

INSPECTION REPORT

FAIRFIELD INFANT SCHOOL

Havant

LEA area: Hampshire

Unique reference number: 115904

Headteacher: Mrs B. J. France

Reporting inspector: Margaret Cooper

15175

Dates of inspection: 27th – 30th January 2003

Inspection number: 247595

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Fairfield Road Havant Hampshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. D. Gibbons
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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15175	Margaret Cooper	Registered inspector	English History Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9121	Heather Danpure	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
6169	Melvyn Bradshaw	Team inspector	Science Information and communication technology Music Special educational needs	
14997	Valerie Emery	Team inspector	Art and design Geography Foundation Stage	How good are the curricular and other opportunities offered to pupils?
16971	Roger Hardaker	Team inspector	Mathematics Design and technology Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized infant school located in the town of Havant. There are 262 boys and girls aged from four to seven on roll including eleven reception children who currently attend on a part-time basis. About half the pupils are drawn from beyond the school's immediate catchment area. When children enter school they are attaining well below average standards, particularly in their language skills. The proportion of pupils known to be eligible for free school meals (12 per cent) is broadly average. The great majority of pupils are of white British heritage. A small minority (2.3 per cent) are predominantly from other white European cultures or mixed ethnic parentage. The proportion of pupils whose mother tongue is not English (1.9%) is low compared to other schools. Virtually all pupils are fluent English speakers. The proportion of pupils identified as having special educational needs (26.7 per cent) is greater than that normally seen, although there are no pupils who are the subject of a statement of special educational need. Special educational needs are mostly learning and literacy difficulties, although a few pupils have emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

It is an effective school that provides a good quality of education for its pupils. Pupils in all years make good progress. This is due to the good quality of teaching which enables them to make significant gains in their learning to attain broadly average standards by the age of seven. Leadership and management are good, and play a key role in achieving the caring ethos and good relationships that are a significant feature of the school. These help to promote the positive attitudes, values and personal development shown by pupils. The school provides good value for money.

What the school does well

- Teaching and learning are good throughout the school
- Children make good progress, particularly in the basic skills of literacy, numeracy and information and communication technology (ICT)
- The school promotes moral development very well and spiritual and social development well. As a result, pupils show positive attitudes and values and establish very good relationships with others
- The school provides a high level of care
- Provision for pupils with special educational needs is good

What could be improved

- Standards in speaking skills are below average and could be better
- Standards in design and technology (DT) are below average and pupils do not make satisfactory progress in this subject
- Arrangements for assessing, recording and reporting standards and progress in most foundation subjects
- Opportunities for pupils to make decisions and plan some of their own activities

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the school was last inspected in January 1998. This has been achieved despite a recent turbulent period when there was a high turnover of staff and the school was without a deputy headteacher for several months. Improvements are seen in better results in national tests, as well as attainment in ICT and in religious education (RE). The quality of teaching has improved significantly, particularly at the infant stage, as has provision for pupils' spiritual, moral, social and cultural development. Pupils' positive attitudes and behaviour have been maintained and there has been improvement in the school's arrangements for monitoring standards, progress and teaching in the core

subjects of English, mathematics and science. National strategies for literacy and numeracy have been implemented well.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	C	C	C	C	well above average A above average B average C below average D well below average E
Writing	C	C	C	C	
Mathematics	C	C	B	B	

Despite making generally good progress in reception, when pupils start Year 1 the majority are still attaining standards that are below expectations, particularly in communication, language and literacy, including speaking skills, and in mathematics. However, in terms of their personal, social and emotional development they attain the expected standards.

Over recent years the rate of improvement in test results at the age of seven has been in line with the national trend, despite an increasing number of children with below average attainment when they join the school. The school came close to achieving its challenging targets for the 2002 tests. Inspection findings confirm the average standards in mathematics but standards in reading and writing are below average. This is largely due to underdeveloped speaking skills and an increased proportion of pupils with special educational needs linked to literacy difficulties within the current Year 2. Pupils achieve well in reading and writing but do not achieve as well as could be expected in speaking and listening. Pupils make good progress in mathematics, ICT and in history and attain the standards expected. They make satisfactory progress in science, art and design, geography, music, physical education (PE) and RE and attain sound standards. They make insufficient progress in DT and do not achieve the expected standard in this subject. Overall, pupils achieve well but could achieve better in those subjects in which progress is no more than satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and try hard in all their lessons
Behaviour, in and out of classrooms	Good. Pupils respond to the school's high expectations of them and behave well both in lessons and around the school
Personal development and relationships	Good. Pupils relate very well to others, and show respect to adults and to each other. They treat resources with care and co-operate very well in small groups when given the opportunity
Attendance	Average overall. The rate of unauthorised absence is below average

Pupils' positive attitudes to their learning and their very good relationships have a beneficial effect on their achievement. They have few opportunities to take responsibility for their learning and work

independently, particularly in Years 1 and 2. This limits the extent to which they are excited and enthusiastic about their activities.

TEACHING AND LEARNING

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

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

The quality of both teaching and learning is good overall, with some variation between subjects. In the reception year teaching is satisfactory in creative development, and good in all other areas of learning including personal, social and emotional development; communication, language and literacy; and mathematical development. At the infant stage English and mathematics are taught well. However, insufficient attention is given to promoting speaking skills both in English lessons and in other subjects. History and ICT are also taught well. Teaching is satisfactory in science, art and design, geography, music, PE and RE. It is unsatisfactory in DT because of shortcomings in subject knowledge and planning.

Teachers plan lessons very carefully, with a clear focus on what pupils are expected to learn. Very good use is made of teaching assistants to ensure lower attainers, including those with special educational needs, achieve well. Teachers manage pupils skilfully and provide a caring atmosphere so pupils settle quickly to their tasks and work conscientiously. The slow pace of some lesson introductions limits pupils' progress. There are insufficient opportunities for pupils to take responsibility for their own learning by making decisions and planning and reviewing some of their activities. Teachers provide well for all pupils, including those who speak English as an additional language, and there is no significant variation in the quality of learning for any groups related to prior attainment, gender or ethnic origin.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides a sound quality and range of learning experiences for pupils throughout the school
Provision for pupils with special educational needs	This is good. It promotes the good progress pupils with special educational needs make in their learning across the curriculum and towards the targets in their individual education plans
Provision for pupils with English as an additional language	Good account is taken of the needs of pupils whose mother tongue is not English, so they are able to make similar progress to others in their classes
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral development is promoted very well. Provision is good for both spiritual and social development and satisfactory for cultural development.
How well the school cares for its pupils	The high level of care is a strength of the school. Staff know their pupils well and establish a caring environment that promotes pupils' confidence and positive attitudes to their experiences. Arrangements for assessing and recording pupils' attainment and progress are good in English, mathematics, science and ICT, but underdeveloped in other subjects.

Pupils benefit from the many experiences that enrich the curriculum, such as visits to places of educational interest, visitors to the school and special events such as Book Week and the Strawberry Fair. Good arrangements for personal, health and social education, as well as good links with the

community, further enhance pupils' learning. The strong emphasis on literacy and numeracy has been at the expense of other subjects. Provision for DT is unsatisfactory. Provision for extra-curricular activities is below average. There are very good procedures for monitoring and promoting good behaviour. Parents hold positive views of the school and their support both at school and at home, including the contribution of the Parents' and Teachers' Association, makes a positive impact on children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher is a strong manager and is supported well by the deputy headteacher and senior management team
How well the governors fulfil their responsibilities	The governors are active, well informed about the work of the school and supportive of the headteacher and staff. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	The school has established good arrangements for monitoring teaching, standards and progress in the core subjects of English, mathematics and science. These support the accurate identification of strengths and areas for development and result in a well-planned programme for improvement.
The strategic use of resources	The school makes sound use of its resources to improve the quality of education provided

The headteacher plays a key role in establishing clear policies and procedures that support teaching and learning and ensure the smooth running of the school. Teaching and other staff work well as a team and share a very strong commitment to the needs of their pupils and to school improvement. There are appropriate arrangements for subject managers to monitor and improve provision in their subjects.

The school is well provided with teaching and support staff to meet the needs of its curriculum and pupils. The accommodation is good overall, particularly in the additional teaching spaces provided by quiet areas in classrooms and a music room. As already recognised by the school, library provision is unsatisfactory and requires improvement. Overall, there is a good quantity and range of learning resources. The school gives good attention to seeking value for money when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school • The school expects children to work hard and achieve their best • Children are helped to become mature and responsible • Behaviour is good • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • Information about how their children are getting on

The inspection agrees with the positive views of parents, as well as the areas they would like to see improved. No extra-curricular activities are provided. There are shortcomings in the information parents

receive about their children's progress in written reports. The school already has plans to improve the information they give to parents about how their children are getting on with their reading.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although there is some variation from year to year, when children enter reception¹ their skills are well below expectations, particularly in communication, language and literacy. Despite benefiting from some good teaching and making good progress, by the time they start Year 1 standards remain below expectation. Pupils continue to make good progress at the infant stage and broadly attain the standards expected by the end of Year 2. Since the last inspection there has been considerable improvement in results in national tests. There has also been an increase in the proportion of low attainers so that, taken together, pupils display lower attainment on entry to the school. Pupils currently in Year 2 attained below - rather than well below – average standards when they entered the school.
2. Standards in the 2002 national tests at the end of Year 2 were average in reading and writing when compared both to schools nationally and to schools with similar characteristics. No pupils attained the higher than expected Level 3 standard in writing. Standards in mathematics were above average compared to both schools nationally and to similar schools. Teachers' assessments showed standards to be average in speaking and listening and also in science. However, the proportion of pupils who attained high standards in science was well above average. Compared to schools nationally, girls have performed slightly better than boys in writing over the last three years, and boys have performed slightly better in mathematics. The school set its own challenging targets for the 2002 tests and came close to reaching them except for the standards of higher attainers in writing. The targets for average attainers in writing and higher attainers in mathematics were successfully achieved.
3. The evidence from inspection shows a slightly different picture. Although pupils currently in Year 2 have made good progress since joining the school, they are attaining below average standards in reading and writing. This is linked to the high proportion of pupils within this year group who have special educational needs largely linked to literacy difficulties. These difficulties also slow progress in other subjects and, as a result, pupils are expected to attain average, rather than above average, standards in mathematics. However, there are differences in the quality of provision and teaching in subjects and this also results in different levels of achievement.
4. Children make good progress in the reception year as a result of good overall teaching, a carefully planned curriculum and an environment that enables them to settle quickly and work confidently. Creative development is taught satisfactorily but standards in this area of learning remain below those expected. Good teaching of personal, social and emotional development enables children to successfully attain the standards expected by the time they enter Year 1. Children also make good progress in communication, language and literacy, mathematical development, physical development and in their knowledge and understanding of the world. Despite good teaching, however, most do not attain the early learning goals in these areas.
5. However, further good teaching in Years 1 and 2 maintains a good rate of progress so that by the time pupils reach the end of Year 2 they are achieving broadly average

¹ The reception year is part of what is now known as the foundation stage

standards in mathematics. Standards in English remain, for the current Year 2 pupils, below average. Underdeveloped speaking skills impede the progress pupils make, not only in their literacy skills but also in their learning in other subjects such as science. Pupils show increasing accuracy in reading and writing although few read and write with good levels of fluency. Standards in handwriting are above average, however, because it is taught very well. Although pupils listen carefully in lessons, most show a limited capacity to develop and explain their ideas when talking to others. Pupils make better progress in reading and writing than in speaking and listening. This is because literacy skills are planned and taught well, whilst insufficient attention is given to planning and teaching speaking skills.

6. Sound progress is made in science where standards are also in line with those expected. Pupils achieve well in ICT and attain the expected standards. Progress is also good in history where pupils attain the standards expected by seven. In art and design, geography, music, PE and RE, pupils achieve satisfactorily and attain the expected standards. There has been good improvement in both ICT and RE since the last inspection when standards were below average in these subjects. Progress in DT is unsatisfactory and pupils do not attain the standards expected. This is because of shortcomings in planning and teaching.
7. An increasing number of pupils in the school have special educational needs, particularly associated with learning in literacy. These pupils achieve well, particularly in English and mathematics, and make good progress towards the targets in their individual education plans. Inspection evidence does not show any significant difference in the relative progress of boys and girls, nor any groups related to ethnicity or prior attainment. Pupils for whom English is not their mother tongue make similar progress to their peers. The most able pupils within the school are now monitored closely to ensure they make as much progress as others.

Pupils' attitudes, values and personal development

8. Pupils' attitudes and behaviour continue to be good and a strength of the school. Their enjoyment of school and interest in their activities continue to be very good. Parents wholeheartedly endorse this view. Pupils are very keen to please their teachers and teaching assistants. As a result they concentrate well during lessons, try to do their best and persevere to complete the work they are set.
9. Behaviour is good, both in lessons and around the school. In lessons, pupils follow instructions well and wait patiently with their hands up to answer teachers' questions. They are very considerate of other children, especially those with special educational needs, and willingly listen to what others have to say. They clearly know that high standards of behaviour are expected and are usually polite and considerate. There was one fixed-term exclusion last year of a pupil with emotional and behaviour difficulties who has now left the school.
10. Pupils with special educational needs display similar positive attitudes and behaviour as other pupils. The school has a small number of pupils who can exhibit challenging behaviour, but sensitive support and small group work help to ensure these pupils concentrate and remain on task for most of the time. This means that they make good progress. No instances of unsatisfactory behaviour were seen.
11. Relationships are very good, both between staff and pupils and between pupils. Staff provide very good role models. The school is successful in achieving its vision of establishing a culture where relationships are built on mutual trust and respect. Co-

operation between pupils and teachers is very good and this contributes to the good progress.

12. Pupils' personal development is satisfactory. Most are sensible, considerate and are becoming socially conscious and responsible. When given the opportunity for independence and responsibility they take it with enthusiasm, as demonstrated by Year 2 lunchtime helpers. Pupils are keen to help raise money for charities, such as Children in Need and Barnardo's.
13. Attendance is satisfactory and similar to the national average. The level of unauthorised absence is good and below the national average. A high proportion of children had holidays in term time last year, which reduces their opportunities to make progress. This occurred despite requests from the headteacher and governors to take them only in exceptional circumstances. Punctuality is good and registration is followed swiftly by other activities.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of both teaching and learning is good throughout the school and promotes the good progress pupils make. All but a small minority of lessons seen were at least satisfactory, and teaching was good or better in over half. This shows improvement since the last inspection when teaching at the infant stage was unsatisfactory in about one lesson in five.
15. In the reception year adults work well together to provide a caring learning environment that helps children settle quickly into classroom routines. A strong emphasis is given to developing children's literacy and mathematical skills and to their personal, social and emotional development. Teaching is satisfactory in the creative area of learning, where adult support could be used to extend learning further. Teaching is good in all other areas of learning.
16. Good teaching in English, mathematics, history and ICT promotes the good quality of learning in these subjects. This is because teachers' own knowledge and understanding is good and lessons are planned and taught well. Both literacy and numeracy are also taught well and this enables pupils to make good progress in their basic skills. However, insufficient attention is given to developing speaking skills either through planning or through exploiting opportunities that arise in lessons. Teaching is satisfactory in science, art and design, geography, music, PE and RE and, as a result, pupils make sound progress in these subjects. Teaching and learning are unsatisfactory in DT because of shortcomings in teachers' subject expertise and in planning. Appropriate account is taken of the needs of pupils whose mother tongue is not English so they are able to make similar progress to their peers across the curriculum.
17. Teaching and support staff manage pupils skilfully, providing a caring environment and establishing positive relationships. As a result, pupils feel secure and try hard to complete their tasks correctly. Teachers prepare lessons carefully, taking close account of the differing needs of pupils within each class so that all are able to achieve. Lesson objectives are shared with pupils so they know what they are expected to learn. Good use is also made of homework to extend pupils' learning. Very good use is made of teaching assistants who demonstrate high levels of expertise. Their support makes a positive impact on pupils' learning, particularly for lower attainers and those with special educational needs who are taught well. On occasion they are taught as a separate group within each class but follow work that covers the same areas as other pupils. At other times groups are supported by class

teachers or the co-ordinator for special educational needs and this variety of groupings and forms of support promotes the good progress these pupils make.

18. Characteristic strengths of good teaching were seen in a PE lesson in which reception children achieved very well in their physical development. The teacher's firm control of the children meant no time was wasted during the lesson and there were no risks to the children's health or safety. The very good relationships established with the class meant children worked confidently, knowing their efforts were valued. The well-planned activities resulted in a good level of improvement. As a result, the children made very good progress in their use and awareness of space, exploration of different ways of moving, and safe use of apparatus.
19. A shortcoming within lessons that are otherwise satisfactory is the use of time. This is seen particularly in lesson introductions that are frequently too long and managed at too slow a pace. As a result, pupils' early enthusiasm diminishes by the time they tackle their own tasks, and the time available for their own activities is curtailed. Some time is also lost when lessons do not consistently begin at the agreed time, although this is largely linked to the time it takes for pupils to return to their classrooms after break times. This can take several minutes because the school's arrangements pay careful attention to safety in view of the staircases that many pupils have to climb.
20. In the range of teaching methods adopted, there is an undue emphasis on adult-directed activities. In too many lessons children are told exactly what to do and how to do it. They are not challenged to make their own decisions about how to record what they have done or plan how they might tackle a particular task. This results in missed opportunities for children to develop or use important skills that will help them to become increasingly independent. It is seen, for example, in pupils' experiences in writing, in art and design and in DT, where achievement is limited by insufficient opportunities to work imaginatively and independently.

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

21. The school provides a sound quality and range of learning opportunities for pupils of all ages. It has given a strong emphasis to developing literacy and numeracy skills. However, this has been at the expense of other subjects, particularly in opportunities for pupils to work practically and creatively.
22. Children in the foundation stage are provided with a satisfactory and carefully planned curriculum, based on nationally agreed areas of learning for children of this age. It pays close attention to developing skills in literacy and numeracy as well as personal and social development. It prepares them well for their later learning at the infant stage.
23. The school provides a satisfactory curriculum for pupils in Years 1 and 2 that meets statutory requirements for National Curriculum subjects and RE. Planning shows significant improvement since the last inspection. It is based on recommended guidance and, in some cases, is currently being reviewed and further developed. National strategies for literacy and numeracy have contributed to rising standards over time. Provision for speaking and listening skills is not planned systematically to ensure consistent progress for all pupils. As already recognised by the school, provision for DT is unsatisfactory. The time allotted to most foundation subjects is below average, and this limits the amount of progress pupils make. The time given to DT and art and design, for example, restricts the extent to which pupils develop their

skills systematically and work with a wide range of media.

24. Although the school provides choir and country dancing activities during school time, there are no extra-curricular clubs. However, the curriculum is enriched through a varied programme of events, visitors and educational visits, both in the local community and further afield, which broaden pupils' experiences. These include the recent Victorian drama day, book weeks and visits from storytellers, poets, musicians and Indian dancers. For older pupils, a visit to Southsea in order to study and contrast it with Havant, helps them develop their geographical knowledge and skills.
25. Provision for pupils with special educational needs is good. Individual education plans produced by class teachers, supported by the special educational needs co-ordinator, identify clear, achievable targets and the strategies needed to achieve them. The recent introduction of a social skills group for children who are finding it difficult to settle in or be involved in class activities is a positive feature.
26. Good provision is made for pupils' personal, social and health education (PSHE), with a suitably planned programme in place. Sex education is taught appropriately through a topic on life cycles, and this is consistent with the policy agreed by the governing body. The school is currently taking part in a pilot project of drugs education for Year 1 and 2 pupils.
27. The school works well with its local community and with its partner institutions. It has good links with all local playgroups and nurseries and local schools, including an email link with the nearby junior school. Pupils send emails to each other as part of their preparation for transfer to Year 3 in the junior school. Teachers also have good links with other schools in the area through attending curriculum cluster meetings, which include the local secondary school.
28. Provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good. Spiritual development is promoted well through assemblies, RE and 'circle'² times. Assemblies, in particular, provide important opportunities for quiet reflection. In one assembly seen, a teacher's memories, sensitively recounted, stimulated pupils to recall special events in their own lives. A superb opportunity for appreciating the wonder of the living world is provided annually for reception children when they are given caterpillars that they watch transform into butterflies and then release into the school meadow.
29. The school is very good at promoting pupils' moral development. It is the clear purpose of the school to help pupils achieve a sense of right and wrong. This comes through its general ethos where high standards of behaviour are expected and staff set good examples. As made clear in the prospectus, the school makes good use of opportunities to promote and celebrate good behaviour. Children decide on their class rules and contribute to the school rules through discussions in assemblies. 'Circle' times and assemblies are also used to discuss specific issues that arise.
30. The school is also good at promoting pupils' social development through, for example, many shared tasks, whole class activities and the PSHE programme. Positive relationships are encouraged through, for instance, celebrating individuals chosen to be *Golden person* or *Child of the week*. There are good, effective arrangements for

² Times when pupils sit in a circle and share their ideas and feelings with others

Year 2 playground helpers to assist reception children gain confidence in the busy playground.

31. There has been a significant improvement in provision for pupils' cultural development. It was found to be unsatisfactory at the time of the last inspection because of insufficient opportunities to explore the traditions of non-European cultures. The new manager for intercultural development has already improved provision with posters and displays around the school depicting different nationalities and cultures. An Asian musician and dancers continue to visit the school and an intercultural week on the theme of China is planned for April. The school continues to make good use of visits and visitors to promote local and Western European culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The good level of care and support given to pupils is a strength of the school. The general ethos is one in which all pupils are valued. The school is effective in its endeavours to be inclusive and to help pupils achieve, whatever their circumstances. Parents are very complimentary about this aspect of the school's provision. Staff know their pupils well and are very sensitive to their differing needs. This has a significant impact on pupils' enjoyment of school, their confidence and willingness to try hard in all they do.
33. There is a very good behaviour policy that is reviewed annually. Staff implement the policy consistently and effectively for all pupils. Teachers and teaching assistants demonstrate very good behaviour management skills. The use of rewards, such as stickers and certificates are valued by pupils and are effective in encouraging them to be considerate and well behaved. There are good systems in place to deal with unsatisfactory behaviour and any incidents of bullying that may occur.
34. There are sound procedures for monitoring and promoting attendance. Registrations take place properly each day and teachers record data satisfactorily. The school is strict about punctuality and pupils who arrive after 8.50 a.m. without good reason are recorded as having an unauthorised absence. There is an effective partnership between the school, the education welfare officer and parents to deal with problems over pupils' attendance and punctuality. However, there is scope for greater efforts to discourage parents from taking family holidays in term time.
35. The school pays close attention to promoting pupils' health and safety, including a good policy statement and guidance notes. A medical room provides well for pupils who are unwell or injured, and there is very good provision of drinking fountains within the school. Considerable care is taken to ensure pupils' safety on the stairs. The school is very clean and well maintained and, as part of their health programme, operates as a smoke-free zone. Plans are also in hand to participate in the national Healthy Schools initiative. There are good procedures to deal with any child protection issues. The headteacher is appropriately qualified and the deputy headteacher is being trained to provide additional support. Other staff are well-informed about the arrangements.
36. The school has sound procedures for assessing pupils' attainment and progress. Pupils are assessed when they enter the school and this information is used effectively to ensure they are set appropriate work and to identify those who need extra support. All procedures for national assessment at the end of Year 2 are carried out fully. In reading, writing, mathematics, science and ICT, teachers assess and record pupils' attainment regularly, but not in speaking and listening skills. This

provides a clear picture of the standards pupils are achieving and whether they have made sufficient progress over time. The school is increasingly analysing assessment data, and the achievement of individual pupils is now traced from their entry into the school until they leave at the end of Year 2. This enables the school to set detailed and meaningful group and individual targets to assist pupils in making further progress.

37. However, arrangements for assessing and recording attainment in other subject areas are inconsistent and have not yet been formalised. As a result, it is not possible to get a clear picture of pupils' progress in all subjects. The school's day-to-day assessment procedures are good. Teachers evaluate their literacy and numeracy plans regularly and this information informs future planning.
38. Good procedures are in place to identify pupils with special educational needs, partly through links with playgroups and nurseries before children join reception. These procedures have helped the school meet the particular needs of a significant proportion of children in the current reception classes. Regular assessment of pupils, using the school's established methods, and analysis of progress linked towards the targets in their individual education plans, help to monitor their learning effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

39. Overall the partnership between the school and parents works well. The school provides a satisfactory range and quality of information for parents. The prospectus is particularly good and provides a great deal of useful information. Written guidance on reading, writing and mathematics provide many helpful suggestions about how parents can help their children, although a number of parents would like more information about the school's reading provision. The school has plans to keep them better informed about progress in reading through the home-school link books. Although there are shortcomings in informing parents about how well their children are achieving in some subjects, pupils' written reports do provide good information on progress in English and mathematics, including targets for improvement, and also personal and social development.
40. The home-school agreement is good and strongly promotes the partnership between home and school. Parents' views are sought on a variety of topics and, in most cases, the home-school link book allows a useful dialogue between parents and class teachers. The summary about what each year group will be taught throughout the coming year is helpful but lacks guidance on how parents can contribute to this learning at home. The school has plans to improve the governors' annual report to parents in order to present the information in a format that is easier to read.
41. There is a good range of meetings for parents. They have an opportunity to meet their children's new teachers in the autumn term and there is an open evening in the spring. The parents of reception children have a meeting about reading as well as guidance about writing and mathematics. Parents are encouraged to make appointments to see class teachers throughout the year to discuss their children's progress, including after pupils' reports are sent home in July. Many parents take advantage of this invitation. Helpful additional meetings are provided before and after the Year 2 national tests to brief parents and subsequently allow them to see the test papers and school's results.
42. There is good parental involvement and support. The Parents' and Teachers' Association is particularly effective in providing financial support for the school through

its extensive fund-raising and other activities. The majority of governors are parents or ex-parents. Some parents help in school with various activities, including talking about their cultures and traditions. Most parents help their children with reading at home and other tasks, such as providing information for their family tree. This makes a good contribution to pupils' progress.

43. Parents of pupils with special educational needs are effectively involved in helping to set learning targets for their children in the regular review procedures. They are fully informed of the contents of their children's individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Good leadership and management have resulted in the school making significant improvement since it was last inspected. The headteacher ensures a clear and appropriate set of policies and procedures is in place, and plays a central role in monitoring the work of the school. She is supported well by the recently appointed deputy headteacher who has already been instrumental in bringing about significant improvements. This is seen, for example, in the professional development of teaching assistants. The senior management team contributes to key decisions about the work of the school, including the prioritisation of areas requiring improvement. Most subject managers carry out their responsibilities well. They support planning, manage their budgets effectively and develop action plans for future development.
45. Provision for pupils with special educational needs is managed well. All documentation is complete and procedures meet the requirements of the new Code of Practice. The co-ordinator, who is also deputy headteacher, joined the school less than a year ago. She has received good training, which has helped her to become effective quickly. She has introduced a new format for the individual education plans, which are helpful to both staff and parents. She manages the support staff well and takes a lead in the teaching of groups of pupils. There are good links with the governing body.
46. The governors provide good support for the headteacher and staff. Despite several members being relatively inexperienced, governors carry out their responsibilities well. They are actively involved in the life of the school and have good procedures for keeping informed about its work. Governors undertake training and all are linked to a class. They write reports following monitoring visits, and monitor the results of standardised tests.
47. Arrangements for monitoring and evaluating the school's performance and taking effective action were judged to be unsatisfactory at the time of the last inspection. These show substantial improvement, particularly in literacy and numeracy, and have had a positive impact on raising standards. The school analyses national test data and its own assessment information. Appropriate priorities for development are identified and planned for effectively through the school improvement plan.
48. The school makes sound strategic use of its resources, including specific grants. As found at the last inspection, the school improvement plan does not make clear the financial implications of educational priorities. This limits the extent to which the cost-effectiveness of developments can be evaluated. A large budget surplus at the end of the last financial year occurred through unavoidable delays in purchasing ICT equipment and in planned building work being carried out. This situation has now been successfully addressed and the expected carryover for the current financial year

is moderate. Day-to-day financial procedures are managed well by the finance officer. Careful account is taken of the principles of best value. Parents are consulted over planned development and due attention is given to attaining good value when making spending decisions.

49. The school is well provided with suitably experienced teaching and support staff to meet the needs of the curriculum and pupils. The strong emphasis given to promoting the professional development of staff is shown in the efforts that resulted in the school receiving the 'Investors in People' award. There is a systematic programme of monitoring teaching and all staff are involved in the good procedures for performance management. Teaching staff value the support for their professional development they have received through these arrangements.
50. Accommodation is good overall. Pupils benefit from access to an outside meadow as well as a hard surfaced area for PE and play. Reception children have their own dedicated outside area. Classrooms provide sufficient space for the numbers of pupils, and there are also additional teaching areas provided by quiet rooms within each classroom as well as a school music room. As already recognised by the school, the library area is too small, poorly resourced and does not support pupils' learning effectively. The school is satisfactorily provided with learning resources overall. They are good, for example, in history, music and RE. However, resources for DT are unsatisfactory and, in spite of recent improvement, the provision of computers is below average.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to continue to improve, the governors, headteacher and staff should now
- (1) Raise standards in speaking skills by
 - a) identifying examples of good practice in promoting speaking skills and spreading them more widely through the school
 - b) planning systematically to develop speaking and listening skills both in English and in other subjects
 - c) implementing procedures for assessing and recording attainment in speaking and listening, in order to monitor pupils' progress
(Paragraph numbers 5, 16, 23, 55, 61, 66)
 - (2) Raise standards in DT by
 - a) increasing teachers' subject expertise
 - b) ensuring pupils have sufficient opportunities to develop and plan their ideas, work with a range of tools in making things, learn about materials and components, and evaluate the things they make
 - c) increasing the curriculum time allocated for this subject
(Paragraph numbers 6, 16, 23, 81-86)
 - (3) Monitor pupils' achievements in the foundation subjects more effectively and report on their progress to parents by

- a) developing and implementing arrangements for assessing and recording attainment in art and design, DT, geography, history, music, PE and RE
- b) using the information to report on individual progress in pupils' written reports

(Paragraph numbers 37, 39, 80, 86, 91, 95, 104, 108, 112)

(4) Increase opportunities for pupils to take responsibility for their learning by

- a) providing more open-ended tasks, allowing pupils to make their own choices and decisions
- b) involving pupils more frequently in planning and reviewing their own learning
- c) improving the library accommodation and resources

(Paragraph numbers 20, 50, 62, 77)

Other minor issues which should be considered by the school

- a) Review and monitor the allocation of time given to each subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	27	18	3	0	0
Percentage	0	2	54	36	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	70

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	40	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	31	31
	Girls	37	39	38
	Total	64	70	69
Percentage of pupils at NC level 2 or above	School	85 (84)	93 (88)	92 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	31	32
	Girls	38	38	38
	Total	64	69	70
Percentage of pupils at NC level 2 or above	School	85 (82)	92 (90)	93 (98)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	254	1	
White – Irish			
White – any other White background	4		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background	2		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African	1		
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.8
Average class size	29.2

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	297

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	570956
Total expenditure	568441
Expenditure per pupil	2255
Balance brought forward from previous year	42825
Balance carried forward to next year	45340

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	4.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	56	38	1	1	3
Behaviour in the school is good.	54	43	0	0	3
My child gets the right amount of work to do at home.	39	52	6	0	3
The teaching is good.	65	29	1	0	4
I am kept well informed about how my child is getting on.	38	41	18	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	4	1	0
The school expects my child to work hard and achieve his or her best.	51	49	0	0	0
The school works closely with parents.	34	54	9	1	1
The school is well led and managed.	50	46	1	0	3
The school is helping my child become mature and responsible.	49	49	3	0	0
The school provides an interesting range of activities outside lessons.	22	36	16	6	19

Other issues raised by parents

A minority of parents are concerned about reading provision and knowing how their children are progressing in their reading.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. Provision for children in the foundation stage is good in all three reception classes and children achieve well. Although wide-ranging, they attain standards that are overall well below average when they join the reception year. Despite good planning and teaching which enables them to make good progress, attainment remains below average in most areas of learning except personal, social and emotional development where standards have risen to average.
53. Areas in all classrooms are carefully planned and resourced to cover the required areas of learning for children of this age. A carefully thought out staged induction process, with one entry point in the autumn term, means that almost all children are full time by the end of January. This means that children and parents know the school well and children settle quickly and confidently into their new classes. The overall quality of teaching is good and good assessment systems carefully track children's progress through their year in the reception classes. Very effective liaison between the teachers and teaching assistants means that all children receive good provision and care. This includes the high proportion of children with special educational needs who are well catered for and, as a result, achieve well.

Personal, social and emotional development

54. All classes provide a welcoming and secure environment, which helps young children to settle quickly. The teaching is good and children achieve very well in this area of learning. They respond well to class routines and take good care of resources. Children form good relationships with each other and adults and most are happy to take turns and share fairly. In one class with a very high proportion of children with special educational needs, including behavioural difficulties, the curriculum has been appropriately adapted. Whole class sessions are kept very short to take account of the children with a limited capacity to concentrate in a large group. In the other classes, a very good majority of the children maintain attention and sit quietly when appropriate. Classrooms are organised to encourage children to become independent and there are frequent opportunities for them to choose some of their own activities.

Communication, language and literacy

55. The reception classes provide a rich learning environment, where children can develop their reading and writing skills and the teaching is good. Good attention is paid to acquiring knowledge of letter shapes and letter names, through a systematic approach and a wide variety of practical games and activities to consolidate this knowledge. There are frequent planned opportunities for children to write for a variety of purposes. Good examples of this are in the current 'Bear' theme, where children write shopping lists for food for a picnic and invitations for the Teddy Bears' Picnic. All adults provide good role models of clear speech in discussion and regularly share books. Many labels and instructions are attractively displayed around the classrooms. Vocabulary for other areas of the curriculum such as mathematics is well targeted, explored and consolidated. For example, *biggest* and *smallest*, and *tallest* and *shortest*. Children's baseline tests show overall weaknesses in their

abilities to speak clearly and coherently. Children make good progress in listening attentively, for instance to stories and to teachers' instructions. However, insufficient attention is given to developing speaking skills. For example, not enough opportunities are planned for adults to interact with children in their play activities in order to develop their communication skills.

Mathematical development

56. This area of learning is taught well and because of this, children achieve well. Opportunities are used well on a daily basis to promote numeracy through counting familiar objects in the classroom. As a result, children count confidently to at least twenty. Most children have a good understanding of numbers to seven and recognise small numbers without counting. Most successfully order a number of objects into *smaller* and *bigger* and are starting to order a group of children into *tallest* and *shortest*. The good teaching provides a wide variety of practical activities to reinforce learning. For example, a group of children used a stick to measure themselves against, to decide whether they were taller or shorter than the stick. Where teaching was satisfactory rather than good, expectations were not high enough. Pictures of two bears and two chairs were cut out and stuck in order of size. This resulted in more limited learning of the concept of size and gave little opportunity to develop understanding of numbers beyond two.

Knowledge and understanding of the world

57. Teaching in this area of learning is good and children achieve well through a good range of practical activities. Children increasingly gain an understanding through their topic about bears in activities such as the Three Bears' Picnic, when they shop for the picnic, find a suitable place and make sandwiches. They sort bears into *old* and *new* and explore dressing a teddy on the computer. In their studies of 'Precious Things', they learn about things precious to Christians through carefully examining a range of resources such as a rosary, cross and candle. They learn the importance of treating them with care, and increase their knowledge of Christian beliefs. A good range of construction equipment is regularly available to children in all classes. However, children's achievement is constrained by insufficient attention to planning progression in their designing and making skills when they work with this equipment.

Physical development

58. Teaching is good in this area of learning. Children have appropriate opportunities to develop their skills in handling pencils, crayons, paintbrushes, glue and scissors although a number display limited dexterity. There is good provision for children to use bicycles, tricycles and wheeled toys in their outside play, although opportunities to extend learning through planning progression in physical outdoor play activities are not fully exploited. Additionally, there is good provision for all children to use the school hall regularly, where children move confidently, imaginatively and safely. Good progress was made, for example, when children were asked to move over, under and through a range of large apparatus, whilst imagining that they were on a 'Bear Hunt', moving through the forest, mud and snow and over the water. Parachute games are another good provision where children learn to co-operate and control their movements.

Creative development

59. Teaching and progress in this area of learning is satisfactory. Teachers plan a curriculum where there are regular opportunities for painting and collage and to use materials such as modelling dough. Music making and singing a range of songs feature regularly. For example, children use their bodies and percussion instruments to create sounds which reflect the grass, water, mud and snowstorms of the book *Going on a Bear Hunt*, which is the current favourite. In their role-play, children are regularly enabled to play in 'The Three Bears' Cottage', for example. They know the story well and need little encouragement to play alongside other children to act out the narrative. However, without adult support the play often reverts to playing out familiar home situations. More planned adult support and intervention is needed to help children to develop both their imaginative role-play and their capacity to talk about it.

ENGLISH

60. Pupils make good progress in this subject and there has been good improvement since the last inspection in raising pupils' achievement and standards in national tests. Although inspection evidence shows that standards of the current Year 2 pupils are below average overall, this is largely related to the nature of the current cohort, who have achieved well since joining the school.
61. From entering the school with particularly low speaking skills, pupils make overall satisfactory progress in speaking and listening but attainment is still below average by the age of seven. Pupils speak courteously to adults and each other, try hard to listen attentively during lessons and show their developing listening skills by answering questions appropriately. However, few develop and explain their ideas when speaking to others and, in many lessons, teachers' questions do not encourage more than a brief spoken response. Good examples were seen of teachers promoting speaking skills well. These included pupils working in small collaborative groups of two or three, and opportunities for pupils to discuss their ideas with a 'talking' partner during a whole class lesson introduction.
62. Reading is taught effectively, largely through whole class teaching and group guided reading in literacy lessons. Most pupils also receive support from their parents through the arrangements for home reading. As a result, by the age of seven most pupils read simple texts with developing accuracy and understanding and use their knowledge of letters, sounds and meanings to read words that are unfamiliar to them. There are limited opportunities for pupils to read apart from in literacy lessons, and a significant minority read with limited fluency. The school library does not satisfactorily support pupils' learning how to locate appropriate books. However pupils show a good understanding of how to use the contents and index to find information in a book, and to retrieve information from the Internet.
63. In their writing, pupils convey ideas in a sequence of sentences, giving careful attention to capital letters, full stops and accurate spelling. Higher attainers link their ideas in sentences and make increasing use of question marks and speech marks. The very strong emphasis given to accurate spelling and punctuation results in good progress in these aspects of writing. Pupils' imaginative use of vocabulary and ability to develop their own ideas in writing and adapt it for different readers are more limited. Handwriting is taught very well and, as a result, standards at seven are higher than those expected. Most pupils develop a joined script that is neat and legible.

64. The quality of both teaching and learning is good overall. Teachers manage pupils well and plan lessons very carefully. Teaching assistants are used very well to support learning, particularly for pupils with special educational needs. Careful attention is given to making sure pupils know what they are expected to learn during lessons so they can reflect on their progress. Good use is made of ICT to promote skills in both reading and writing, including spelling. Weak features in lessons that are otherwise satisfactory include the slow pace of lesson introductions that limits the amount pupils learn and often results in waning enthusiasm when it is time for them to tackle their own tasks. There is also too much variation in the quality of tasks given to different groups of pupils. As a result, learning is less effective for some groups, particularly low attainers who are often given adult-directed tasks that provide little opportunity for purposeful reading and writing.
65. The literacy strategy has been implemented well and planning is closely based on the recommended framework. The school has begun to adapt it more closely to the needs of their pupils by providing opportunities for sustained writing. Meaningful links are being made with learning in other subjects, such as history, as seen when pupils wrote an account of their Victorian school day in a literacy lesson. The curriculum is enriched through celebrating Book Week, World Book Day, and through links with the local library. Provision for speaking and listening is not planned systematically and not enough emphasis is given to teaching this aspect of the subject. Spreading the examples of good practice more widely through the school would have the potential to promote better progress.
66. English is managed well. The subject manager has a clear understanding of strengths and areas requiring development. There are good procedures for monitoring teaching and tracking standards and progress in reading and writing. There has been recent development in provision for reading and in developing early writing. Arrangements for assessing and recording progress in speaking and listening are underdeveloped.

MATHEMATICS

67. Standards in all aspects of the subject meet national expectations and have improved since the last inspection. The year on year rate of improvement exceeds improvement nationally. Higher, average and lower attaining pupils make good progress as they move through the school. This good achievement is directly linked to the good quality of teaching pupils receive and to the successful implementation of the numeracy strategy. Effective help in classrooms for pupils with special educational needs supports them in making good progress.
68. Standards on beginning Year 1 are below those expected for pupils this age. However, a clear focus on developing numeracy skills helps those in Year 1 to extend counting skills so that by the end of Year 2 they are confident and proficient in working with numbers up to 100. By the end of Year 1 higher attainers order numbers up to 100 and they confidently add on numbers in twos, fives and tens. They describe the properties of a range of three-dimensional shapes and recall their names, and they have a developing understanding of coin values. Average attainers count, order and add numbers up to 20 and accurately record the numbers involved. Lower attainers write and recognise numbers to ten and can do simple adding and taking away using objects.
69. By the end of Year 2 higher attainers work confidently with high numbers, including thousands. They have a good recall of addition and subtraction facts. Higher and

average attainers know that three single numbers can be added together in any order. A good focus on work with shape, results in average and higher attainers being able to name and describe the properties of a range of simple shapes in two and three dimensions such as triangles, squares, circles, cylinders and spheres. Lower attaining pupils recognise odd and even numbers, and count, order and add small numbers involving tens and units. They can clearly write the numbers involved.

70. Teaching has improved considerably since the last inspection. The overall good teaching significantly contributes to the good progress pupils make in their learning. Teaching reflects good subject knowledge. Teachers give clear explanations to pupils although not enough emphasis is given to pupils explaining their own ideas and methods. Teachers carefully plan work to meet the wide range of learning needs of pupils and, as a result, all pupils apply themselves well to mathematical tasks. They quickly settle to class and group activities after the initial whole class sessions. They co-operate well and the pace of working is usually good. Their good behaviour and attitudes contribute to their good rate of learning.
71. The curriculum places a strong emphasis on numeracy but also addresses the requirements of other aspects of mathematics. The good opportunities offered by ICT to support mathematics are being effectively used by teachers. For example, Year 1 and Year 2 pupils confidently use the computer to generate graphs from data they collect, such as on the distribution by colour of sweets in a given package. They use computers to develop their skills in counting on and in ordering numbers.
72. Overall, teachers' implementation of the national numeracy strategy within mathematics lessons is good. As a result, by Year 2 number skills and knowledge are good. In some other subjects pupils get satisfactory opportunities to use these number skills. This represents an improvement since the last inspection. For example, in history, pupils are introduced to time lines and, when studying recent history, Year 2 pupils collect information about generational changes in ownership of familiar products such as cars and television sets. They produce simple graphs from their findings. They use mathematics in science, for example when they measure time spans and the rate at which ice blocks melt. However, opportunities for using mathematics in science are limited and there is scope for further development. Similarly, they are given too few opportunities to measure in their DT activities.
73. Mathematics is well managed by an enthusiastic and knowledgeable subject manager. There is an effective action plan to support the drive for further improvement. Assessment information is being used effectively to track pupils' progress and to aid the setting of targets for improved standards. Resources are good and used well to support teaching and learning. Improvement since the last inspection is good.

SCIENCE

74. In 2002, teacher assessments at the end of Year 2 showed that most pupils achieved the expected Level 2, and a little over a third the higher Level 3. Inspection evidence indicates that attainment is currently average in Year 2. The overall average standards have been maintained since the last inspection.
75. By the end of Year 2, the majority of pupils achieve the expected standard, both in the development of scientific skills, and in their knowledge and understanding. Pupils correctly label the parts of a plant and the features of the human body associated with

particular senses. They understand that some materials are attracted to magnets, and others not, and that a complete electrical circuit is necessary for a bulb to light. Numeracy skills are used to a limited extent. Pupils in Year 1 enjoyed finding out that sound becomes fainter, the further you are from the source. Although pupils develop an appropriate range of skills, their work does not always focus on developing these in a logical way. Throughout the school, good support for lower attaining pupils ensures that their progress is similar to that of other pupils.

76. Pupils are well behaved and interested when engaged in science lessons, especially if there are opportunities for practical work. Pupils enjoy answering questions, but replies are often not very extensive. Teachers do not always encourage pupils to expand on their ideas. The quality of teaching is satisfactory and hence pupils' learning is sound. Planning of lessons is often detailed, although does not always identify which skill is a focus for development. Pupils are managed well and teaching assistants used effectively. Weaknesses in teaching, that had a negative impact on learning, are related mainly to a lack of clarity in the use of questions, or activities not organised with sufficient thought to the difficulties or opportunities presented. In a lesson on sound, for instance, the use of the small quiet room was ineffective for trying to find out if sounds could be heard better when facing towards the source than when turned away. Similarly, what could have been a valuable assessment sheet was not used to best effect.
77. There has been satisfactory improvement since the last inspection. The curriculum is based on national guidance, although a more detailed school scheme of work is being prepared. The information produced helps teachers to develop science satisfactorily, although the time available can be a little on the low side which constrains the rate of progress. This means that some areas of work lack depth. There is currently a lack of detail to ensure pupils' skills are developed in a logical way. Science makes a satisfactory contribution to pupils' personal development, although pupils are not given enough opportunities to explore their own ideas. Assessment procedures are good, particularly the detailed assessment of pupils' scientific skills. Assessment of pupils' knowledge is recorded at the end of each topic, but not in the same systematic way. The subject manager has only just returned to school after illness. She has an appropriate action plan to help improve the subject.

ART AND DESIGN

78. Scrutiny of pupils' work shows standards are as expected by the age of seven and pupils' achievement is satisfactory. Only one lesson was seen and this, together with the pupils' previous work, displays and teachers' planning, indicates that teaching is satisfactory. The lesson seen provided a good example of art skills being taught well. Qualities of different art pencils were discussed and explored to develop the concept of line and tone in observational drawing. Opportunities were given for pupils to assess their own and others' accomplishments. However, insufficient time limited the extent to which pupils could explore this thoroughly and express what they thought and felt about it, or to note what they might alter in their work.
79. Teachers' planning shows provision for pupils to work with paint, drawing, collage, printing, clay and textiles. However, the low amount of time allocated to the subject limits the extent to which pupils can develop their skills whilst investigating a range of media and techniques. Similarly, there are insufficient opportunities for pupils to express their own ideas and meanings creatively. Links with art across the

curriculum are well established and drawings are frequently used to enhance learning in other subjects. A good example of this is the Victorian work in history. Strengths in the skills which are taught include a good whole school systematic approach to colour mixing, which is exemplified well in displays around the school.

80. The subject manager has made an effective contribution to development in art and design. She has introduced art sketchbooks through the school and these give her a useful way of monitoring the standards of work. She is aware that there are insufficient opportunities for pupils to work in a broad range of materials. Assessment procedures are informal and unsatisfactory, as they do not give sufficient information for teachers to monitor and report on pupils' progress.

DESIGN AND TECHNOLOGY (DT)

81. By the end of Year 2 the attainment of pupils is unsatisfactory, being below that expected for pupils of this age. Although few lessons were seen in this subject, evidence from the two lessons observed, scrutiny of teachers' planning and pupils' work, and discussion with pupils shows that teaching is unsatisfactory. Pupils get too few opportunities to develop the skills of designing and making and, as a result, the progress made in these areas is unsatisfactory.
82. Teachers have only a very basic scheme available to support their planning. As a result, planning is very superficial and does not clearly address the need for a systematic and coherent programme to show how pupils will learn and practise a range of skills. There is an inconsistent approach to teaching planning, designing, making and evaluation. In the absence of a scheme pupils are receiving insufficient opportunities to work with a wide range of tools, equipment, materials and components on focused practical tasks.
83. Year 2 pupils have experience working with only a limited range of materials. They work with reclaimed materials including cardboard boxes, beads, and cloth. They have some experience working with clay but almost no experience of working with wood. They do not hammer nails into wood or use files, for example. They do get some satisfactory experience of food technology. They learn the importance of eating fruit and vegetables. They study the properties of a variety of fruit and vegetables, including their texture and appearance, and combine them into a fruit salad, using basic tools safely. They have limited experience in using resistant materials and infrequent opportunities to improve their designing skills.
84. Design is taught very superficially and pupils do not see it as an important stage in the construction process. There is no systematic approach to the teaching of fixing skills. Year 1 pupils are sometimes encouraged to make simple drawings of things they propose to make but they do not refer to these during the making process. This was evident during a Year 1 lesson when pupils were making musical instruments. These pupils generated and developed their ideas as they were making the instruments. Their making skills were constrained by insufficient knowledge of fixing techniques. They did not give enough attention to considering the suitability of the materials available, nor to marking out the materials before they were cut. They displayed below average standards in making and fixing skills. Characteristic shortcomings in lessons where teaching is unsatisfactory is a lack of clarity about the skills and processes to be learned and undue emphasis on the final product rather than on what is learned.

85. Pupils enjoy their lessons and co-operate well together. They are enthusiastic and interested and keen to create a product. However, pupils only superficially evaluate their products and suggest improvements and, as a result do not have a satisfactory self-knowledge of their own learning. Higher attaining Year 2 pupils do not write at any length about their work or the things they make. They are given little opportunity to use mathematical skills in the designing or making stages.
86. The subject manager is only recently appointed. She has taken over a role held previously by a number of people each for only a short period of time. As a result there has been little stability in the management of the subject. She is enthusiastic and knowledgeable and has made a good start by reviewing the subject policy. Considerable development is required to improve curriculum planning so that teachers have sufficient guidance to ensure work in lessons promotes satisfactory progress in pupils' skills, knowledge and understanding. The time allocated to this subject is low, and this too is a factor that restricts the progress pupils make. Arrangements for assessing standards and progress are also underdeveloped. The range and quantity of learning resources, both tools and materials, are unsatisfactory. There has been insufficient improvement in this subject since the last inspection.

GEOGRAPHY

87. During the inspection, it was only possible to see one geography lesson. However, evidence from this lesson, teachers' planning, pupils' written work and discussions with staff, indicate that pupils make satisfactory progress and most attain standards that are similar to those expected by the time they are seven.
88. Year 1 pupils use the locality appropriately and identify roads from photographs. They build a wall map of the school and the surrounding streets. Mathematics is used appropriately to collect data on how people come to school and a programmable toy is used to deliver letters on the floor map, thus reinforcing directional and ICT skills. Pupils also discuss aspects of safety within the school grounds, and explore where the school's location is in relation to Havant. Pupils gain an appropriate understanding of their locality through these activities and are able to use the resources provided to answer questions about places.
89. In Year 2, pupils study Havant in greater depth, moving beyond the locality of the school, and use maps and plans to develop appropriate mapping skills, including knowledge of compass points. Wider studies include looking at a world map to identify holiday destinations such as St. Lucia, Corfu and Sydney. They learn about Southsea as a contrasting locality and develop skills in using aerial photos and direct experience to identify physical and human features, use of buildings, types of transport and leisure activities. This results in pupils being aware of localities beyond their own. They successfully research and answer questions using selected information and their own observations, but there are insufficient opportunities to pose their own questions.
90. Lessons are well planned and teachers have high expectations. This results in pupils gaining skills, knowledge and understanding systematically. In one lesson seen, pupils used a map showing local areas to develop their understanding of physical and human features. Pupils' own contributions and ideas were used successfully. However, the emphasis on whole class adult-led activities limited opportunities for pupils to research new ideas or consolidate current knowledge through group or individual tasks.

91. The subject manager has made a significant contribution to geography, through the thorough reorganisation and review of planning. She has a clear vision of the way forward, having undertaken substantial professional training. She has developed a suitable action plan, which includes improving links with ICT. Assessment procedures are underdeveloped and do not provide sufficient information for teachers to monitor pupils' progress in the subject.

HISTORY

92. Pupils make good progress in this subject and attain the standards expected by the age of seven. Year 1 pupils recognise the distinction between present and past and know how people change from infancy to adulthood. They enjoy learning about famous people from the past such as Grace Darling and Louis Braille and understand why they are remembered. By the age of seven pupils show a developing sense of chronology and recognise ways in which their own lives differ from those of people in the past. These include differences in laundry arrangements, and in school experiences. They have some knowledge of the Gunpowder Plot, including the reasons it happened and the sequence of events. Pupils understand that people can learn about the past from a wide range of sources, including books, computers, artefacts and from asking older people about their own past lives.
93. The quality of both teaching and learning is good. Teachers have good levels of subject expertise and this enables them to give clear explanations and support and extend pupils' learning well. Lessons are planned carefully, using a good variety of teaching methods. As a result, pupils make good gains in their learning because they enjoy the opportunities to learn through role-play, working with artefacts and other practical activities. Good account is taken of the differing needs of pupils within the class so that all groups are able to progress well.
94. The curriculum is planned well and based on recommended guidance. Work in the subject is meaningfully linked to learning in English and is used well to promote literacy skills. The curriculum is enriched by many activities that help bring history to life such as the recent whole school Victorian day, visitors who dress up and take on the roles of people from the past. Attractive displays in classrooms and around the school further stimulate learning in this subject.
95. History is managed well by the subject manager who has a good understanding of the strengths and areas for development. There has been good improvement since the last inspection in maintaining standards, in improving the quality of planning and developing procedures for monitoring standards. The school has not yet developed agreed arrangements for assessing and recording individual attainment and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. The previous inspection indicated that attainment in this subject was below the level expected by the end of Year 2, and pupils' progress was unsatisfactory. There has been good improvement since then. Resources have improved significantly, with each class having access to at least two computers. There is discrete teaching of ICT skills and regular use of these within other subjects. Good teaching is now ensuring that pupils' achievement is accelerating. Teachers and teaching assistants are more confident, and this has helped pupils to make good progress. Pupils' attainment is now about average in Year 2.

97. Year 2 pupils made good progress in using the computer to input text. When entering text about the recent Victorian day at school, they successfully used upper and lower case letters, and backspace to delete words and letters. They included correct, simple punctuation, and saved their work successfully. A current weakness is that pupils are still slow at finding their way around the keyboard, and this limits the volume of text produced. Progress is aided by the good support provided by adults. Pupils know about how the Internet can be used to gain information and also the use of email. Year 1 pupils use an art program well to produce good quality pictures that include, for instance, trees, sun and people. These pictures demonstrate good mouse control skills.
98. Pupils are interested, share the computers well and demonstrate good behaviour. Well-focused, short lessons introduce pupils to particular ICT tasks, which are then practised individually during the week. An effective recording system, used by pupils, ensures that the teacher can easily check which pupils have completed the work. Teaching is good overall because of suitable introductions, well-organised activities and effective support when pupils are working individually on the computer. Effectively organised work means that pupils enjoy ICT and concentrate well. Pupils are introduced to the wider aspects of ICT. They are taught to instruct a programmable toy to carry out particular movements, as well as about the use of tape recorders and CD players.
99. The curriculum is well organised to reflect national guidance. Teachers make sensible use of ICT to support learning in other subjects. Examples seen included the use of a tape recorder in science and the production of graphs to illustrate different data in mathematics. ICT is used satisfactorily to promote aspects of personal development, including co-operation. Equipment has improved, but the ratio of pupils to computers is still too high. The systematic assessment of pupils' ICT skills is well organised. The subject manager provides good support and has been instrumental in bringing about the clear improvement.

MUSIC

100. At the time of the last inspection, pupils' attainment in Year 2 was similar to that expected nationally and their progress was satisfactory. Teaching was satisfactory or good. Satisfactory progress has been made and attainment remains similar to the standard expected. The quality of pupils' singing is a particular strength. They sing in tune, with good expression and clear diction, and show awareness of pitch and pace. Older pupils in the choir sing a two-part round well, and in all singing activities pupils quickly learn the words to new songs and refine their performance.
101. From Year 1, pupils are introduced to correct terminology such as *ostinato*, and *score*. The teachers reinforce learning by checking understanding at the end of each lesson. Pupils are introduced to simple notation as a means of recording musical instructions, but they do have a chance to set down their own ideas. An awareness of the importance of a conductor to control and direct performers was developed effectively in well-organised sessions. Good attitudes to music are evident. Pupils enjoy joining in, listen well and sing or perform with enthusiasm. They enjoy selecting instruments and making suggestions of how they could be used. Boys and girls are equally well involved in class lessons, although about three quarters of the choir are girls.
102. Satisfactory teaching helps to develop the range of musical skills, and there are examples of good teaching. Pupils benefit from the school having a number of

teachers with good musical skills. Subject knowledge is used well and pupils managed effectively. Lessons are planned in detail and teaching assistants used to good effect. They join in, help organise instruments and support individuals, especially those who might present behavioural problems. There are occasions when teachers do not use questions successfully to encourage pupils to explain their ideas or suggest reasons. For instance, the question *Do you think using a score is helpful?* gave rise to the predictable *Yes*, and the opportunity to extend speaking skills was lost. At times, too much is included within a lesson, and there is a loss of focus.

103. Planning for music is in the process of being modified, and it ensures that all the necessary elements are given sufficient weight. Teachers are adept at making good links with other subjects. The song *Dashing Away with a Smoothing Iron* was used to good effect to develop musical skills, reinforce knowledge of a Victorian washday and as a stimulus for art. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils were asked to think quietly about the sounds that might have been heard on a Victorian washday, although the opportunity was not taken to encourage pupils to share and explain their own ideas before the teacher produced the sheets she had prepared. Cultural development is promoted through listening to a range of music, and by making links about how particular songs may reflect the culture of the day, such as Flanagan and Allen's *Run Rabbit Run*. They are introduced to the work of famous composers, such as Prokofiev's *Peter and the Wolf*. A unit of work is used to introduce pupils to non-western music, and recently a visitor showed pupils examples of African and Indian instruments. Pupils take part in productions, which gives them good opportunities to perform before an audience and contributes positively towards their social development.
104. The recently appointed subject manager has started to make changes to the music curriculum, and plans are in hand for her to observe teaching in the subject during the next year. There is no systematic assessment of pupils' knowledge and skills to enable standards and progress to be monitored. The school has good music resources and a separate music room. These make a positive contribution to pupils' musical experiences.

PHYSICAL EDUCATION (PE)

105. As a result of overall sound teaching and satisfactory opportunities to develop their skills pupils, including those with special educational needs, make satisfactory progress in this subject. By the end of Year 2 most pupils attain the standards expected for their age and enjoy the range of activities provided for them. During the inspection period movement and gymnastic lessons were seen.
106. Year 2 pupils move with expected levels of control and co-ordination. They make good use of the space available. Pupils work well when they practise jumping and landing with control and poise. In a sequence of movements on and off a piece of apparatus they concentrate on displaying a good starting and finishing position. Year 1 pupils work hard and apply themselves well developing satisfactory gymnastic skills as they work on the large apparatus in travelling, balancing and stretching activities. They are well co-ordinated and successfully land in a controlled way when jumping from a raised platform.
107. The quality of teaching is satisfactory overall. Teachers ensure that pupils warm up and cool down before and after sessions. They question them to ensure that they understand the importance of these procedures. During sessions pupils respond well

to instructions and try hard to do their best. Consequently they make satisfactory gains in their skills. In the most effective lessons pupils were encouraged to practise hard to improve the quality of their performance and to evaluate their own and the performances of others. Pupils help set out apparatus and equipment during lessons. They co-operate well during this activity and respond well to instructions given to them by safety-conscious teachers.

108. The subject is managed satisfactorily. The indoor accommodation for dancing, movement and gymnastics is good. A good range of fixed and portable apparatus is available for pupils to practise climbing, jumping and landing. Resources, including small games equipment, are good both in quality and quantity and these are used well by teachers. This is an improvement since the last inspection. There are still no formal assessment and recording procedures in place to enable teachers to monitor individual attainment and progress.

RELIGIOUS EDUCATION (RE)

109. By the end of Year 2 standards of attainment match the expectations of the locally agreed syllabus. Throughout the school pupils, including those with special educational needs, make satisfactory progress with their learning. As a result, as they get older they show an increasing ability to express ideas and feelings and they have greater knowledge and understanding of religious issues to aid their thinking and discussions. This represents a good improvement since the last inspection when standards were unsatisfactory. Since then the quality of teaching has improved, largely as a result of sound planning, with lessons having a clear focus.
110. Overall, the quality of teaching and learning is satisfactory. Teachers involve pupils directly in lessons. By the use of astute questions teachers challenge their thinking and deepen their understanding. They encourage pupils to answer by drawing on their existing knowledge. Teachers make good use of a range of resources and this helps make lessons interesting. They make lessons relevant to the lives of the pupils. For example, teaching Year 2 about the way some objects such as icons, pictures and symbols are valued by Christians because they remind them of Jesus, the teacher showed the class a range of objects that reminded her of a relative to whom she was close. The pupils clearly empathised and suggested things that were precious to them. In this context the pupils responded enthusiastically, contributing well to discussion, displaying considerable interest in each other's questions and happily sharing knowledge with one another.
111. Year 2 pupils have sound knowledge about the way people of the Jewish faith celebrate. For example, they learn about the significance of Hanukkah. They learn about how Jews worship in the Synagogue and make comparisons with the way some Christians worship. These pupils also have a simple understanding of some of the events in Jesus' earthly life and developing knowledge about a range of Christian symbols and their significance. Year 1 pupils extend their knowledge about Christian worship by visiting the local parish church. The local vicar also shares with these pupils how sounds are used in worship.
112. Management of RE is good. The subject manager has a clear sense of educational direction and has raised standards. Effective planning, based on the locally agreed syllabus and national guidance, is in place and this indicates to teachers what is to be taught. It is supported by the provision of good resources and effective use is made these. For example, when pupils study the different ways in which people worship

they have access to a range of relevant artefacts. Individual attainment and progress is not assessed and recorded satisfactorily because no formal assessment procedures are yet in place. However, subject planning shows plans for this to be remedied in the future.