessons seen in Year 2, analysis of a range of previously completed work and an examination of teachers' planning, attainment in design and technology is judged to be above average. There has, therefore, been a clear improvement in standards, because the previous inspection judged that attainment was, 'in line with national expectations'. The progress of pupils, including those with special educational needs and English as an additional language, is good overall. There were no differences between the attainments of boys and girls observed during the inspection.

126. The quality of teaching and learning is good overall in Year 2. The previous inspection reported that teaching was, 'at least sound and there are some good lessons.' This indicates that the quality of teaching and learning has improved. The lessons seen were characterised by clear objectives, good presentation and a good range of effective teaching strategies. These qualities captured the interest of pupils and enabled them to gain necessary skills and knowledge. For example, in one lesson, the teacher made good use of pictures and the technical vocabulary of the subject to inspire her pupils' interest and imagination. Therefore, when they set to work to design a lighthouse, they all had a very good base of relevant information upon which to draw. Pupils were well managed and the lesson was carefully prepared to ensure that they had appropriate resources and tools. They made good creative effort, concentrated well and enjoyed the activity. One weakness noted was that the teacher did not

adequately promote the idea of quality in design or making that is essential to the subject. In the other Year 2 lesson with the same content, pupils responded very well to the challenge set, learned new skills and were aware of the teacher's high expectations. No lessons were seen in Year 1, but analysis of pupils' work shows that they have carried out tasks with interest, have responded well to teachers' expectations and have produced work of good quality. Pupils have designed and planned vehicles, rain hats for fabric Teddy Bears and have learned to sew carefully with simple stitches.

127. The school uses national guidelines to plan work for pupils. It has successfully established relevant links between design and technology and other subjects such as history, information and communication technology and science. The use of assessment to determine pupils' progress is satisfactory, but is not developed sufficiently to enable information gained to be used to plan the curriculum. The co-ordinator has begun to collect samples of pupils' work to enable her identify strengths and weaknesses so that provision can be improved. She is newly appointed, very enthusiastic and has already isolated some appropriate priorities for improvement, for example, the development of food technology across the school. However, she has not monitored teaching to gain a more extensive understanding of curricular and staff training needs. Resources are good and this contributes well to the good quality of pupils' work and the enthusiasm of teachers.

GEOGRAPHY

128. During the week of the inspection, it was not possible to observe any lessons in the classroom and Year 1 pupils were observed undertaking a traffic study. Judgements are based on the one observation, analysis of teachers' planning, pupils' work on display and in their folders and discussions with teachers and pupils. Standards in the subject are average for pupils' ages. In the school's previous inspection, standards were judged to be good. Pupils are offered a good range of experiences, sometimes usefully incorporated into a wider topic area and, at other times, as a separate subject. This is often combined with good opportunities to use the local area and these factors ensure that pupils' experiences are effectively enriched and their geography skills appropriately developed. All pupils, including those with special educational needs, are given opportunities to take part in all the activities offered and satisfactorily develop their skills and understanding.

129. Indications are that teaching and learning are at least satisfactory. In the previous inspection, teaching and pupils' progress were judged to be good. Teachers' planning indicates that pupils are offered a good range of practical experiences, which link closely with the area immediately around the school and often include consideration of factors influencing the environment. This is well illustrated in pupils' involvement with the design for the new playground where they were able to discuss which features would be most important. Younger pupils plot trails around the school and older pupils make plans of their route to school and indicate some of the most important features. Whilst there is clear evidence that pupils' mapping skills are developed progressively, opportunities for older pupils to record their experiences and their findings in increasing detail are more limited.

130. In the visit by Year 1 pupils to the area outside the school, they observed how roads are made safe for people and cars. As a result of the teacher's careful planning and preparation, pupils behaved very responsibly and were able to make useful observations about road signs and traffic calming measures. Effective links with other areas of the curriculum and visits to places of local interest enhance pupils' learning well. In good links with their work in science, pupils walk in neighbouring woodlands, help to maintain the pond and wildlife area and take part in events such as 'Grounds Week' and Eastleigh Litter Week. Visits to places such as the Swan Centre, provide opportunities for pupils to make observations in another area. The school's developing and supportive links with a community project in Africa and the extensive and well recorded 'travels' of the Bishopstoke bears begin to extend pupils' knowledge of areas outside their own country.

131. The co-ordinator for the subject has been very recently appointed and, through her enthusiasm and commitment, is securing her understanding of the subject and the role appropriately. She monitors planning in the subject and has discussed their work with pupils. The monitoring of teaching is planned

but has not taken place. She is beginning to identify relevant objectives for the further development of the subject. There are useful systems for assessing pupils' understanding at the end of each topic or unit. Information and communication technology is used appropriately in the subject for such activities as forming bar charts to record surveys and using the digital camera to record visits. Resources meet the needs of the curriculum. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through its focus on practical activities and the opportunities for pupils to develop their understanding and awareness of the world around them.

HISTORY

132. No lessons in history were observed during the inspection because of timetabling arrangements. Judgements are, therefore, based on an analysis of pupils' work, scrutiny of teachers' planning and displays, photographs and discussions with teachers and pupils. Indications are that standards in Year 2 are average which is the same as the findings of the last inspection. The achievement of all pupils in Years 1 and 2 is satisfactory.

133. Overall, the quality of teaching and learning in Years 1 and 2 is satisfactory. In the previous inspection, it was reported to be sound. Teachers effectively channel the natural curiosity and enthusiasm of pupils about the past. There is a good emphasis on the language of time and pupils develop a thoughtful response about their own lives and the past. Pupils in Year 1 construct a simple timeline with photographs to show the main events in their lives so far. Their understanding of past and present, and knowledge of the importance of artefacts, are developed soundly in 'Our Toy Museum' where pupils have written about toys old and new such as jacks, a whip and top and Emmy Bear. They ask simple questions about the past and identify similarities and differences between old and new toys. This is the result of carefully planned and structured teaching with appropriate use of artefacts to enliven learning.

134. Pupils in Year 2 also soundly develop their sense of time and change by comparison with the past in their study of Guy Fawkes and the Gunpowder Plot. They also understand why so much of London was destroyed during the Great Fire, create a simple timeline of events and recognise the part played by eyewitnesses like Samuel Pepys in recording what happened at that time. As part of a wider topic, Sailors and the Sea, teachers also ensure that the past comes alive for pupils when they visit Nelson's flagship, HMS Victory, to discover why he is such an important figure in British history. Pupils' skills as young researchers are developed well as they explore aspects of life on board such as punishment, weapons and food and drink. Information and communication technology supports the topic well as pupils answer questions on the preview tour on the internet. The role play area enables them to act out other tasks on board the ship such as filling out the captain's log and giving orders to the crew. However, the range and depth of pupils' recorded work are too limited for this age group so that not all not all historical skills are sufficiently developed and more able pupils are not challenged enough.

135. The subject is satisfactorily led and resourced. The co-ordinator has an overview of the subject through monitoring planning and pupils' work but has not undertaken classroom observations. Targets for improvement are appropriate. Assessment is good and procedures are simple and easily accessible. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development through discussion of simple moral issues, group work and knowledge of their local heritage. Visits to places of interest like HMS Victory, Beaulieu and looking at local Victorian houses help pupils to experience history at first hand.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. The attainment of pupils in Year 2 is average. In the previous inspection, pupils' attainment was reported to be, 'in line with national expectations'. Standards have, therefore, been maintained. The overall progress of all pupils is satisfactory because they have engaged in a suitable range of activities and at an appropriate level. No differences in the attainments of boys and girls were seen.

137. On the evidence of an analysis of pupils' work and lessons seen, the quality of teaching and learning is judged satisfactory overall in Year 2. The previous inspection judged that teaching was, 'sound.' In a satisfactory lesson in Year 2, pupils were divided into two groups. One 'visited' HMS Victory by way of an Internet search engine and the other programmed a 'floor turtle' to reach a box of 'treasure.' A learning support assistant provided pupils with clear guidance for them to access the HMS Victory website. They used the page commands successfully and accessed information about the vessel in order to complete a question sheet. However, their keyboard skills were not very efficient and this caused them to work too slowly. The group who used the 'turtle' were well organised and had a good understanding of the objectives set by the teacher. They worked enthusiastically to learn successful programming skills and then apply them. However, because of the cramped nature of the place where they worked, the outcomes were less successful. In a satisfactory lesson with the same content in another Year 2 class, the teacher made good use of questions to help pupils develop their understanding and skills of programming. They were attentive and took turns to program a machine as members of the class watched. They were delighted when the 'turtle' reached its destination, but when they worked together in small groups they were less successful because of the lack of space. Some became too excited and lost sight of the objectives.

138. Insufficient lessons were seen in Year 1 to make a firm judgement about the quality of teaching and learning. However, a brief observation of a lesson and a scrutiny of pupils' work indicate that they are enthusiastic, attentive to instruction and have covered an appropriate curriculum. They have used the Internet to locate information about famous bears and have learned about the use of information and communication technology in the locality with photographs taken by a digital camera. They have used an art program to produce pictures, have imported graphics and word-processed captions. A significant weakness observed was underdeveloped keyboard skills.

139. A scheme of work based on national guidelines is used to enable teachers to plan a good range of work for pupils. Good use has been made of specific funding to establish a well-equipped computer suite and the school association has provided funds for the necessary furniture. The use of information and communication technology in other subjects is adequately developed. A policy to protect pupils from undesirable Internet material is in the process of development. Procedures to assess pupils' progress are good and some use is made of the information gathered to plan the curriculum. The co-ordinator has identified appropriate priorities for development. She checks the standards of pupils' work by observation of displays, but has no opportunities to monitor the quality of teaching and learning. Most staff, including the learning support assistants have been appropriately trained. Resources, although broadly satisfactory in quality, are insufficient to match the nationally intended ratio of pupils to computers.

MUSIC

140. Standards in music are above average in Year 2. This broadly reflects the findings of the last inspection. Judgements in this inspection are based on observations of lessons, assemblies and music club, scrutiny of planning, recordings of productions and discussions with teachers and pupils. The specialist teacher who is responsible for music across the school ensures that lessons are full of energy, enthusiasm and excitement and that pupils are given a wide range of musical activities. As a result, all pupils achieve well and thoroughly enjoy their music making.

141. In Years 1 and 2, the quality of teaching and learning is good with some very good features. A key to this successful partnership in learning is the specialist teacher's command of the subject, her high expectations of what pupils can achieve and the way that she treats them as young musicians. She works hard to ensure that pupils listen intently to what they hear and that they use instruments carefully and with proper control. Pupils quickly caught the air of excitement at the beginning of a Year 1 lesson when they sang *The Runaway Train* with gusto, added rhythmic actions and kept a steady beat. The teacher then built on their earlier work on tempo to create a roller coaster score linked to the topic on Wheels. She is also skilled at motivating pupils and promoting confidence so that they were soon able to

recreate the thrills of the roller coaster ride by controlling a pulse at different speeds playing claves, tambourines, drums and bells. Pupils covered a lot of ground in a short time because they enjoyed themselves so much.

142. Pupils' learning is enhanced because their good behaviour and keen interest enable them to make use of the opportunities presented to them. As a prelude to their work linked with Sailors and the Sea, pupils in Year 2 listened to *Ocean Surf* which put them into a receptive mood as they imitated the movement of the giant waves. This led naturally to their composition of Whale Music by combining different layers of sound using voices and body percussion. By the end of the lesson, pupils performed with a good degree of confidence because the teacher's very spirited and knowledgeable approach led to happy, relaxed music making. However, when they listened to a recording of their work, pupils were able to distinguish the sounds within the texture but they were not given opportunities to evaluate and improve the quality of their performance. Occasionally, because of difficulties with organisation, the pace of the lesson flagged and time was wasted while it regained momentum. Pupils' knowledge of simple notation is well developed as in their composition *We are the Pirates Bold*. They are also keen to talk about how music can create mood and atmosphere although some lack the musical vocabulary to express their ideas fully. Pupils were very thoughtful in their responses when they listened to *The Planets* by Holst and discussed the feelings of anger evoked by the music of 'Mars, the Bringer of War'.

143. The subject is well led and promoted by the specialist teacher. Resources are generally satisfactory and there is plenty of listening music to enable pupils to explore music from a variety of times and cultures. Assessment is good and procedures are simple and accessible. Information and communication technology is used well to support teaching and learning. The subject is enriched by music club, carol services, Carnival 2003, Christmas productions and visits from musicians and dancers. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when they sing *Wouldn't it be a wondrous thing?*, improvise rhythms in a group and go on a musical journey through the rainforest playing cabasas and guiros.

PHYSICAL EDUCATION

144. Standards of attainment are average in Year 2. This is the same judgement as that made by the school's 1998 inspection. Overall, pupils make satisfactory progress. Pupils with English as an additional language are well integrated into lessons and often benefit naturally from support given by other pupils. Pupils with special educational needs make good progress. The school has identified those who need particular help with their movements and this is often provided specifically by learning support assistants. Additionally, pupils from the Speech and Language Centre take a full part in physical education lessons with the support of an adult. During the inspection, observations of games and gymnastics were made. However, scrutiny of curricular documentation and planning showed that all aspects of the subject are taught.

145. In Year 2, pupils control a ball appropriately when dribbling around obstacles and passing it to, or receiving it from, a partner. They show an understanding of basic rules when using these skills to play simple games. In these activities, the pupils work well together and are sensibly competitive which enhances their spiritual, moral, social and cultural development well. In gymnastics, the pupils plan, perform and develop sequences of movement with suitable co-ordination and control on the floor and on apparatus. For example, they initially focus on curling and stretching and move on to three part sequences incorporating a balance. The pupils have a good understanding of the need to warm up and cool down when exercising and of the effects that exercise has on the body. Weaker aspects of their work include their use of space and their limited knowledge of the technical vocabulary associated with this subject. The pupils' evaluative skills are limited to commenting on which performances they like rather than how to improve them. The quality of some movements, for example, landing and finishing a sequence, is not good enough particularly for more able pupils.

146. The quality of teaching and learning is satisfactory although some good lessons were seen. This judgement was also made by the school's previous inspection. However, that inspection also found that warm up sessions were too slow and that cooling down did not take place at the end of lessons. These weaknesses were not seen in this inspection although the good emphasis on safety, which was also noted in 1998, was seen. A Year 2 games lesson illustrated the satisfactory nature of the teaching and learning in this subject. The lesson began with a crisp warm up which had a good link with mathematics as the pupils related their turning movements to the fractions of a circle. The purpose of the warm up session was briefly discussed and the pupils showed clearly that they understood why this work was necessary. The work previously undertaken on controlling a ball when dribbling was revised with the class through a demonstration by a pupil and close control and trapping were suitably emphasised. The teacher set out obstacles for the pupils to dribble around in groups. This slowed the lesson down and restricted the pupils' independence. The hall was cramped for this activity and some pupils became restless as they had to wait for a turn. There was a long discussion of the next paired exercise before pupils began to work on it and the value of passing to a partner was reduced as pupils got in each other's way. Additionally, although the teacher and the learning support assistant kept the pupils on task, too few instances of pupils being given direct advice on how to improve their skills were seen. Again, some pupils were asked to demonstrate their work but it was not evaluated in terms how it could be made better. The pupils applied their games skills in a simple game which showed that they understood the rules. The lesson concluded with a suitable cooling down activity.

147. Standards and the quality of teaching and learning remain the same as they were in 1998 and, therefore, the subject has made a satisfactory improvement since the school was last inspected. These facts make its management satisfactory. The co-ordinator is experienced in the management of the subject but only reassumed responsibility for the role last September. She has an appropriate action plan for the further development of physical education. This includes plans to introduce the direct observation of teaching and learning in the summer term. The subject is well resourced and the school's accommodation supports its teaching well. Pupils' performance is assessed termly although the school plans to improve its systems and assessment information is not always used well when the pupils' work is planned. There is good use of information and communication technology in the subject. For example, pupils have used word processing to describe photographs of their pushing and pulling movements in a link with science.

RELIGIOUS EDUCATION

148. As in the previous inspection, standards in religious education meet the expectations of the locally agreed syllabus. Judgements in this inspection are based on an analysis of work, scrutiny of teachers' planning and displays and discussions with teachers and pupils. The warm and caring ethos of the school, and the value placed on each pupil, enrich teaching and learning in religious education so that the subject makes a distinctive contribution to pupils' personal development. All pupils achieve satisfactorily as they move through the school.

149. Overall, the quality of teaching and learning in Years 1 and 2 is satisfactory. In the previous inspection, it was reported to be good but there have been changes in the teaching staff since that time. Most teachers have sound confidence and expertise in teaching the subject. They have an effective balance between imparting knowledge and providing pupils with opportunities to reflect with imagination and sensitivity on important questions. Pupils are also enabled to explore their responses to the world around them and to reflect on the beauty, order and mystery of nature, for example, when they go on 'wellie walks' to observe autumn colours in the woods. Pupils in Year 1 have a satisfactory understanding of the Christian festival of Harvest and its links with the Jewish Sukkot. They have explored the symbolism of light in different religious traditions such as Christmas and Hanukkah and recognise that which is precious is very personal just as the Bible, Torah and Qu'ran are special to believers. Pupils also study the values, beliefs and key stories of Christianity and Judaism and teachers encourage them to think how they can relate them to their own lives and feelings. In good links with

their personal, social and health education topic 'Keeping Safe', Year 1 pupils took part in acting the scenario of Jesus at the Temple and were able to identify with the conflicting emotions of Mary and Joseph when reunited with their lost son. Teaching was confident, knowledgeable and well-paced so that pupils were also able to understand the significance of the episode in Jesus' life. 'This is where I feel most at home, finding out about my Father,' commented the pupil in the role of Jesus among the Jewish teachers at the Temple.

150. Pupils in Year 2 have also examined their feelings of light and dark and its association with the birth of Jesus. They have looked at the role of Jesus as teacher, why he told people about God through stories and how his teachings affect lives today. Teachers' calm and efficient management of pupils promotes learning effectively because pupils feel secure and able to ask questions and develop new thoughts and ideas. This quiet, focused atmosphere was evident in a Year 2 lesson on the Passover when pupils were enthralled by the story *Let My People Go*. Pupils were also fascinated by the teacher's imaginative use of artefacts such as the seder plate, matzot and lamb's bone, leading to questions about the meaning of salt and bitter herbs. Through role play, they talked about the feelings of loss and unfairness of the Hebrews and, as a result, had a greater understanding of the symbols of the Passover. Oral skills are developed effectively in the subject but there is not enough recorded work to develop pupils' writing skills and to broaden their experience of the purposes of writing. Teachers do not always present sufficient challenge to more able pupils to enable them to think more deeply.

151. The subject is satisfactorily led and resourced. The co-ordinator has an overview of the subject through planning and discussion but there are no classroom observations. Assessment is a simple and effective method of recording achievement. Information and communication technology is used satisfactorily. Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development when they share ideas about angels, visit local churches, think about the meaning behind stories and make their own Rangoli patterns.