

INSPECTION REPORT

STOKE PARK JUNIOR SCHOOL

Bishopstoke, Eastleigh

LEA area: Hampshire

Unique reference number: 115871

Headteacher: Mr A J Heyes

Reporting inspector: Mr B Mahoney
18175

Dates of inspection: 17 – 20 February 2003

Inspection number: 247592

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Underwood Road Bishopstoke Eastleigh Hampshire
Postcode:	SO50 6GR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pam James
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	B Mahoney	Registered inspector	Information and communication technology	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9388	A Mundy	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school work in partnership with parents?</p>
12764	W Thomas	Team inspector	<p>English</p> <p>English as an additional language</p> <p>Music</p>	How good are the curricular and other opportunities offered to pupils?
27058	K Cannon	Team inspector	<p>Mathematics</p> <p>Physical education</p> <p>Religious education</p> <p>Special educational needs</p>	
20846	A Wilson	Team inspector	<p>Science</p> <p>Geography</p> <p>History</p> <p>Educational inclusion</p>	
18083	J Howell	Team inspector	<p>Art and design</p> <p>Design and technology</p>	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT	
INFORMATION ABOUT THE SCHOOL	

Stoke Park Junior School is bigger than most primary schools and pupils are drawn from the immediate area of Bishopstoke, Eastleigh, and the school caters for pupils aged seven to eleven. Pupils' attainment on entry to the school is below average. At the time of the inspection 371 pupils were on roll, with about equal numbers of boys and girls. Currently, 28 per cent of pupils have special educational needs, and three per cent of pupils have a statement of special educational needs. Both figures are above national averages. Four fully integrated junior school pupils receive support from a speech and language unit based in the adjacent infant school. Ninety-eight per cent of pupils are white European. The range of languages spoken by pupils and their parents includes German, Italian and Thai. One per cent of pupils receive support in English as an additional language. Ten per cent of pupils are eligible for free school meals, which is broadly in line with the national average. A new headteacher has been appointed since the last inspection.

HOW GOOD THE SCHOOL IS

Stoke Park Junior School is an excellent school with many outstanding features. From a below, and sometimes well below, average starting point, and through very good teaching and a very good curriculum, pupils achieve very well and attain good standards overall. The leadership and management of the headteacher are excellent, with a shared commitment from staff, governors and parents to continuous improvement. The school provides very good value for money.

What the school does well

- The leadership and management of the headteacher are excellent, and he is very well supported by the deputy headteacher, staff and governors. Together, they effectively promote very good achievement and very effective teaching and learning.
- The quality of teaching is very good overall throughout the school and this, together with excellent assessment procedures, gives pupils a very good start to their next stage of education.
- From a low starting point, pupils make very good progress and they attain standards that are above average in English and mathematics and well above average in science.
- Provision for pupils' spiritual, moral, social and cultural development is excellent overall, and this effectively fosters pupils' very good attitudes to learning, very good behaviour and excellent personal development and relationships.
- The school's provision for pupils with special educational needs is very good and so these pupils make particularly good progress.
- The school has excellent links with parents, the community and partner schools, which contribute positively to pupils' learning.

What could be improved

- There are no significant areas for development.

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 March 1998. The school has made very good improvement since the last inspection and has addressed the key issues very well. Standards in English, mathematics and science have improved. Pupils' attainment in information and communication technology (ICT) has risen as a result of large investment in a newly established ICT suite and improved resources, together with improvements in the quality of teaching and learning. Assessment procedures are now excellent. The monitoring of the quality of teaching and learning is now highly effective and consistent across the school. School improvement planning is excellent.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	B	A
Mathematics	C	C	C	B
Science	C	B	A	A

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

The table above shows that in the National Curriculum tests for 2002 for pupils in Year 6, standards were well above average in science, above average in English, and in line with the average in mathematics. Standards were well above average in English and science and above average in mathematics when compared with similar schools. Higher-attaining pupils achieve very well and this is reflected in the greater percentage than nationally achieving the higher than expected Level 5 in English and science. The school's thorough analysis of test data and a clear focus on areas for improvement have helped to raise standards. Trends over time show improvement for Year 6 pupils that is broadly in line with the national trend. The introduction of the National Literacy and Numeracy Strategies and the very good quality of teaching has had a significant impact upon raising standards.

Most pupils start school with attainment below that of the national average. As a result of very good teaching and the very good curriculum, pupils achieve good standards in Year 6. During the inspection, standards attained by Year 6 were well above expectations in science and above expectations in English, mathematics, ICT, religious education, design and technology and physical education. These pupils achieve standards that are broadly in line with expectations in art and design, geography, history and music. Challenging targets are set for year groups and individual pupils. During the inspection there were no significant variations observed in the performance of boys and girls. Pupils with special educational needs, higher-attaining pupils, those who are gifted and talented and those pupils who speak English as an additional language achieve very well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they know that they are valued. They want to learn and work hard.
Behaviour, in and out of classrooms	Behaviour overall is very good with many occasions when it is excellent. There have been three temporary exclusions over the past year.
Personal development and relationships	Excellent. Pupils' personal development is a high priority for the school and this is reflected in their high self esteem and the excellent relationships that are established with other pupils and adults.
Attendance	Satisfactory, because many parents are taking family holidays during term time. Pupils arrive promptly to start their work.

Pupils' very good behaviour and their very positive attitudes contribute to the calm and purposeful school environment.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

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

The quality of teaching is very good overall and leads to very good learning. A significant number of lessons observed were judged to be excellent. The quality of teaching and learning is very good for English and mathematics. Literacy and numeracy skills are taught very well and this impacts very well on the quality of learning in these areas. Strengths in the quality of teaching include exemplary planning, very good explanations about what pupils are going to learn at the beginning of lessons, and very good reinforcement of objectives throughout lessons. Teachers match their questions to the individual needs of pupils in class discussions very well, including literacy and numeracy lessons, and this contributes positively to the standards achieved. Teachers' management of pupils is excellent and they have very high expectations of their work and behaviour. Pupils with special educational needs, higher-attaining pupils and those who speak English as an additional language are helped to make very good progress. Higher-attaining pupils are challenged well. Pupils' learning is enhanced by their interest and concentration and their ability to work independently. They respond well to the high expectations and challenges given by teachers and support staff and this has a very good impact upon their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very effective and includes a very good range of extra-curricular activities to enhance pupils' learning further.
Provision for pupils with special educational needs	Very good. Pupils are identified at an early stage and very good support is provided.
Provision for pupils with English as an additional language	Very good. Pupils who speak English as an additional language receive very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent overall. There is excellent provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is very good. Pupils' personal development is a high priority for the school.
How well the school cares for its pupils	Excellent overall. Procedures for monitoring pupils' academic performance and personal development are excellent as is the excellent use of assessment information to guide curricular planning.

The school has an excellent partnership with parents, many of whom are very involved in supporting their child's education. The curriculum is enriched by the teaching of French throughout the school. There is a speech and language unit situated in the adjacent partner infant school which provides very effective support for four pupils, who are fully integrated in the life of the junior school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher, deputy and key staff have excellent leadership and management skills and they are very well supported by staff and governors. Together they have been very successful in creating an excellent school.
How well the governors fulfil their responsibilities	Very good. Governors have a very good understanding of the strengths and weaknesses of the school and are very supportive.
The school's evaluation of its performance	Excellent. The school has clear and very effective procedures for evaluating its performance. Staff have a very clear understanding of where strengths are found and a realistic view of areas for development and how to tackle them.
The strategic use of resources	The school makes excellent use of available resources.

Provision of staffing to meet the demands of the curriculum is excellent. The school's accommodation and learning resources are good, with the recent addition of a well-equipped ICT suite. The leadership and management of the school place a high priority on raising standards further. The principles of best value for money are applied extremely well and are closely linked to the school budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school helps pupils to become mature and responsible. The school is well led and managed. The school expects pupils to work hard and achieve their best. Behaviour is good in the school. Teaching in the school is good. Pupils enjoy coming to school. 	<ul style="list-style-type: none"> No significant issues were raised.

The inspection team supports parents' very positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils start school with levels of attainment that are below those expected for their age, although there are wide variations in attainment from year to year, as seen in the present group of Year 3 pupils where standards are well below expectations, and particularly in their speaking and listening skills. Liaison between the infant and junior schools is highly effective and the school is well informed of pupils' prior attainment before they enter the school. As a result, the school is in a very good position to make organisational adjustments in order to meet the needs of pupils; for example, with the introduction of setting arrangements for current Year 3 pupils.
2. National Curriculum tests results in 2002 for Year 6 pupils, show results that are well above the national average in science, above average in English and in line with the national average in mathematics. When compared with similar schools, results are well above average in English and science and above average in mathematics.
3. In English and science, the number of pupils achieving the higher than expected Level 5 is above the national average, although it is just below the national average in mathematics. A very small percentage of pupils achieved an even higher Level 6 in mathematics. In National Curriculum tests for 2002, girls achieved better than boys in English, although this is not a consistent trend and varies from year to year. The school has effective strategies in place to address this.
4. Trends over time indicate one of improvement. From a low point in 1998 and 1999, there has been significant improvement overall in standards in English and mathematics, although with a small fall in 2001. However there has been a rapid increase in standards achieved in science. These improvements reflect a significant change in leadership and improvements in the quality of teaching and learning since 1999.
5. Inspection evidence indicates that, from a below average starting point, pupils achieve very well overall. The very good quality teaching and the attention given to identifying areas of weakness also contribute to these pupils' achievements.
6. In English, inspection evidence indicates that standards attained by pupils in Year 6 are above national expectations. Many pupils in the current Year 3 classes lacked confidence in speaking and listening when they joined the school. Standards in reading and writing were also below average for these pupils. As a result of very good, shared information before pupils started in Year 3, the school took the decision to set Year 3 classes for English. This is having a good effect upon matching work to pupils' prior attainment, providing high quality additional support and raising standards. Pupils achieve very well in the subject. Literacy skills are used well across the curriculum, and supported effectively by the use of ICT. Older pupils have well-developed reading skills, and a high proportion attain standards that are well above average in Year 6.
7. In mathematics, evidence indicates that standards attained by pupils in Year 6 are above national expectations. Numeracy skills are used well across the curriculum. From a low starting point, pupils make good gains towards their numeracy targets, because of the consistently very high quality of teaching.

8. In science, standards attained by pupils in Year 6 are well above national expectations, and high achievement in the subject is a strength of the school. The school has very successfully addressed weaknesses identified in the last inspection, and teachers now provide well-planned opportunities for pupils to explore science through practical investigations. There is excellent use of assessment to track pupils' progress and provide work that is very well matched to pupils' prior attainment. As a result, all pupils make very good progress.
9. In ICT, standards attained by pupils in Year 6 are above expectations, and standards have improved since the last inspection. Improved provision in the subject is having a very good effect upon raising standards. There is a good balance between the teaching of ICT skills and the application of ICT in most subjects across the curriculum. The quality of work seen in a range of subjects across the curriculum, such as science, history and geography is being enhanced by the effective use of ICT. However, ICT is insufficiently used in music at present; an area which has already been identified by the school.
10. Standards attained by pupils in Year 6 are above expectations in religious education, design and technology and physical education and in line with expectations in art and design, geography, history and music.
11. Due to recent improvements in the planning of work, as well as the teaching of key skills, pupils of all abilities are making good progress throughout the school. However, pupils currently in Year 6 have not had a sufficiently long period to benefit from this approach and this is more noticeable in subjects such as history and geography. Although these pupils are achieving well because of very good quality teaching, the development of research skills is weaker in history, and the application of practical techniques is slightly weaker than pupils' factual knowledge in geography.
12. Higher-attaining pupils and those who are gifted and talented are effectively identified and challenged in most lessons, and particularly during English and mathematics where the setting arrangements are most effective. These pupils make very good progress. However, in art and design, there are sometimes insufficient opportunities to extend the learning of higher-attaining pupils.
13. The headteacher, staff and governors are very well aware of the school's strengths and areas for development, and set realistic targets for year groups and individual pupils. Very good progress is made towards achieving these targets and 2002 targets were fully met.
14. The school makes very good provision for pupils with special educational needs. The standard of pupils' work is good. Year 6 pupils with additional learning needs achieve at or near national expectations for their age, and a very small number of pupils are above average. This represents very good progress.
15. The school has very few pupils who speak English as an additional language (EAL). None of these pupils is at the early stage of learning English and they attain standards at least in line with those of their peers and in some cases exceed them. In lessons, pupils with EAL are well supported and achieve well.
16. Pupils with communication difficulties attend the local authority speech and language centre which is situated inside the adjacent infant school. This is a shared resource between both schools and provides an excellent opportunity for pupils to receive one to one specialised support. One session of junior school pupils was observed there,

where pupils made good progress at developing their word recognition and pronunciation skills. Pupils responded well to the learning support assistants and speech therapists. Liaison between the junior school and the centre is excellent, because of the excellent links between class teachers and the centre manager.

Pupils' attitudes, values and personal development

17. Pupils have very good attitudes to learning. An exceptionally high number of parents who returned the pre-inspection questionnaire confirmed that their children like school. Inspection evidence endorses this view.
18. Pupils come to school very enthusiastically, and they greatly enjoy lessons, informal activities and clubs. In all year groups, they work independently in their classrooms, without needing close supervision. Pupils in Years 5 and 6 have the opportunity to be appointed 'independent workers', trusted to work with minimal supervision in the school library and other areas of the school. Pupils listen attentively to their teachers and to each other, and respond politely to questions. Excellent attitudes were seen in an excellent Year 5 history lesson, where pupils were enthralled by comparisons between living conditions in Tudor and modern times. Pupils' attitudes have improved since the last inspection.
19. Behaviour in classrooms and in the open areas of the school is usually very good or excellent, and maintains the very high standards noted during the previous inspection. Very good behaviour contributes to pupils' very good progress because, without frequent pauses or distractions, teachers move lessons ahead at a good pace. Pupils are thoughtful and mutually respectful. Incidents of aggression or bullying between pupils are very rare, and are managed promptly and sensitively when they do occur.
20. Pupils' personal development is excellent. Pupils are reverential in assemblies, following the fine examples of the headteacher and other staff when praying and singing. They are generous of spirit, fund-raising enthusiastically for local and national charities. They enthusiastically assemble harvest parcels for distribution by a local mission, and provide valuable long-term financial support to a village development scheme in Kenya. During the inspection, pupils in a Year 5 English lesson showed great understanding of the difficulties encountered by children during the Bosnian war.
21. In all year groups, boys' and girls' interest in a wide range of dance, performance and other activities enables them to work amicably together, without tension or embarrassment. During the inspection, in Year 6 science lessons, boys and girls collaborated in mixed groups with exemplary politeness and good humour. In practical music lessons, pupils are lively and motivated.
22. All pupils understand and apply concepts of right and wrong. During the inspection, in a very good Year 5 personal and social education lesson, pupils discussed and understood the importance of 'promoting what you know is right'. Money and personal possessions brought to school are never misappropriated. Pupils in all year groups accept a variety of responsibilities in their classrooms, and as elected members of the influential and greatly respected school council. Year 6 pupils elected as house captains have responsibility for selecting and organising teams for inter-house competitions. At house meetings they develop public speaking skills, and encourage pupils in all year groups to comment upon current issues and activities. Members of the Green Team help to maintain and develop the school's extensive grounds.

23. Pupils understand the importance of self-discipline, and they know that actions have consequences. When working in small groups, they happily exchange ideas and share materials. They are very proud of their school, and are careful to avoid damaging the many attractive artefacts and displays. Pupils are co-operative, friendly and respectful to their peers and teachers. In the school year 2001/2002 three pupils were excluded for brief fixed periods. This number of exclusions was below the national average for schools of similar size. No pupil has been excluded in the current school year.
24. Pupils' attendance is satisfactory, but has deteriorated since the previous inspection. The increased number of absences is attributable partly to families taking extended holidays in term-time, and partly to the policy of marking as absent any pupil arriving more than ten minutes late for morning school. However, most pupils do attend regularly and punctually, and they settle quickly to work. Registration periods are efficient, and lessons begin promptly. Class registers are completed neatly, and conform with legal requirements.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching and learning is very good overall and has improved since the last inspection. A significant amount of very good and excellent teaching was observed during the inspection. A very effective teaching and learning policy has been highly successful in raising expectations and the quality of teaching and learning throughout the school. This is having a considerable impact upon improving standards. The teaching and learning policy is well established, applied consistently across the school and monitored rigorously by the headteacher and senior staff.
26. The quality of teaching and learning in English, mathematics, science, ICT, religious education, and physical education is very good throughout the school. The quality of teaching and learning is good in art and design, music, design and technology, geography and history. No unsatisfactory teaching was observed. No differences in boys' and girls' learning were observed during the inspection.
27. Lesson planning is of exemplary quality across the school. Teachers plan together in year group teams, with one teacher taking overall responsibility for planning a subject area to be taught at different levels across the year group. This work is effectively monitored and supported by subject managers, year group leaders and senior staff. As a result, there is consistency in content across year groups, which effectively meets the learning needs of all pupils.
28. Teachers' expectations of pupils' work and behaviour are very high and pupils' response to the challenges that they are given are impressive. Excellent behaviour management strategies are another reason why the quality of teaching and learning is so good across the school. Pupils are well known by their teachers, are clearly aware of rewards and sanctions and want to give of their best. It is a very strong feature of the school that all staff, in addition to class teachers, know pupils' strengths and what they need to do to improve.
29. A particularly strong feature in the most successful lessons observed was the way in which teachers explained at the beginning what pupils were going to learn and reinforced this effectively throughout the lesson. A thorough review at the end of most lessons ensured that pupils made good gains in their learning. A common feature in many of the good and better lessons observed was the use of challenging questions to extend learning. The consistently good or better teaching makes a significant impact on the good and better progress made by all pupils.

30. In a science lesson taught across Year 6, the classes were divided into four sets, according to prior attainment, with smaller numbers and more support available in the groups for less confident pupils. All sets were given the exciting and challenging task of separating a mixture of materials, including nails, pebbles, sand and sugar, using varying selections of equipment. Owing to the teachers' excellent knowledge of pupils' individual strengths and weaknesses, all pupils were entirely confident and achieved very well. They concentrated exclusively on the task in hand, approached the task in mature fashion and demonstrated exemplary attitudes to learning. Similar examples of high quality teaching across the school were observed throughout the inspection.
31. Information and communication technology is used most effectively as a tool to enhance teaching and learning across the curriculum. There is a very good balance between the direct teaching of skills during lessons in the ICT suite as well as the application of taught skills in the classroom; for example, in pupils' research for history and geography. During one very good Year 5 lesson observed, the class teacher gave a very clear introduction to pupils about importing text and graphics, together with the use of historical data from the Internet, in order to prepare a multimedia presentation. Very good subject knowledge, high quality planning and challenging questioning ensured that pupils made very good gains in their learning.
32. All pupils are set in ability groups for mathematics across the school and in Years 3 and 6 for English. This arrangement is most effective in ensuring that the learning needs of all groups of pupils are met. All groups of pupils are well supported and work is very well matched to pupils' prior attainment. Lower-attaining pupils are particularly well supported in smaller groups. The school has set the present Year 3 group of pupils for English in the current year, in order address their learning needs more effectively. The success of this strategy will be evaluated by the school towards the end of the year.
33. Teachers show very good understanding and application of the National Numeracy and Literacy Strategies. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions. This contributes positively to the quality of learning and standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave well during lessons. Excellent behaviour management is a consistent feature across the school and, in the best lessons, is an important contribution to effective learning. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Higher-attaining pupils are also challenged appropriately in most lessons.
34. The quality of marking is consistently very good across the school. There were many examples of marking of high quality, with detailed, constructive comments to help pupils to improve. Teachers make very good use of ongoing assessment during lessons; for example, through perceptive questioning and extending pupils' ideas. Key vocabulary to be used and explained to pupils is clearly identified in most lessons.
35. Teaching assistants make a very good contribution to the effectiveness of lessons observed across the school. These staff are well briefed, involved in planning and also know pupils well; for example, high quality support from a teaching assistant in the ICT suite is having a good effect upon rising standards in this subject.

36. The use of homework is very good throughout the school and complements school work effectively. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are many examples of pupils using homework effectively to extend their learning in a variety of subjects across the curriculum.
37. The quality of teaching and in-class support for pupils with special educational needs is very good. Teachers have a very good knowledge of their pupils, and relationships are excellent. Very good use is made of individual education plans to ensure that lesson content and resources are matched to the pupils' needs; for example, through focused question and answer sessions, and simplified worksheets and texts. Seating plans are used very well to ensure that pupils with hearing or visual impairment have equal access to their learning.
38. The teaching for pupils with special educational needs through booster sessions in the learning support centre is very good. Lessons are well planned, with realistic levels of challenge linked to the pupils' individual education plans. A notable feature of the centre is that, in all years, the lesson theme is identical to that in the main classroom, with only the level of work being different, which enables the pupils to follow the same curriculum as their peers.
39. In extra literacy and numeracy sessions for Year 6 pupils, there is good emphasis on their highlighted areas of weakness, which is instrumental in raising the standard of their overall work. Higher-achieving pupils make very good progress because the school uses the same system of meeting their individual needs. This is followed through at a higher level of challenge which stretches their abilities and extends their learning.
40. The small number of pupils for whom English is an additional language receives very good support and these pupils make very good progress.

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

41. The school provides a broad and balanced curriculum for pupils, offering a very good range of learning opportunities. The national strategies for literacy and numeracy are well established and enable pupils to make very good progress. The additional strategies to support lower-attaining pupils are well established and effective.
42. All statutory requirements are fully met. The school makes good provision for sex education and drugs awareness. These aspects are taught in the context of developing a healthy lifestyle. The school nurse is involved in the programme which is well linked to the school's provision for personal, social and health education (PHSE). The school's police liaison officer has been involved in drugs awareness education and has also led a workshop for parents and carers on this issue. Provision for PHSE is well developed. The school has recently achieved accreditation as a healthy school from the national healthy schools project.
43. The curriculum is enriched by a very good range of after-school clubs which are very well attended. These include sporting, musical and environmental opportunities. All subjects of the National Curriculum and religious education are taught and appropriate time is allocated to them.

44. The curriculum is also enriched by a programme of educational visits. Pupils regularly visit museums, galleries and environmental centres. Year 4 pupils experience an overnight camp on the school field. In Year 5, pupils visit an outdoor activity centre for a week and in Year 6 pupils have the opportunity to take part in a residential visit to Normandy. They develop their geographical skills through a fieldwork study of Cherbourg and contrast this with their own locality. The curriculum is further enriched by French lessons for pupils throughout the school. Pupils greatly enjoy these and Year 6 pupils show enthusiasm for practising their skills on their trip to France.
45. Links with the local community are very good. There are very good links with local churches and local residents visit the school to talk about how the area has changed over time. The school has excellent links with the local secondary school to which most pupils transfer and also with the partner infant school. There are also very good links with other local primary schools. Teachers meet regularly to discuss curriculum issues and to share good practice.
46. Thorough curriculum planning ensures that pupils with special educational needs and those who speak English as an additional language cover the same range of subjects and make similar progress to other pupils in the school. The role of teaching support staff is very well developed and they make a significant contribution to pupils' learning.
47. There has been very good improvement in the school's arrangements for educational inclusion since the last inspection. The previous report indicated that there were too few extra-curricular activities available to all pupils in the school. The school has successfully addressed this issue and teachers now generously give their own time to organise a wide range of sports and clubs during lunch-times and after school. Furthermore, the excellent planning of lessons for pupils of all abilities, the commitment and co-operation of teachers and support staff and the positive relationships which prevail throughout the school ensure that all pupils are fully valued and included in every aspect of school life.
48. In combination with the school's behaviour policy and the very high quality of teaching and learning, the curriculum is used very well to promote pupils' spiritual, moral, social and cultural education, which is excellent overall. This is a significant improvement since the previous inspection.
49. Provision for pupils' spiritual development is excellent. They participate very well in assemblies, which are outstanding. Staff present difficult issues with immense sensitivity and dignity, which allows pupils to reflect on the concept of death and coming to terms with personal loss. Pupils have very good awareness of the feelings and emotions of others, such as when they participate in evaluation comments on each other's work. They think of others less fortunate than themselves by supporting a range of charities. Spirituality is also encouraged through school dramatic productions. Pupils' spirituality is further promoted through the superb wall displays of their work, which promotes self-esteem and sense of pride in their achievements. There is a strong element of warmth, friendship and trust throughout the school and staff and pupils are kind and considerate towards each other. There was no racism, sexism or bullying evident in the school during the inspection.
50. The school promotes excellent moral and social awareness, with staff setting excellent role models. Pupils respond very well to the high expectations of good behaviour, and take care when using school equipment. They are polite and courteous towards visitors and take great pride when talking about their work or the school in general. When asked what was good about their school, one replied 'absolutely everything,' whilst another

pupil with learning needs commented that 'all the teachers were helpful and kind'. Pupils of all abilities are fully included in the life of the school. Citizenship is well promoted through the school council and the house system. Pupils write letters of application and give personal presentations of themselves before being democratically elected to a post. Staff, governors and pupils serve alongside each other on the school council, which provides excellent social opportunities, as do the range of residential and day outings linked to the curriculum.

51. The provision for pupils' cultural development is very good. It is promoted very well through music, dance and drama and also by guests from the community including musicians and missionaries. Pupils learn how Muslim families live, by listening and speaking to a Muslim mother. They celebrate the Chinese New Year and look at festival days relevant to Christianity, Judaism and Islam. They learn about African village life through their links with Kware, which they support through their fund-raising activities. However, although pupils have a developing awareness of their own and different cultures, such as through British history, literature or Caribbean music and poetry, there are missed opportunities in art and design and there is only limited awareness of the multi-ethnic nature of modern Britain.
52. Opportunities for social interaction and personal development are excellent. Pupils are encouraged to take on responsibilities in line with their ages and abilities. They take on reception duties at lunch-times or prepare and clear away chairs and tables after assemblies or at lunch-time. Pupils in Year 6 are active leaders of their house. There is a wide range of clubs to encourage social development through teamwork and co-operation at break-times and after school. The annual one-night camp in the school grounds together with annual residential trips to activity centres or wildlife reserves further support pupils' personal development and promote their self-esteem.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The safe and caring environment maintained since the previous inspection has a positive effect on the standards that pupils achieve. Good procedures are established for child protection and ensuring pupils' welfare. The headteacher is the responsible officer, and has received recent training. At regular meetings, he checks that class teachers and other adults fully understand and implement the school's procedures. However, staff have not received formal training in any area of child protection. The policy for child protection was updated in 2002, but the procedures handbook has not been reviewed since 1999.
54. The school's detailed policy for health and safety includes procedures for ensuring the safety of pupils on site and during off-site visits. Good health and safety practice is supplemented by annual risk assessments of the site, and specific assessments for activities. Frequent fire alarm practices ensure that the two-storey building can be evacuated quickly. The school site and buildings presented no apparent risks to health and safety at the time of the inspection.
55. Several members of staff are qualified in aspects of first aid, and all staff are sensitive to the welfare needs of pupils. Good supervision ensures pupils' safety in the playgrounds at break-times and lunch-times. Midday supervisory assistants are conscientious and attentive, and are interested in pupils' activities.
56. Procedures for monitoring personal development are very good. The school does not maintain a formal record for each pupil, but annual reports to parents include comments on personal and social development. Concerns noted by teachers or

parents are carefully monitored. Teachers and other adults know pupils well, and are skilled in assessing their needs. Pupils receive good individual care and support from class teachers and teaching assistants. Pupils with special educational needs, including those in the speech and language centre, are well supported by teachers and teaching support staff.

57. A very good induction system settles pupils quickly into Year 3. During Year 2 in their infant school, they receive welcome letters from pupils already in Year 3, followed by visits to the junior school. Pupils joining other year groups adapt easily to the school's routines. Very good procedures in Year 6 prepare pupils for transfer to secondary education. Pupils in all year groups acknowledge the school as a relaxed and happy community.
58. The school's behaviour policy is excellent, and is focused on six positive rules for behaviour. Teachers' behaviour management techniques are excellent, and are applied consistently in all classes. A complex system of awards acknowledges pupils' good behaviour, good work and effort. Outstanding achievement is celebrated in a 'Gold Book', displayed in the school's reception area.
59. An excellent anti-bullying policy provides pupils, parents and staff with clear definitions of bullying, and detailed procedures for action. Parents and pupils have no concerns about bullying; they know that reported incidents are promptly addressed by discussion and reconciliation. Staff and governors have agreed a policy on the use of restraint by staff, and on procedures for noting incidents of restraint.
60. Procedures for monitoring and promoting attendance are good, and contribute to satisfactory levels of attendance in each year group. The school has already recognised the need to improve levels of pupils' attendance, including the need for greater rigour in contacting families over unexplained absence, and greater emphasis on improved attendance as a whole-school target.
61. The school's procedures for monitoring and supporting pupils' academic performance are excellent. They are used efficiently to decide how best to plan the curriculum for all pupils. This is a significant improvement since the school's last inspection when a key issue identified the need to improve the use of assessment in teaching and curriculum planning. Results from the National Curriculum tests are extensively analysed as well as a wide range of information that is collected on the performance of pupils. As a result, the school has a thorough understanding of different groups of pupils and makes very effective plans to meet their needs. Excellent records are kept of these evaluations, so that findings can be reviewed and progress towards targets quantified. This system helps the school track the progress of individual pupils and has a major impact upon the improvement in pupils' learning.
62. The school has extremely effective systems in place for assessing pupils' attainment in English and mathematics. In English, writing, reading, spelling and handwriting are formally assessed at set points throughout the year. In addition to the formal assessments of mathematics, pupils' mental and oral skills are also assessed formally before the associated unit of work is taught. On completion of each test, the results are used to inform the planning of the associated topics, which is adapted by teachers to meet the needs of groups of pupils.
63. The school also uses the non-statutory tests in English and mathematics in all year groups. This data is analysed methodically to provide the school with much useful information; for example, it enables teachers to set appropriate targets for each pupil, to

ascertain which pupils require further support and also to group pupils for the teaching of English and mathematics. The assessment co-ordinator has carefully analysed the performance of those pupils who have been in the school for four years by comparing their results at the end of the Key Stage 1 tests with the results they achieved at the end of Key Stage 2 tests. This provides very useful information for the school and clearly shows the very good progress that these pupils make. The data is also used to compare the achievement of boys and girls.

64. Assessment procedures in all other subjects are very effective. As well as ongoing assessments made by teachers, more formal assessments take place, which target key learning objectives taken from the school's skills progression documents. These focus on different areas within each year group so that a broad range of skills and understanding can be assessed. Very good systems are in place to encourage pupils to evaluate their own learning; for example, pupils may either write a comment or show a happy or sad face at the end of their work. Pupils express verbally or by drawing a 'temperature reading' of 'hot', 'warm' or 'cold' indicating how well they have understood the work. Consequently, teachers can see if there are any gaps in pupils' knowledge and understanding and use the information to guide the next stage in their learning.
65. The marking of pupils' work is regular and is particularly valuable for developing pupils' learning. Parents are suitably involved in setting agreed targets for their child to achieve in English and mathematics when they meet with the class teachers at parents' evenings held each term. These are recorded and form the basis for their child's future learning. The progress towards these is monitored continuously by class teachers and through 'progress meetings' between the headteacher and class teachers at key points during the year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents make a very good contribution to their children's learning, and they have extremely favourable views of the school. The unusually high number of pre-inspection questionnaires returned shows extremely high levels of agreement with each positive statement. Parents expressed similar views at the pre-inspection meeting, and in informal conversations with inspectors. The inspectors endorse these views, and conclude that the work of the school is greatly valued by parents.
67. The school has excellent links with parents, and the inspection confirms excellent relationships and excellent two-way communication. A significant number of parents and friends provide consistent, valuable help in lessons to groups of pupils and to individuals. The school regularly invites parents to broaden the curriculum with their skills and interests. An association of parents, teachers and friends of the school organises monthly social events, and raises significant amounts of money for the school each year. Recent purchases have included computer software and other equipment for the ICT suite, and an adaptable staging system for the school hall. Very good co-operation is established between the parents' group and the governing body, and some families are active on both committees.
68. The quality of information for parents is excellent. They are very well informed of the school's routines and expectations when their children enter Year 3, or join other year groups. Teachers provide curriculum outlines each term, and the school's weekly newsletters are informative about events and important dates. Significant numbers of parents attend regular curriculum workshops, and parents of pupils in Year 6 are invited to an annual workshop for National Curriculum tests. At three consultation evenings each year, teachers meet parents and children to discuss progress and targets.

Annual written reports to parents are of very good quality, showing in detail what children know and can do, and suggesting 'next steps' to improve attainment. The prospectus and the governors' annual report to parents conform to legal requirements and contain much useful additional information.

69. There are very good links between parents of pupils with special educational needs and staff. Parents are fully involved in discussions about their child's progress towards targets in their individual education plans.
70. Most parents want to be involved with their children's learning. They confidently ask teachers for advice on general or specific issues related to their children's work. Parents are very appreciative of the quality of homework provided, and the consistency with which it is set and marked in all year groups. The school produces a number of guidance booklets for parents working at home with their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The leadership and management of the headteacher are excellent. Since his appointment in 1999, the headteacher has made an outstanding contribution to a rapidly improving school, and has identified the areas for urgent improvement; for example, in improving the quality of teaching and learning, resulting in improving standards. The headteacher's caring and supportive manner to all involved in the school and, in particular, to pupils and their parents, makes a valuable contribution to the school and pupils' learning. He provides a very clear sense of direction and purpose and is very well supported by all staff. Together, they promote a highly effective learning environment in which all are valued and are expected to do their best. Priorities are closely linked to the needs of pupils, with a very strong emphasis upon promoting effective teaching and learning and higher standards.
72. A particularly strong feature of the school is the quality of leadership provided by the deputy headteacher and other members of the management team. The deputy works very closely with the headteacher and year leaders and, together, the excellent quality of their practice and leadership make them integral to the success of the school.
73. School review and development are very much part of the school's culture. The monitoring of the quality of teaching and learning by the headteacher and senior staff is rigorous and is an integral part of normal school practice. Staff are very well supported and opportunities for their professional development are well established. The headteacher's enthusiasm and commitment to the school have encouraged everyone who works there to reflect upon the quality of their work and to strive for further improvement. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school.
74. The school demonstrates an excellent commitment to educational inclusion and to ensuring that the needs of all pupils are met. Equality of opportunity is very good, and pupils with special educational needs and those who speak English as an additional language are well supported. All pupils are seen as individuals and the school does its utmost to meet individual needs.
75. The governing body plays a significant part in the success of the school and provides very effective support. It fulfils its role as 'a critical friend' very well and a number of governors visit the school regularly; for example, for monitoring visits. Governors have a very good understanding of the school's strengths and areas for development. A range of its responsibilities is delegated to committees that effectively support the

school. One very good example is the way in which governors are involved in the school's self-review process. Governors regularly meet with members of the school council in order to listen to their views about the school and to share their work. The governors fulfil their statutory responsibilities very well.

76. The management team of headteacher, deputy headteacher and year leaders meets regularly to discuss current issues, and half-termly management conferences are highly effective in considering strategic and school improvement issues. Year leaders are very effective in leading and managing their teams, and are integral to the success of the school. Planning takes place within year groups and this is carried out very successfully. Year leaders provide high quality support for their colleagues and are well aware of the strengths and areas for development in their year groups. All teaching staff have responsibilities for leading subject areas, and this they do very well.
77. The management of special educational needs is very effective. Documentation is thorough and efficient, with very good assessment and recording procedures. Annual reviews for pupils with statements of educational needs are well organised and well attended, and the recommendations of the review body are accurately reflected in pupils' individual education plans. The quality of individual education plans is good with clear targets negotiated with pupils and their parents. The governing body keeps parents informed through the school prospectus and governors' annual report. Special educational needs staffing levels are good. Consequently, all staff have access to a high degree of expertise and advise teachers in special educational needs. Professional training is ongoing and staff are well supported and confident in dealing with a wide range of pupils' needs. The governor for special educational needs is very supportive and has a good understanding of the work of the school. The school complies fully with the Code of Practice and fulfils its statutory requirements well.
78. The school has clear aims that are supported by pupils, parents, staff and governors. They promote the development of pupils' self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The school's ethos is outstanding, and an excellent learning environment has been established. The school's vision statement, 'Improvement through development' clearly runs through all aspects of school life.
79. The rigorous monitoring of teaching and the curriculum by the headteacher and senior staff is proving to be very effective in raising standards. The governing body is kept very well informed by the headteacher by clear and effective reports, together with a thorough analysis of data; both financial and that relating to standards achieved by pupils. The school is very effective in determining appropriate aims, priorities and targets, and is taking very effective action to rectify any identified weaknesses.
80. Financial planning is fully linked to the school's educational priorities. Special grants, such as allocations for professional development, are used to best purpose. The school budget is managed very well on a day-to-day basis, and financial control and administration fully reflect the priorities of the school and are of very high quality.
81. The full governing body agrees budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Excellent financial, and other information is made available to all governors by the headteacher, which ensures that they are very well informed. There are highly effective procedures to review and evaluate the effects of financial decisions. The application of the principles of best value for money is excellent.

82. The school's strategic plan is excellent and it clearly identifies the areas for future development. It identifies resource implications, key personnel and time scales, together with costings. The strategic plan is a result of close co-operation between governors and all staff and includes a highly effective review of the school's work, and is well linked to a longer-term view.
83. Provision of staffing to meet the demands of the curriculum is excellent and there is an appropriate balance of experience and expertise. There are very good mentoring arrangements in place for newly qualified and newly appointed staff, with very effective arrangements for staff appraisal and performance management. All staff have been very well assimilated into the life and work of the school. There are daily briefing meetings for all staff and the quality of communication within the school is excellent. Support staff are carefully briefed on the content of lessons and the part that they will play in supporting pupils, and their impact upon pupils' learning is very good. The quality, range and accessibility of resources are good overall.
84. The accommodation is good. The large, two-storey school building provides a pleasant and secure environment for pupils and staff. Most classrooms are spacious, and the air-conditioned ICT suite is an excellent facility. The library is a very pleasant room, and is well stocked with fiction and non-fiction books. The building is in good decorative order, and classrooms and open areas feature many attractive and informative displays of pupils' work. Classroom furniture is generally in good condition and is suitable for all pupils in the junior age range.
85. Externally, the playground is of good size, and has a very attractive 'quiet area'. The fields are in good condition, and have benefited from a long period of systematic development. The site and buildings are occasionally subjected to external vandalism, but are free of graffiti and litter, and are clean and well maintained.
86. The headteacher's enthusiasm and commitment to the school have led to considerable improvements to the fabric and appearance of both the interior and exterior of the school building since his appointment. Many improvements have been achieved through the hard work, generosity and support from outside the school, including the parent-teacher association; for example, in providing much of the new ICT suite. These improvements have had a very positive impact upon the whole school community. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87. There are no key issues identified from the inspection.

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Provide further opportunities for pupils to develop their awareness of the multi-ethnic nature of modern Britain. (paragraphs 51, 118, 122,168)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	13	33	20	6	0	0	0
Percentage	18	46	28	8	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 point.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	371
Number of full-time pupils known to be eligible for free school meals	37

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	102

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	53	48	101

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	40	51
	Girls	44	43	48
	Total	82	83	99
Percentage of pupils at NC level 4 or above	School	81 (70)	82 (67)	98 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	43	48
	Girls	42	40	47
	Total	71	83	95
Percentage of pupils at NC level 4 or above	School	70 (68)	82 (84)	95 (83)
	National	73 (72)	74 (74)	82 (82)

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	358	3	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	3	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	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	6	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: Y3 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	17
Total aggregate hours worked per week	276

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	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.

Financial information

Financial year	2001-2002
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	£
Total income	724166
Total expenditure	726566
Expenditure per pupil	1917
Balance brought forward from previous year	21089

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	184

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	2	0	1
My child is making good progress in school.	63	35	3	0	0
Behaviour in the school is good.	60	40	0	0	1
My child gets the right amount of work to do at home.	44	49	7	1	0
The teaching is good.	68	31	1	0	1
I am kept well informed about how my child is getting on.	52	42	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	1	0	2
The school expects my child to work hard and achieve his or her best.	82	17	1	0	0
The school works closely with parents.	54	41	4	0	1
The school is well led and managed.	73	26	1	0	1
The school is helping my child become mature and responsible.	65	34	0	0	1
The school provides an interesting range of activities outside lessons.	65	32	3	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

88. Standards attained by pupils in Year 6 are above national expectations and have improved since the last inspection and pupils achieve very well. In National Curriculum tests for 11 year olds in 2002, pupils achieved above average standards. When compared with similar schools, standards are well above average. The proportion of pupils attaining the higher Level 5 in English is above that attained by pupils nationally. The school makes excellent use of assessment data to provide appropriate challenges for pupils. This has led to pupils being set for English in Years 3 and 6. The school recognised that girls' attainment in English was higher than that of boys. The subject leader's action plan had good strategies to address this, such as the 'book week' held in the summer term which focused on sporting activities and the visitors who supported this provided good role models for boys. Visitors and activities were planned to engage boys' interest in literature. However, during the inspection there were no differences observed in the performance of boys and girls.
89. When pupils join the school, many lack confidence in speaking and listening. This is particularly evident in the current Year 3 classes. In lessons, teachers provide good opportunities for pupils to discuss their work in pairs and in groups. This was evident in an excellent Year 3 lesson where pupils were encouraged to use role-play and discuss the qualities of the characters in the story 'Baira and the vultures who owned fire', a legend from the Amazon. During their time at the school, pupils develop their speaking skills well. Pupils in Year 6 are confident in expressing their ideas in small groups and to the whole class. Pupils discuss the features that help to build up suspense in a story. Their responses also show very good understanding of the grammatical features used.
90. Although pupils in the current Year 3 attain standards in reading that are below average, older pupils have well-developed reading skills, and a high proportion attain standards that are well above average in Year 6. The school is making good provision for supporting the lower-attaining Year 3 pupils through the setting arrangements. Pupils are enthusiastic readers and show a good knowledge of a range of books and authors beyond the most popular children's fiction. Pupils read with expression and use good strategies for tackling unfamiliar words; for example, they break words into syllables or use the context to work out meaning. Pupils use information gained from texts appropriately to justify their opinions. The school library is used well and provides good opportunities for pupils to develop their skills. Many pupils were observed using the library for independent study at lunch-times. Pupils make good use of their reading skills across the curriculum; for example in researching projects for homework.
91. The school has worked hard to develop pupils' writing skills. Pupils plan their writing well and regularly use the drafting process to edit and improve their work. Pupils use their writing skills well in other subjects of the curriculum, for example in writing historical accounts and writing up science experiments. Pupils write at length on a range of topics. They have a real sense of purpose in their writing; for example, pupils wrote letters of application to represent their class on the school council and successful pupils were then interviewed for the role. Pupils in Year 6 wrote very effective passages to build up suspense in their stories. They made good use of the techniques they had discussed in previous lessons when they had analysed texts. Pupils present their work well and the majority uses neat joined handwriting. The

school has identified pupils' spelling as an area for development. In the lessons observed, teachers took care to identify common spelling patterns and link these effectively with handwriting. Pupils are confident in using computers in their writing. They have good word processing skills and regularly edit their work on screen.

92. Pupils have very good attitudes to their work. They enjoy their English lessons and work with care and concentration. The enjoyment of older pupils is seen in their editing of the pupils' newsletter. This is a lively and interesting publication which enables pupils to use their writing skills for a real purpose.
93. The quality of teaching and learning is very good overall. Teaching was excellent in almost half the lessons observed. Planning of lessons is a significant strength. Lesson plans are very detailed and include key questions to challenge and motivate pupils. Teachers have excellent knowledge of the National Literacy strategy and implement it very well. They make very good evaluations of their lessons and use the information gained to adapt their plans to meet pupils' needs. Teachers discuss the objectives for lessons and ensure that pupils understand. They regularly refer to the learning objectives during the lesson and review them well at the end of lessons. The arrangements for setting pupils in Years 3 and 6 are very effective in ensuring that higher-attaining pupils are set appropriate challenges and also that pupils with special educational needs are well supported. Pupils are not set for English in Years 4 and 5 but, here again, excellent and very good teaching was observed. In these lessons, teachers made very good use of assessments to set work for pupils of different levels of attainment.
94. Teaching assistants are involved very well in supporting pupils, particularly those who have special educational needs. They are very well briefed and clear about their role in supporting pupils. Very good partnership was observed in many lessons and the teaching assistants make a significant contribution to pupils' learning. They clarify tasks for pupils, ensuring that they understand what is expected of them. This helps pupils to focus on the task and take a full part in lessons. The very small number of pupils for whom English is an additional language makes good progress.
95. Teachers have very good questioning skills. They use questions well to check that pupils understand their tasks and to stimulate their thinking. They direct questions to specific pupils to ensure that all pupils take part in the lesson. Teachers regularly refer to pupils' individual and group targets for English, focusing pupils' attention on what they need to do to improve their work. In an excellent Year 5 lesson, the lower-attaining pupils were very well supported in their writing task. The teacher's excellent explanations enabled the group to express their ideas and they showed real empathy with the characters in the story they were reading; 'No gun for Asmir'. They made imaginative suggestions as to how Asmir's father might feel when forced to leave his family and suggested gifts he might leave for them when he left.
96. Teachers set a good pace to lessons, making very good use of time and resources. They set time targets for pupils that keeps them focused and on task. This was evident in an excellent Year 3 lesson. The teacher established a very positive working atmosphere which ensured that pupils worked productively. Her very high expectations of pupils' work and behaviour were made very clear to pupils who responded very well.
97. Teachers make excellent use of assessment to inform their planning and to support pupils. Marking of pupils' work is of high quality. Whilst teachers take care to value pupils' efforts, they also give them good guidance as to what they need to do to improve

their work. In lessons, pupils are given time to respond to teachers' comments and, as a result, their work shows improvement.

98. The National Literacy Strategy is very well implemented by the school and effectively adapted to meet pupils' specific needs. The additional strategies to support lower-attaining pupils are used effectively and support staff have been well trained in their implementation.
99. The leadership of the subject is outstanding. The subject leader's improvement plan sets a very clear agenda for development and raising standards still further. This is closely linked to the school's strategic plan. She has an excellent understanding of the school's strengths and weaknesses and identifies very good strategies for improvement; for example, in improving spelling. Her monitoring of teaching and learning is highly effective and she gives colleagues very good support and guidance for further improvement.

MATHEMATICS

100. Standards attained by pupils in Year 6 are above national expectations. In the national curriculum tests for 2002, pupils' results were broadly in line with the national average, yet above the national average when compared with similar schools. Pupils who join the school with below average mathematical skills make good gains towards their numeracy targets, because of the consistently very high quality of teaching. Pupils with special educational needs, higher-attaining pupils and those for whom English is an additional language make very good progress.
101. Pupils make very good progress during lessons; for example, in Year 3 they make the connection between using counting cubes and using times-tables to add, subtract, multiply and divide two-digit numbers mentally. Higher-attaining pupils halve whole numbers up to 100 with confidence and ease. By Year 5, they identify obtuse, acute and right-angles, and estimate and measure these accurately, which improves their logical thinking. Year 6 pupils solve problems algebraically and higher achieving pupils complete some very good work on constructing and measuring the angles of geometrical shapes.
102. Older pupils apply their mathematical knowledge by using computers to develop spreadsheets and to calculate discounted percentage and fraction sale prices, which makes their learning relevant to their everyday lives. In all year groups, pupils use mathematical vocabulary correctly, which supports their literacy skills. They come to lessons well prepared and they expect to work. In the higher set classes, pupils are working at levels above average for their age. Their work is well presented, with date and title neatly underlined, and there is good attention to handwriting skills, which encourages their basic literacy skills.
103. The quality of teaching and learning is consistently very good and sometimes excellent. Good oral warm-up exercises through mental arithmetic set the scene and the teachers' explanations of the lesson aims, which are also written on the board, ensure that all pupils have a clear understanding of what is required. Teachers have a secure knowledge of the National Numeracy Strategy and their well-balanced lessons are structured along these guidelines. Individual learning needs are very well met. All classes are set by ability, but within these sets, teachers also provide simplified tasks for pupils with special educational needs or extended challenges for higher achieving pupils.

104. Lessons are lively and fun and the excellent relationships between pupils and staff create a harmonious working climate. Teachers have excellent strategies for enhancing their pupils' self-esteem; for example, pupils are not embarrassed in arriving at the wrong answer because staff are positive and encouraging in suggesting they try again. Teaching assistants provide invaluable support to pupils and teachers; for example, whilst the teacher interacts with the whole class, the classroom assistant writes the questions and answers on a flipchart, which provides a reminder as to what has been learned at the end of the lesson. Teaching assistants give very good levels of support during individual and group work. Lessons are further enhanced by teachers' use of ICT, such as overhead projectors and computers, which reinforce pupils' learning. Homework is regularly set and completed by pupils as a reinforcement of their class work.
105. The leadership of mathematics is excellent. Thorough planning ensures a consistency of approach by all staff in all years, and this is evident in the steadily rising standard of pupils' work. Booster classes provide extra support for lower-achieving pupils, whilst higher attainers are well challenged through well-planned extension work. The promotion of numeracy across the curriculum is well developed and is evident in all subject areas. Pupils' work is very well monitored on a daily basis through teachers' marking, which is sensitive and encouraging.
106. Assessment of pupils' progress is ongoing and this information is used to predict accurately pupils' standards of work against National Curriculum attainment levels and to set school targets. It is further used very well to inform the development of the subject, which is also monitored through lesson observations and work sampling. There is excellent teamwork between all staff, and teaching assistants are kept very well informed by advance notice of lesson content, which gives them time to prepare relevant materials for special educational needs. The subject is supported through a good range of quality resources. Superb displays celebrate pupils' achievements, which promotes their self-esteem and they are delighted to point out their own work.
107. The gender issue referred to in the last report has been successfully addressed and there is now no significant difference between the attainment of boys and girls. Their standard of work continues to improve and the subject has developed very well since the previous report.

SCIENCE

108. Standards achieved by pupils in Year 6 are well above national expectations and high achievement in the subject is a strength of the school. This reflects very good improvement since the last inspection when standards were judged as similar to those found in most schools. Results in National Curriculum tests fell to below average in 1999 and were broadly in line with the national average in 2000. However, they rose sharply in 2001 and again in 2002, when they were well above average when compared with schools nationally and also with schools in similar contexts. Inspection findings indicate that pupils currently in Year 6 are securely on track to achieve similar success.
109. The previous inspection reported that an area for development in the subject was pupils' capacity for applying their scientific knowledge to new situations. The school has very successfully addressed this issue and teachers throughout the school now provide meticulously planned opportunities for pupils to explore science through practical investigations. Additionally, they make excellent use of assessment to track pupils' progress and provide work which is at precisely the right level of difficulty for them. Consequently, all pupils make very good progress, including those with special

educational needs and those for whom English is an additional language, who receive very carefully structured guidance from learning support assistants.

110. From Year 3 onwards, pupils make very good progress in the development of their investigative skills through imaginatively prepared lessons. They quickly appreciate the need to record accurately the results of practical experiments and how variations in conditions can affect the outcomes. Year 3 pupils explain clearly that when testing the absorbency of materials, it is important to leave each sample in the water for the same length of time. As they move through the school, pupils' capacity for working closely as a member of a team develops rapidly; for example, they test hypotheses and present their results through practical activities such as comparing suitable materials for making electric switches or examining the properties of rocks.
111. In many lessons, pupils find direct observation of the natural world fascinating and this type of activity makes a significant contribution to their personal development. In Year 6, higher and average-attaining pupils demonstrate high levels of organisation and presentation of their results and a capacity for solving new problems which reflect standards that are consistently well above expectations for their age. Most lower-attaining pupils demonstrate sufficient independence and application of ideas to achieve standards similar to those seen in most schools.
112. The quality of teaching is very good throughout the school and in Year 6 it is consistently very good and often excellent. The planning of lessons for each year group is excellent throughout the school. This ensures a consistency in teaching methods and organisation of equipment which guarantees exciting and interesting activities from class to class. Another major strength of teaching is the excellent use of assessment to support the planning of lessons. The very efficient systems in place for tracking individual pupils' progress, together with extremely good use of day-to-day marking, ensure that, in the vast majority of lessons, work is set at precisely the right level of difficulty for pupils of all abilities. To this extent, teachers and teaching assistants work very well together to ensure that lower-attaining pupils are confident about their work and make very good progress.
113. Teaching throughout the school makes a very good contribution to the development of literacy and numeracy. Lessons provide regular opportunities for discussion, which develops speaking and listening skills and many investigations demand the use of extended writing to record results. Similarly, the study of topics such as day and night challenges pupils' knowledge of temperature and angles. Pupils are also given regular opportunities to use computers and search engines to access information in the course of their investigations.
114. The subject leader provides excellent leadership and clear educational direction for science throughout the school. Since his appointment, he has worked hard and successfully to raise the confidence and expertise of colleagues and to ensure a consistency of approach to teaching and learning in science. He has placed the school in a strong position to raise standards still further and exceed the challenging targets set for the next two years.

ART AND DESIGN

115. Standards achieved by pupils in Year 6 are in line with national expectations and standards are similar to those reported in the last inspection. During the inspection, because of the organisation of the timetable, it was possible to observe only two lessons in art and design. Judgements are therefore based upon an analysis of pupils' work, discussions with teachers and pupils, together with planning. Pupils' achievement in the subject is satisfactory. Pupils who have special educational needs and those for whom English is an additional language make similar progress to their classmates, as they enjoy the practical aspects of the lessons.
116. Pupils in Year 3 work with a satisfactory range of media in two dimensions. They use their art diaries well to experiment with paint to create different shades of colour and apply their knowledge to their work based on Ancient Egypt. In this way, they learn which colours are appropriate to their needs when planning an Egyptian wall painting. This work is built on well in Year 4 as pupils use their art diaries effectively to plan their work with clay, develop their ideas and evaluate their own work. Their completed 'People Pots' showed that they used appropriate skills of pinching, rolling and joining clay to create their pots and made interesting patterns on the surface to achieve different textures. Pupils' evaluations of their completed work showed they had looked critically at their own work and used the information appropriately to consider what they would do to improve it.
117. Pupils in Year 5 produce some good relief sculptures based on African animals. By using cardboard, newspaper and paste skilfully to make the animal heads and applying paint accurately to represent the features, pupils successfully achieve good results. In this work, good use is made of ICT as pupils combine text and graphics to present evaluations of their work.
118. Art on display shows that Year 6 pupils used watercolours carefully to achieve special qualities in their paintings on the theme 'Bridge Over the Stream'. Their work showed good use of various brushes to apply paint and skilful mixing and matching of colours to the landscape. Their completed paintings demonstrated pupils' increasing awareness of pictorial composition. Although this artwork was influenced by the work of the artist, Frank Clarke, there was little evidence to show that this strand of the art curriculum is used throughout the school to develop pupils' knowledge and understanding of the work of famous artists in various times and cultures. Most pupils show satisfactory skills when drawing with pencils, but only a few show close observational details in their drawings.
119. In the lessons observed the quality of teaching was good. This is a good improvement from the previous inspection, when teaching was satisfactory overall. Teachers' planning is comprehensive and in most aspects of art they provide many good opportunities for pupils to use different techniques and media. Teachers motivate pupils well, make useful suggestions and provide good quality, well-organised resources. This enables pupils to develop their ideas and focus on improving their artwork. Strengths in the teaching of the subject and its effect on learning were evident in a very good Year 3 lesson on planning a wall painting in Egyptian style. The teacher's good teaching of art skills helped pupils to appreciate the purpose of sketching as a means of exploring their ideas. The very effective interaction with pupils and positive feedback helped them to improve their work. As a result, they tried hard, enjoyed their work and made very good progress.

120. Pupils take pride in their work and teachers display their work attractively, which shows pupils how much their efforts are valued. Links to other areas of the curriculum are good and pupils' learning is particularly enhanced in subjects such as history and design and technology. Information and communication technology is used well to support pupils' learning through the use of suitable programs and for presenting their evaluations.
121. The subject is well led by a knowledgeable subject leader who, although new to the role, has been successful in raising the profile of the subject throughout the school. A new type of sketchbook introduced to pupils in Year 3 to Year 5 in the form of art diaries is proving to be an invaluable collection of pupils' experiences, ideas, evaluations and teacher assessment. These have yet to be introduced to pupils in Year 6. The medium-term planning for the subject is detailed and provides a very good basis for the planning of lessons.
122. The school has done much to respond to the criticism in the previous inspection report that assessment was not used to chart pupils' progress in art. The system for assessing pupils' work is now good and used well by teachers to plan further work. The range of resources to support art and design has been greatly improved and are now very good. However, the time devoted to the subject is rather low. This has slowed the rate of improvement. Some aspects of the curriculum, although present, are still underdeveloped. The school has not yet introduced any local artists to work in school and there are too few opportunities for pupils to explore art from various cultures. All pupils have equality of access to the subject and enjoy the practical aspect. Good displays of work around the school enhance the learning environment and promote the school's ethos.

DESIGN AND TECHNOLOGY

123. Standards achieved by pupils in Year 6 are above national expectations and this represents a good improvement since the previous inspection, due to more effective planning and teachers having a clearer idea of what the subject involves. It was not possible to observe the teaching of the subject during the inspection. Judgements are based on the analysis of pupils' work and teachers' planning and discussions with pupils and teachers. By Year 6, pupils work well to gather information about a project and generate a good number of ideas. Their fairground rides, made from wood and card and attractively decorated with a wide variety of materials, demonstrate a very good attention to detail, and a clear link to the purpose of their project. Pupils' thoughtful evaluations of their models and rigorous testing enabled them to make alterations to the designs, to ensure they moved freely. Their carefully annotated designs are good and their step-by-step diagrams show how they have experimented with different ideas while making their models.
124. Pupils show good progression in their skills as they fit electric motors to their models and make very good use of ICT to operate their models. They produced an accurate sequence of commands that enabled their models to move forwards and backwards, at various speeds and used ICT tools imaginatively to capture sounds. They make good use of literacy and numeracy skills as they write about their models and use measurements accurately in their designs.
125. These standards represent good achievement for all groups of pupils. They make a good start in Year 3 by improving their basic cutting and joining techniques as they make interesting story books with moving parts that include levers and linkages. By Year 4, pupils' designs and models of moving vehicles demonstrate how much they

have learned about joining different materials to ensure the wheels on their 'buggies' roll freely. Pupils evaluated their work once it was completed and identified the changes they would make. One pupil wrote, 'I would make the body lift up on a hinge, with a motor in the base so it will go along on its own'. Year 5 pupils build well on their earlier work and their moving toys show a good understanding of cam mechanisms and how they can be used and incorporated in their models to make them move in different ways. Pupils with special educational needs also produce work of good quality. Higher-attaining pupils are well catered for and as a result their work shows a range of high quality skills in the associated design and making process.

126. The quality of teaching and learning and the progress made by pupils in Years 3 to 6 is good. The analysis of work indicates that the pupils are given an increasing range of experiences in designing and making that build effectively on their previous learning. Teachers' planning is comprehensive and gives good attention to the development of pupils' skills. Teachers have a good knowledge of what is required to plan and make working models; this ensures that pupils learn to use tools effectively and safely and their structures stand a good chance of success. Pupils' work indicates that teaching places a strong emphasis on both the design and evaluating processes.
127. Design and technology is well led by an experienced and knowledgeable subject manager, who provides good support to teachers on individual projects. Detailed medium-term planning provides effective guidance to teachers. Procedures for assessment are good and sufficiently well developed to provide teachers with an overview of pupils' progress and attainment. There is a good range of tools and materials to interest and challenge pupils. Overall, the subject makes a very good contribution to pupils' social and moral development by providing opportunities for pupils to work co-operatively and develop the ability to make a reasoned evaluation of their own work.

GEOGRAPHY

128. Standards achieved by pupils in Year 6 are in line with national expectations and the school has maintained the standards reported in the previous inspection. All pupils, including higher attainers, those with special educational needs and those for whom English is an additional language make at least appropriate progress in the subject. Two lessons were seen during the inspection. Judgements are based on those observations and predominantly on discussions with pupils and teachers as well as close scrutiny of samples of previous work and teachers' planning. These indicate that teachers have a good understanding of the requirements of the National Curriculum and are planning a good range of activities to promote appropriate skills.
129. In Years 3 and 4, pupils make a clear plan of their route from home to school, are encouraged to give opinions on how to improve their local area and gain good insight into the history of Bishopstoke as a settlement and how it has developed in recent years. In one very good Year 4 lesson observed, pupils made very good progress in note-taking while they interviewed a local resident about the changes she had witnessed in population and employment in the area.
130. The school has a strong relationship with the village of Kware in Kenya and pupils in Year 5 fully appreciate and explain the economic and climatic differences between Kware and their own area. By Year 6, most pupils name local and international rivers and describe their characteristics using the correct technical vocabulary. They have a thorough knowledge of the local area and make good use of computer software to create a detailed map of Stoke Park Woods. Through individual study projects, some

pupils develop factual knowledge of specific topics such as the solar system or endangered animals reflecting above average standards for their age.

131. Year 6 pupils overall have not had the full benefit of recent improvements in the teaching of key skills over a long period. Consequently, their application of practical techniques is slightly weaker than their factual knowledge; for example, most pupils use coordinates to identify key features on a map and this makes a positive contribution to the development of numeracy, but they have not had sufficient opportunities to develop these skills to a high enough level.
132. The quality of teaching and learning is good. Teachers show good subject knowledge. Teaching provides good opportunities for pupils to practise and improve extended writing; for example, by writing at length about issues such as deforestation.
133. The recently appointed subject manager is providing good leadership. He has ensured that teachers' planning is closely linked to the skills required to meet the demands of the National Curriculum and is supported by a good range of resources, activities and field trips. An appropriate system of assessment is in place and there are clear plans to establish a portfolio of work moderated against nationally agreed standards. He has created a strong platform for further raising standards and there has been good improvement in the subject since the last inspection.

HISTORY

134. Standards achieved by pupils in Year 6 are in line with national expectations and the school has maintained the standards reported in the last inspection. Most pupils have a reasonable appreciation of significant periods along the historical time line. This develops steadily through their study of the Ancient Egyptians and Greeks in Years 3 and 4 and of the Tudors and wartime Britain in Years 5 and 6. Many at this stage have higher than expected levels of knowledge of historical events and a few pupils recall facts from their individual project topics in great detail, reflecting standards that are well above expectations for their age. Pupils with special educational needs, higher-attaining pupils and those for whom English is an additional language are well supported and make good progress.
135. Due to recent improvements in the planning of work, including the teaching of key skills, pupils of all abilities are making good progress throughout the school. Pupils currently in Year 6 have not had a sufficiently long period to benefit from this approach and, in particular, from a sharper focus on the development of research skills. Consequently, although they are achieving well due to good quality teaching, this aspect of their learning is not as thoroughly developed. However, younger pupils in Years 3 and 4 often make very good progress because they are developing skills, through the use of primary and secondary sources, from an early age. In a very good Year 3 lesson observed, the teacher made imaginative use of written sources of evidence and of material from the British Museum website to promote pupils' understanding of the customs and beliefs of the Ancient Egyptians.
136. The quality of teaching and learning is good overall. It is very good in some individual lessons and was excellent in one lesson observed. A major strength of teaching is the detailed planning and organisation of exciting activities to promote learning. Pupils thoroughly appreciate the effort and imagination shown by their teachers and develop very positive attitudes to the subject as a result. This was clearly evident in the excellent Year 5 lesson seen on the Tudors in which the teacher and teaching assistant played the roles of the Duke and Duchess of Wessex, dressed in period costume. A

genuine sense of fun prevailed throughout the lesson, but because of the thorough preparation involved, it had a significant impact on pupils' awareness of their national heritage.

137. Another strong feature of teachers' planning is the links which they create between subjects across the curriculum; for example, teaching covers both the history and the geography of Eastleigh and Bishopstoke. Teachers in Year 3 successfully combine ICT and art and design in their planning of work on the Ancient Egyptians and teaching throughout the school makes regular use of a time-line, which makes a positive contribution to the development of numeracy skills. Teachers also provide frequent opportunities for pupils to improve literacy skills by writing at length about historical events.
138. The subject leader has provided good leadership in the short time since his appointment. He has ensured that the subject is well resourced and that learning is enhanced by visits to places of historical interest such as Fishbourne Manor. He has put clear plans in place to monitor progress in the teaching and learning of key skills and has placed the school in a strong position to raise standards further. There has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards achieved by pupils in Year 6 are above expectations and overall standards have improved considerably since the last inspection, when standards were below expectations.
140. Provision for the subject has improved since the last inspection, with considerable investment being placed in a new computer suite, the replacement of old and out-of-date computers, and the introduction of a wide range of appropriate software. The combination of networked computers in the newly established computer suite, learning support centre and in all classrooms is highly successful, and provides very good opportunities for pupils to develop their ICT skills, as well as supporting learning in other subjects.
141. Effective timetabling ensures that pupils in all classes have regular access to the computer suite. During these lessons, working in small groups, they learn skills and make good progress in their use as they move through the school. Lesson planning shows good links to other subjects and this effectively enhances pupils' learning.
142. Year 3 pupils use the Internet to access the British Museum website in order to practise navigation skills and to evaluate the quality of the website. Most pupils explain how to move around the website with confidence. In the lesson observed, pupils were very well supported by the class teacher and learning support assistant.
143. Year 4 pupils use 'Super Logo' to help them in the creation of an intricate flower pattern, using rotational shapes. Pupils demonstrate a good application of their knowledge of shapes and the degrees in each angle selected. In the lesson observed, there was very good discussion and co-operation between pairs of pupils, and were well supported by adults.
144. Year 5 pupils prepare a Tudor presentation, using a variety of media. Using a word processing package, pupils link together selected pages, import text and graphics from a variety of sources, including CD-ROM and the Internet. Pupils also import selected

historical information and data from Internet resources. Pupils explain how to retrieve saved information and are clear on which computer drive the information will be stored.

145. Year 6 pupils use a variety of formulae during their work on spreadsheets. They input and change data, multiply columns, use the sum function and create their own personalised spreadsheets. In addition, higher-attaining pupils create a column for a specific percentage discount; for example, 12 and 18 per cent. Pupils use a variety of fonts and colours, print and save their work in their own network folders.
146. The quality of teaching is very good overall. Lessons observed ranged from good to very good throughout the inspection; the high quality lessons being consistent across the school. Discussion with pupils and examination of a range of their earlier work indicate that pupils make very good gains in their learning. Staff have a very good level of expertise and are well supported by the curriculum leader and other colleagues. In all lessons observed, strengths include the sharing of clear learning objectives with pupils, good pace and a high level of available technical expertise and support.
147. Work is always well matched to pupils' prior attainment, with a strong emphasis upon ongoing assessment and modification of the activity, if necessary. Pupils with special educational needs are well supported. There were no differences in the learning of girls and boys observed and all are included in planned activities. The needs of higher-attaining pupils are well addressed by modification and extension of tasks.
148. Pupils are encouraged to use digital cameras, record their work and use the results in an imaginative way. Pupils' work is displayed well, showing high standards, care and effective use of a good range of computer skills.
149. Pupils use the Internet and download information to help in lessons; for example in history and geography. They learn to communicate using ICT through multi-media presentations although, as yet, there is no use of e-mail because of parental concerns.
150. The use of computers provides good opportunities for pupils to work collaboratively. Throughout the school there is very clear evidence to show effective links between ICT and most other subjects across the curriculum. However, the use of ICT in music is presently underdeveloped and this has been identified as an area for further development by the school.
151. The subject is well led and areas for further development have been identified. A teaching assistant, specifically for ICT, provides a very good level of support for pupils and staff. Equipment throughout the school is well maintained. The ICT suite is spacious and well ventilated, ensuring that pupils work comfortably.

MUSIC

152. Standards achieved by pupils in Year 6 are in line with expectations and standards have been maintained since the last inspection.
153. Pupils sing tunefully in assemblies and give a good performance of a round in three parts. They understand the importance of good posture and how to breathe properly in order to sing well. In the lower school choir practice, pupils showed enthusiasm and sang very well. Pupils greatly enjoy taking part in school performances as seen in a video of the most recent production, 'The Wizard of Oz'. This was a performance of good quality, polished and well presented.

154. In their lessons, pupils show good understanding of musical vocabulary. Year 3 pupils respond well to signals for crescendo and decrescendo in a performance of their group composition. In a very good Year 5 lesson, pupils compared and evaluated their taped performance of the song 'Greensleeves' and then compared it with an instrumental version by the 20th century English composer, Ralph Vaughan Williams. They noticed that the instrumental version was performed at a different tempo and that Vaughan Williams had added a counter melody as a middle section in his composition. Year 6 pupils respond very well to the teacher's signals for dynamics in their singing. They learn the second part of a round very quickly, but pupils find more difficulty in singing two parts together.
155. Teaching of music is good and at times very good. In each year group, teachers share their subject expertise. The subject manager teaches music in Years 3 and 6. All the teachers observed have very good subject knowledge and impart this well, ensuring that pupils understand. Teachers make good use of resources to focus pupils' attention and support their learning. Planning for music is detailed and enables the National Curriculum requirements to be taught effectively.
156. Pupils show great enjoyment of their music lessons, responding well to the good range of activities offered to them. They listen very well and respond enthusiastically to what is asked of them. Pupils show very good levels of concentration and are becoming very confident performers. All pupils, including those with special educational needs and higher-attaining pupils, make good progress in lessons.
157. Although pupils make good progress in the aspects of music covered, their skills in composition are not as well developed as their singing, appraising and performing skills. This is an area of the curriculum identified by the subject manager as being in need of development and she has an appropriate action plan to develop this. At present the use of ICT in music is underdeveloped and this is an area identified in the subject manager's action plan.
158. The curriculum is enriched by a good range of opportunities for instrumental tuition. All pupils are offered the opportunity to learn the recorder and a good number take up the offer. Staff and governors greatly value the musical opportunities available and the school subsidises lessons so that they are affordable to all families. There are two school choirs, which are well attended and many pupils have instrumental tuition on a variety of instruments. School choirs and instrumental groups regularly take part in local festivals.
159. The subject leader has a very good vision for the development of music in the school. She has close links with subject manager of the adjacent infant school and ensures that the curriculum builds well on pupils' previous musical experiences. She has initiated a music curriculum group within the school to promote professional development opportunities in the subject. Assessment in music is derived from teaching points identified in planning and this is currently developing.

PHYSICAL EDUCATION

160. Standards achieved by pupils in Year 6 are above expectations and have improved since the last inspection. The school reports that most pupils achieve the expected levels in swimming by the time they leave the school.
161. In all years, pupils make very good gains in their co-ordination skills and physical abilities. Their muscle and movement controls improve through stretching and curling

as part of their warm-up sessions. They respond with positive enthusiasm when interpreting and creating dance sequences and poses to reflect the mood of taped music. They develop their balance and poise through gymnastics, which gives them confidence and promotes their self-esteem. Pupils share, collaborate and take turns, working very well in pairs for sequenced activities and there is good teamwork in their approach to football, hockey and basketball games. They evaluate their own work and judge the work of their peers with sensible and considerate comments.

162. The quality of teaching and learning is very good. Equipment is prepared well in advance, although all pupils take responsibility for clearing this away at the end of sessions. Teachers' selective use of videos and taped music is well matched to lesson targets, and enhances pupils' learning by providing a basis for pupils' own ideas. Lessons are very well managed, structured and balanced to ensure that no time is wasted. Good attention is paid to ensure the health and safety of everyone and pupils know and follow these guidelines well. Teachers give clear unambiguous instructions, which help pupils understand the realistic challenges and they work hard to achieve the lesson targets, which are outlined on the board. Standards of behaviour are generally very good and pupils and staff treat each other with mutual respect and courtesy.
163. The curriculum fully meets the requirements of the National Curriculum and is very well planned and co-ordinated to include a balanced range of activities, including swimming lessons in Year 4. The subject is very well led and monitored, which ensures a high level of consistency in teaching across all year groups. Assessment is a very strong feature of physical education and in addition to teachers' formal assessment and recording of the pupils' progress, pupils are encouraged to evaluate their own and each other's performances at the end of each session. Pupils' achievements are celebrated through excellent wall displays and certificates. The school uses the hall for indoor work and has good external facilities for games. Resources are good, and further supplemented by the occasional use of the local leisure centre and through annual residential recreational activities for older pupils.
164. The subject has made good improvements since the previous inspection, particularly in curriculum-planning and management. The wide range of sports clubs now includes dance and gymnastics. There are well-established links with other schools, and pupils successfully participate in inter-school football, hockey and netball tournaments.

RELIGIOUS EDUCATION

165. Standards achieved by pupils in Year 6 are above the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make good progress. Standards have improved since the last inspection. Pupils make very good gains in their knowledge and understanding of Christianity and have a good knowledge of other world faiths in line with the locally agreed syllabus.
166. Pupils are aware of major religious festivals and have a clear understanding of the importance of reverence when handling holy books such as the Qur'an. There are very good examples in their work to indicate their understanding of the Old and New Testaments of the Bible. Pupils write 'news reports' on the flight from Egypt describing the journey and the work of Moses. Year 6 pupils rewrite extracts from the Bible in their own words and in modern settings, making parables such as The Good Samaritan relevant to their own lives and reinforcing their understanding of the message. They have a good understanding of the holy books of Judaism, Islam and Christianity, and compare how these influence people's way of life. Higher-achieving pupils show maturity and reflection in their 'Wish Lists' for the world, which indicate a mature awareness of the plight of people in poorer countries.

167. The quality of teaching and learning is very good. Lessons are very well prepared and planning is consistent across all year groups. Literacy skills are very well promoted through speaking and listening as well as through written work. Pupils use subject vocabulary, including Islamic phrases, with confidence, but they do not always understand what they are saying; for example, although the word 'prophet' was used, pupils could not explain the meaning. In another lesson, the teacher's planning included a very effective role-play situation where Year 4 pupils enacted the story of the Prodigal Son's return. Pupils worked in pairs to prepare a range of questions to ask the key players, and this was excellent. Religious education is further enhanced by the outstanding assemblies and daily acts of collective worship, which provide excellent contributions towards pupils' spiritual, moral, social, cultural and personal development.
168. Subject documentation is very good, and follows the locally agreed syllabus. The subject leader is also responsible for collective worship and the co-ordination of assembly themes, and this too is very well managed. However, although there is evidence of the teaching of multi-faiths, there is an imbalanced emphasis on the teaching of Christianity. Although there are regular guest speakers and occasional off-site visits to local churches, this has not yet been extended to include multi-faith speakers or visits to synagogues or mosques. The subject leader has identified this as an area for development.
169. Pupils' progress is efficiently recorded through consistent standards of marking, and teachers keep very good records of pupils' levels of attainment. The subject is well led and the subject leader monitors the subject carefully and assesses random samples of pupils' work to ensure that good standards are being maintained in all years. Resources are good and high quality displays of pupils' work acknowledge the value of their achievements. Information and communication technology and literacy are used appropriately in the subject.