

INSPECTION REPORT

NORWOOD PRIMARY SCHOOL

LEA area: Hampshire

Unique reference number: 116078

Headteacher: Miss Donna Shave

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 21st – 23rd October 2002

Inspection number: 247611

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 and Junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Chamberlayne Road
Eastleigh

Postcode: SO50 5JL

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Appropriate authority: Governing body

Name of chair of governors: Mr M Conlon

Date of previous inspection: 03/07/2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23196	Sue Chesters	Registered inspector	English as an additional language Mathematics Geography History Music	What sort of school is it? How high are standards? Attainment and achievement. How well are pupils taught?
	Bernard Eyre	Lay inspector		How high are standards? Attitudes, behaviour, personal development, relationships & attendance. How well does the school care for its pupils? How well does the school work in partnership with parents?
23216	John Earish	Team inspector	Science Information and communication technology Physical education	How well is the school led and managed?
	Anne Waterhouse	Team inspector	Foundation Stage Design and technology	How good are curricular and other opportunities? Provision of learning opportunities and statutory curriculum.
	Pam Weston	Team inspector	Educational inclusion Special educational needs English Art Religious education	How good are curricular and other opportunities? How well does the school cultivate pupils' personal development including spiritual, moral, social and cultural development.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norwood Primary School is situated in the town of Eastleigh in Hampshire. It educates pupils aged from five to 11. There are 202 pupils on roll, 89 boys and 113 girls. The school is smaller than at the time of the last inspection. The school serves a mixed area, with most of the pupils coming from the immediate locality. There are 60 pupils identified as having special educational needs. This is 30 per cent of the school's roll and is above average nationally. The needs of pupils with special educational needs range from specific learning difficulties, emotional and behavioural problems to multi-sensory impairment. Two pupils (0.9 per cent of the roll) have statements of special educational need. This is below average. Twenty-nine pupils (14 per cent) receive free school meals, which is slightly below average. Nineteen pupils (9 per cent) are from minority ethnic groups. These include pupils from Asian and mixed cultural heritage backgrounds. Three of these are at a very early stage of acquiring English. Children start school with below average levels of attainment particularly in communication skills. About 83 per cent of pupils complete their seven years at the school.

HOW GOOD THE SCHOOL IS

This is now an effective school. It provides a satisfactory education for its pupils. It shows very good capacity in its newly developed systems to improve even further and to do this very rapidly. It has an excellent headteacher, a full complement of governors and a supportive staff. They share a common vision of raising standards and providing the best possible education for the pupils. Improvement has been such that the serious weaknesses, which were evident at the last inspection, are being addressed and the school is now at the threshold of major development. It gives satisfactory value for money.

What the school does well

- The school has an excellent headteacher with an outstandingly clear vision for the future of the school. She is well supported by the governing body and staff.
- It has good quality teaching that results in pupils learning well.
- It provides well for children in the Foundation Stage.
- It provides well for pupils with special educational needs.
- It provides very good extra-curricular activities.
- It provides very well for pupils social development. Relationships are very good. Pupils work and play together comfortably and happily in a very caring, supportive environment.
- It provides good opportunities for pupils to develop spiritually and morally. This results in pupils behaving well and having good attitudes to school.

What could be improved

- Standards, particularly in English and information and communication technology.
- The quality of teaching in the lower juniors, so that pupils learn more effectively.
- Financial planning to provide a long-term strategic overview for school improvement.
- Attendance, particularly a reduction in the number of unauthorised absences.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made slow but satisfactory improvement since the last inspection. In recent months improvement has accelerated and is now very good. The issues raised at the last inspection are now being addressed successfully. Standards in English, mathematics and science have improved throughout the school. Those in mathematics and science are now in line with national averages. Standards in English are lifting but are not yet at the expected level for pupils in Year 6. Weaknesses in leadership and management have been addressed with the appointment of the new headteacher. The governing body makes a more effective contribution to school improvement. Subject leaders are

empowered to manage and lead their own subjects. Curricular planning is satisfactory. Teachers now assess pupils' attainment and progress more successfully, although systems for using the information collected are not yet fully developed. There are better links with parents who say that they feel included in their children's education.

STANDARDS

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

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

Key

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

The above table shows that, in the national tests of 2002 for eleven-year-olds, results in English and science were well below average. In mathematics they were below average. When compared with similar schools, that is, those having up to 20 per cent of pupils eligible for free school meals, results were well below average in English and below average in science. However, in mathematics they were in line with standards in similar schools. This is a significant improvement and shows a steady upward trend in standards in mathematics over the past few years. The school has not achieved its targets in English but it has exceeded the targets set in mathematics. This reflects very well the make up of last year's Year 6. Although there appears to be a dip in standards in English and science this is very much connected to the high number of pupils in that year group with poor literacy skills. They achieved much better in mathematics where there is not such a high focus on reading and writing.

Inspection evidence shows that pupils in the current Year 6 are on target to achieve expected levels in mathematics and science by the end of the academic year. In English and information and communication technology (ICT), they are likely to remain below the average level. In all other subjects they are on target to reach expected levels. No judgement is made in music because not enough music was observed during the inspection. Evidence shows that children in the Foundation Stage are likely to reach the goals set in each area of learning by the time they begin Year 1. Year 2 pupils are on line to achieve average results in English, mathematics and science. They are likely to reach average levels in art and design, design and technology, geography and history. In physical education, they exceed the expected level in the aspect of gymnastics. No judgements are made in information and communication technology or music in Key Stage 1 as not enough ICT or music was observed during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils say that they enjoy school. Most work hard in their lessons and are fully involved in all the opportunities that the school offers. Occasionally in lessons, when pupils do not receive enough challenge, they become restless and lose concentration.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around school. They are polite, courteous and helpful. They socialise well at break times and older pupils regularly help younger ones.
Personal development and relationships	Good. Relationships are very good and staff are very good role models for the pupils. Pupils enjoy taking responsibility for routine jobs around school and take care of each other well.

Attendance	Unsatisfactory. Unauthorised absences are very much higher than the national average. However, pupils like coming to school and most are punctual.
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Most pupils take great interest in their lessons and are happy. They understand well the effects of their actions on others. They show respect for other people's feelings, values and beliefs. The majority of older pupils are mature and take personal responsibility well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

Overall, the quality of teaching and learning is good and has improved since the last inspection. In two out of three lessons observed during the inspection, teaching was good or better. In the reception year, Years 1 and 2 and in Years 5 and 6, teaching and learning were consistently good. This results in pupils achieving well and making good progress. However, the pace of learning dips in Years 3 and 4 because the teaching is not so good. In the best lessons, teachers have very high expectations of what it is that the pupils can achieve. They plan challenging activities and match these very closely to the needs of pupils of all abilities. In most year groups, literacy and numeracy are taught well. Good quality teaching assistants work alongside the teachers. This makes a significant contribution to the standards achieved, particularly for those pupils who have specific learning difficulties and those who are at an early stage of acquiring English. Most teachers manage pupils' behaviour very well. They reward good behaviour and good work with praise and encouragement. This effectively enhances pupils' learning and also their enjoyment of lessons. When teaching is less successful, teachers do not accurately match the level of work to the needs of individual pupils, particularly for the more able pupils. Their expectations of what it is that the pupils can do are too low and, as a result, the pace of learning drops and pupils do not achieve well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of opportunities planned for the pupils. Activities are relevant to their needs. There is a very good selection of very good quality extra-curricular activities which pupils thoroughly enjoy.
Provision for pupils with special educational needs	Good. There is a strict criterion for identifying pupils' needs and this is consistently referred to when deciding how best to meet the needs of each pupil. All pupils are well included and, when withdrawn from the class, see this as an acceptable part of the school routine. They achieve well.
Provision for pupils with English as an additional language	Good. The school provides well for pupils from minority ethnic groups. It is a caring school with a strong commitment for including all pupils whatever their ability, background or ability. Thus, pupils with English as an additional language are well supported and enabled to make good progress. Those pupils at an early stage of acquiring English achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has a very positive and caring learning atmosphere and provides well for pupils' spiritual and moral development. Opportunities for pupils to develop socially are very good. The school provides satisfactorily for pupils' cultural development. Under the leadership of the new headteacher, the school is beginning to prepare its pupils positively

	for life in a culturally diverse society.
How well the school cares for its pupils	The welfare and care provided for pupils is good. All staff know their pupils well and care for them with sensitivity. The procedures for monitoring behaviour, personal development and academic performance are good.

The school works hard to develop a good working partnership with parents. This is a rapidly improving area of school life. The community contributes well to pupils' learning and there are good links with other schools. This helps prepare pupils well for the next stage of the education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from an excellent headteacher. She has a very clear vision for the school and provides outstanding leadership. She has managed, in a very short space of time, to enthuse staff and governors to share this vision. All are fully committed to raising standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They are rapidly gaining understanding of the school's strengths and weaknesses. There are some omissions from their annual report to parents and some governors' policies have yet to be considered. Thus, currently they do not fulfil their statutory duties completely.
The school's evaluation of its performance	There are good, recently introduced, procedures for improving the quality of teaching, learning and curriculum provision. These are already impacting positively on standards.
The strategic use of resources	Day-to-day financial administration is good. However, the long term strategic planning and use of resources is unsatisfactory. There is no long-term overview. Some of the initiatives currently in place are not sustainable. The school does not have embedded systems in place to check that it receives the best value for money.

The school makes good use of its satisfactory accommodation. There are a good number of good quality and well-experienced teaching and support staff to cover the needs of the curriculum. However, it is unlikely that the high level of staffing can be sustained. Resources are satisfactory, although there are gaps in some subjects. Staff use resources well to enhance pupils' learning.

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 like school and make good progress. The school expects their children to work hard and achieve their best. The teaching is good and the school is well led and managed. 	<ul style="list-style-type: none"> A few parents feel that they are not sufficiently well informed about how their children are getting on.

The inspectors agree with the positive views expressed by parents. They also feel that while, in the past, parents may not have been well informed about their children's progress, the current information provided is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in English, mathematics and science were well below average at Year 2 and Year 6. They were also below average at Year 6 in information and communication technology. All other subjects were in line with national expectations at both Year 2 and Year 6, apart from physical education at Year 2, which was above average. In religious education, standards were above the expectations of the locally agreed syllabus for all age groups. The school was deemed to have serious weaknesses because of the low standards.
2. Since then, the school has undergone a period of great turbulence. Improvement has been slow. There have been a number of factors that have inevitably had a negative impact on standards. For example:
 - there has been a high turnover of staff, particularly in Years 3 and 4;
 - some past unsatisfactory teaching reported at the time of the last inspection which has affected pupils' attainment and progress;
 - for a few pupils, poor attendance and attitudes to work have also affected their progress;
 - there is an above average number of pupils who have been identified as having special educational needs. These needs range from emotional and behavioural problems to multi-sensory impairment;
 - there has also been a rise in the number of pupils who come to, or leave, the school at times other than the start of the reception year.
3. Recently, improvement in overall standards has begun to accelerate. The newly appointed, dynamic headteacher has extremely high expectations that standards will improve. She has instigated a number of radical changes in the school's routines. Changes include:
 - greater monitoring of teaching and learning, by observing lessons herself - thus keeping a tighter rein on what and how teachers teach and pupils learn;
 - reducing the number of classes in Years 3 and 4 from three mixed age classes to one single age class in Year 3 and one in Year 4;
 - re-deploying support teachers and teaching assistants to provide better support for those pupils in most need;
 - empowering the subject leaders to manage their subjects and monitor planning, teaching and learning, so that they are aware of the standards attained by pupils;
 - adopting an open style of management which has enabled everyone to feel valued and which has the self-esteem and morale of staff and pupils alike.These are already beginning to impact positively on standards in most subjects. Improvement is such that there are no longer serious concerns about pupils' results and achievements.

Foundation Stage

4. Since the last inspection, children have entered the reception class with levels of attainment, across all areas of learning, which are below average for the age group. This year's intake has a wide range of ability. The first assessments, done as children enter the school, are not yet completed. Indications are that the overall attainment of this group is below average, particularly in the areas of communication,

language and literacy. This group of children have made very good progress in their first weeks in school. This is because of the very high expectations of the staff. The good quality teaching that they receive enables them to learn rapidly.

Years 1 and 2

5. In the 2002 national tests and tasks for seven-year-olds, results were in line with the national averages in writing and mathematics. They were below average in reading. These results compare favourably with those of similar schools. There is no significant difference between the attainments of boys and girls, except in reading, where the girls out perform the boys. These results are an improvement over last year's results and follow the national upward trend.
6. Inspection evidence confirms that standards are slowly improving. They are average for seven-year-olds in most subjects. In the gymnastic aspect of physical education, standards are above those expected for the age group. No judgements are made for information and communication technology, or music, because there was not enough work observed in either subject during the inspection to form secure judgements. Standards in religious education meet the expectations of the locally agreed syllabus.

Years 3 to 6

7. The results achieved by 11-year-olds in the national tests of 2002 were below average in English. These results slipped on those of 2001. However, standards in mathematics have improved and results this year are in line with the national average. Standards in science have been maintained since last year and results are in line with the national average. Overall, this shows a steady upward trend in standards over the past four years but at a lower rate than the national picture. There is no specific difference in attainments between boys and girls. The slippage in standards in English is mainly because the good gains made in writing in 2001 were not maintained. Writing results in 2002 were low, bringing the overall standard down. This reflects the make up of that particular Year 6 group where there were a large number of pupils with special educational needs, most having low level literacy skills.
8. Inspection evidence supports the picture of slowly improving standards. Indications are that the current Year 6, at this early stage in the academic year, will achieve similarly to last year's group. Standards currently are below average in English, and average in mathematics and science. The improvement in mathematics is particularly good. In all other subjects average standards have been maintained since the last inspection, except in information and communication technology where they are below average. No judgement was made in music because not enough music was observed.

Across the school

9. Pupils identified as having special educational needs make good progress, in particular in personal and social skills. They make good progress towards targets set for them in their individual education programmes. Careful monitoring of pupils' achievement leads to regular adjustment of their targets, so that good quality learning is sustained. Targets are usually met in literacy and or numeracy. Occasionally, a pupil will have a behaviour plan. Support staff work with groups or individuals throughout the school. They support pupils in their work effectively and hence they achieve well. These pupils benefit from the very strong commitment to inclusion that the school has. Similarly, the good support given to pupils who have English as an additional language enables them to work comfortably alongside their peers in class and achieve well. Those pupils who are at an early stage of acquiring English make very good progress. This is because the school seeks early help and intervention

from appropriate authorities, so that pupils are supported at a level most suitable to their needs.

10. Staff plan satisfactory links between subjects. However, because of the older pupils' comparatively low-level literacy skills, these links are not well utilised in subjects such as history, geography or religious education. Pupils attain average levels in these subjects because teachers plan carefully to ensure that the pupils' skills, knowledge and understanding of the subject are developed through role-play and practical activities. Thus, pupils achieve well because they are actively involved in their learning. Recording is at a minimum and relevant to the subject. However, it does mean that pupils do not practise their literacy, numeracy and information and communication technology skills as much as they could. The school is aware of this and is trying to find the right balance for the needs of the pupils.

Pupils' attitudes, values and personal development

11. The attitudes of the pupils to the school, their behaviour and personal development are good, having been fully sustained since the last inspection. Attendance remains unsatisfactory and the poor attendance of some pupils is holding back their progress. The school is a happy and harmonious place where teamwork and mutual respect is evident. The majority of pupils are keen to learn. They are inquisitive and they respond eagerly to opportunities to undertake responsibilities. When asked to work independently they show concentration and a keenness to achieve the task that they have been set, but there is too little challenge for the most able pupils. Consequently, there is unfulfilled potential.
12. Standards of behaviour are good. As a result, in the majority of lessons the pupils learn well. There are simple but effective classroom rules, which the pupils regard as fair. The behaviour management policy has the right balance of rules and guidance. Pupils who find it difficult to conform to these are well supported. Parents approve of the behaviour of the children. There have been no exclusions.
13. All adults support pupils' personal development very well. They know all the pupils very well. The school is aware that some children and their families experience problems. Emotional difficulties are managed well whilst paying due regard to the importance of discretion. The school is fully aware of the need for racial equality and it works hard to ensure good support is provided to pupils who are at an early stage of English acquisition. Pupils are made aware of other cultures and faiths, which helps them to become effective citizens. This is supported by the opportunities that the pupils have to assist in the running of the school. They respond well to the trust their teachers display. The school is tidy. There is no litter or graffiti. Parents say that their children enjoy what the school has to offer. The inspectors agree with these positive views.
14. Attendance is unsatisfactory, although recent initiatives have brought it closer to the national average. Unauthorised absence has historically been very much higher than the national average and it remains a problem. Initiatives taken in the autumn term are having a positive effect to reduce this. However, there are still far too many unexplained absences and this slight reduction has not yet improved the overall attendance figures.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning is good. It is good in the Foundation Stage, Years 1 and 2 and in Years 5 and 6. It is satisfactory in Years 3 and 4. This shows improvement in most year groups since the last inspection, particularly in the reception year and Years 5 and 6, where it was previously judged as satisfactory. During the inspection, 35 lessons or parts of lessons were observed. Two out of every three of these were good or better. In these lessons, pupils learned correspondingly well. Two lessons observed were unsatisfactory. In these lessons, pupils' learning was reduced and they did not achieve well.
16. The headteacher monitors teaching and learning closely. This has been one of the main reasons why the quality of both has improved in recent months. Staff morale is high and relationships between staff and pupils are very good. Thus, pupils learn well in an atmosphere of trust and security. Mostly pupils enjoy their lessons and learn effectively. Teachers encourage pupils to learn, using praise and positive rewards when they do well. Most teachers manage the pupils well and this ensures that pupils behave well in lessons, thus enhancing their learning.
17. Teachers and teaching assistants provide effective support for pupils with special educational needs. Teaching assistants are well deployed and have a very good understanding of individual pupils' learning needs, which they meet effectively. They are very familiar with the needs of their groups and work well with them, often making a significant difference to pupils' learning during lessons. Great care is taken by staff to ensure that work is well matched to individual needs and that pupils build on their previous learning. Staff are aware of the need to ensure that pupils are appropriately challenged recognising strengths as well as weaknesses.
18. Much of the teaching in the Foundation Stage and Years 1 and 2 is very good. Teachers have very high expectations of what the pupils can do. As a result, pupils learn rapidly and achieve well. In the reception class, the staff's extremely high expectations that all children will succeed in the tasks set, mean that the children have made very good progress since they began school five week's ago. From a low starting point, many of the children now work at levels expected for the age group. Similarly, in Years 1 and 2, the teachers set work for pupils of all abilities. This challenges them to reach a good level. Hence, they achieve well and their standards in all subjects are clearly improving.
19. However, this progress tails off in Years 3 and 4. Less able pupils are challenged adequately, but much of the work set for pupils of average ability and the more able, is too low and lacks the challenge that they require. This reduces the quality of their learning. The rate of learning picks up slightly when work set is of a practical nature. This is seen in science and mathematics lessons when the focus of the work is on the practical application of scientific or mathematical concepts, and not on reading or writing. In such lessons, learning is better and the pupils move their knowledge and understanding forward at a faster rate. They stay interested in the work that they have to do and their behaviour, as well as their achievement, is good.
20. Progress accelerates in Years 5 and 6 as teachers encourage pupils to apply their skills to gain new knowledge and understanding. During the inspection, one out of every two lessons seen in Years 5 and 6 was very good. This considerably enhances the quality of learning and pupils achieve well. Setting the pupils according to their ability for literacy and numeracy lessons results in successful learning for all groups of pupils. This is particularly effective for the pupils who are at an early stage of acquiring English. They receive very good support in lessons and work alongside

their peers of the same ability. Thus, they are fully included and enabled to make good gains in their learning. Similarly, pupils with specific learning difficulties receive good quality extra support in English and mathematics lessons. Thus, they make good gains in their knowledge and understanding and they achieve well. Work is matched to the individual education programmes of pupils identified as having special educational needs in order to maximise the progress that they make. These strategies are beginning to have a positive impact on standards.

21. Throughout the school, the overall quality of teaching and learning in literacy and numeracy lessons is good. This results in the improving standards that are beginning to show in English and mathematics. Teachers do encourage pupils to use their literacy skills in other subjects. For example in history and religious education, pupils write in narrative or reporting styles. However, most pupils do not yet transfer these skills to other subjects effectively. Similarly, teachers plan opportunities for pupils to use their numeracy skills to measure in design and technology or to record work in geography. However, these opportunities are under-developed. Teachers do not use information and communication technology as a tool in many subjects. This is a developing area but, as yet, teachers are not sufficiently confident or knowledgeable to use computers as much as they could.
22. The quality of day-to-day assessment is good. Teachers know their pupils very well and have good systems for measuring how well they achieve. However, this information is not often used efficiently to plan the next lesson. Occasionally, teachers miss opportunities to extend the challenge for different groups of pupils, particularly for the more able. Teachers set homework regularly and use it to extend work in the classroom. There are some inconsistencies in this practice. Similarly, there are inconsistencies in the way in which teachers mark pupils' work. There is some very good practice in existence, which enables pupils to celebrate what they have done and also leads them on to what they need to do next in order to improve. Where this happens, there is a corresponding improvement in the quality of learning.

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

23. The school curriculum meets statutory requirements. It is broad and balanced and the time spent in lessons by pupils in Key Stage 2 is now in line with national recommendations. A very good range of extra-curricular activities enriches the curriculum. The school has an inclusive ethos, with all pupils having equality of access to all parts of the curriculum. The provision for the personal, social and health education of pupils is good overall and very good for social development. The consistent use of Circle Time¹ sessions is a valuable contribution to pupils' personal development. There is good provision for the inclusion of pupils who have special educational needs in the full life of the school. Provision for pupils who speak English as an additional language is good and all make good progress.
24. The national strategies for literacy and numeracy are now more consistently embedded in the curriculum. Since the last inspection there have been several staff changes with consequent re-organisation of classes and subject leadership and management. This has had a positive impact on teachers' confidence and the progress that pupils make. The use of ability sets for literacy and numeracy in Years

¹ Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

5 and 6 has helped to raise standards. This represents an improvement since the last inspection. However, opportunities, which could identify and challenge more able pupils and those who may be gifted and talented, are missed. A minority of pupils are still provided with work that is too easy. Curriculum policies and schemes of work have been revised and are based on national recommendations. However, most medium term planning supports mixed age classes and this no longer reflects the organisation of the school other than at Years 5 and 6. There is a clear marking policy but it does not identify fully the benefits of using feedback to help pupils move towards their targets. The consistent application of the marking policy is an area for development.

25. Provision for pupils with special educational needs is good. The revised national Code of Practice² has been adopted and its recommendations are in place. There are very good systems in place to ensure that all these pupils are fully supported in all aspects of their learning and that they all have total access to a broad and balanced curriculum. Pupils are set according to their prior attainment for literacy and numeracy in Years 5 and 6. This allows pupils identified as having special educational needs to have full access to the curriculum at their own level and pace. There are well-constructed individual education plans which contain a balance of curriculum and behavioural targets and which teachers use to inform their planning. All staff ensure, through good planning, that these pupils are fully included in lessons through carefully matched work. Teaching assistants relate very well to the pupils, supporting them well in their learning. The close liaison with class teachers and the special educational needs co-ordinators means that the pupils' needs, whether learning, behaviour or emotional are met fully.
26. There is very good equality of access and opportunity for both girls and boys, for pupils with special educational needs and ethnic minority pupils. The good planning and use of appropriate teaching methods and materials and the good monitoring and support of pupils' academic and personal progress provide this. All pupils have equal access to the curriculum. All adults within the school provide appropriate role models.
27. There is good provision for pupils who have English as an additional language. Pupils in the infant classes and Years 5 and 6 are supported well. Those at an early stage of acquiring English make very good progress. Where teachers do not separate the special educational needs and English language development needs this support is less successful. The school works closely with the Local Education Authority to provide first language support for pupils at an early stage of acquiring English. Pupils are fully involved in lessons with their peers, who celebrate their successes and provide good support.
28. Provision for extra-curricular activities is very good. A wide range of clubs for Years 3 to 6 has been established. These operate at lunchtimes and after school. Pupils have to apply if they wish to attend them. Over three-quarters of the junior pupils attend these activities, which include football, netball, environment, gardening, art, recorders, and construction. Pupils enjoy attending the clubs and talk enthusiastically about the things that they do. They value the opportunities given to them to make choices and to accept responsibilities. The construction club, for example, takes place in a Foundation Stage room and enables older pupils to experiment with the full

² Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

range of construction activities. The well-stocked and organised library is open every lunchtime and a pupil operates the electronic record system. In addition to these clubs, there is a daily lunchtime club for all classes. This is run by the headteacher, to give those pupils who do not wish to play outside, an alternative choice of activity. A homework club for Year 6 pupils operates after school to support pupils' preparation for the following week's work in literacy, mathematics and science and also encourages handwriting practice. The high quality of the extra-curricular activities provided enriches the curriculum and enhances pupils' social development. This is a strength of the school.

29. The school makes very good provision for pupils' social development and good provision for personal development. By showing the pupils how much it cares for their personal and social needs, the school provides an ethos in which pupils are valued, both as individuals and as members of the school community. The adults in the school are positive role models and set high expectations of the pupils' behaviour. There is a very good response from the majority of pupils. At playtimes pupils play well together and take responsibility for the use of playtime equipment and the environment. Pupils are provided with a range of opportunities for taking responsibility, such as helping at dinner times and helping teachers prepare for lessons. In assemblies, pupils adjust quickly from listening carefully to the teacher and discussing in groups. They respond with enthusiasm but then control their excitement after the awards of the weekly 'Top Dog' and 'Top Bear' trophies to the winning classes. Pupils are supported well by the headteacher, teachers and support assistants who sit with them in assemblies and participate fully in discussions and activities. This is now a strength of the school. It represents considerable improvement from the previous inspection when provision for social development was judged to be satisfactory.
30. Provision for pupils' moral development is good. At the beginning of the school year, pupils are involved in deciding whole-school expectations and classroom codes of conduct. These are displayed in each classroom. Pupils know the difference between right and wrong and have the confidence to support and encourage each other. Pupils follow the school code as part of the daily routine. A Year 1 boy was able to reprimand, politely, an adult visitor during a lunchtime discussion that "in our school, we are not allowed to talk with our mouths full." The use of class and individual points to reward good behaviour, as well as work, encourages pupils to function effectively as members of the class community. Where there is unsatisfactory behaviour, particularly in some lessons in Year 3 and Year 4, it is because the quality of relationships between teachers and pupils is not based on mutual respect and consistent application of high expectations and agreed classroom rules. There is genuine excitement about aiming to win the 'Top Dog and Top Bear' awards. Pupils are keen to attend school on Monday mornings to find out who has won.
31. Provision for pupils' spiritual development is good. Assemblies are planned with blocked themes. These link the aims of the school, pupils' and teachers' real life experiences, Bible stories and stories reflecting beliefs or happenings from another culture. Pupils are encouraged to reflect on their own feelings and beliefs. Provision for pupils' cultural development is satisfactory but the school has not maintained the improvement noted in the previous inspection. There is some evidence in Year 5 and Year 6 of work relating to the five precepts of Bhuddism, and some use of Bengali script in Year 2 for developing vocabulary about feelings. However, there is little evidence of art or music from other cultures. There currently is insufficient evidence

of the celebration of other cultures. The school is very aware of this and there are plans in place for further development.

32. The school's partnership with the community and links with other schools remain good. Visitors to the school widen pupils' experiences and support their learning in various subjects. A visit from a falconer, with some of his birds, enhances Year 1 and Year 2 pupils' learning in science. Pupils value the involvement of a professional footballer as a coach for their football team. Regular visits to school by the local community police officer are important features of the curriculum. There are good links with the local fire service. Regular visits outside school looking at environmental issues in the New Forest, a Roman villa and a visit to Gosport museum wearing Edwardian dress for a role-play session, all enhance pupils' learning. There are good links with other schools particularly through the use of the physical education facilities at the local high school. Links with the pre-school playgroup have been interrupted by staff changes and these are being re-established. Good links have been established with the local further education college, which sends students on work experience placement. They provide good support, particularly in the Foundation Stage.
33. Good use is made of the learning environment and displays reflect the breadth and coverage of the curriculum. However, in Key Stage 2, there are too few examples of the use of annotated labels and explanations to encourage pupils to interact with their environment or to provide models of expected standards in literacy. Opportunities are also missed to celebrate good work or the contributions of other cultures. Policies and schemes of work, informed by national recommendations are now established. Teachers are now more confident in their use of the literacy strategy and have raised their expectations of pupils' written work. However, opportunities for challenging more able pupils and identifying those pupils who are gifted and talented are still underdeveloped. Overall there is improvement in curriculum provision and opportunities for learning offered to pupils since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The care and welfare support provided by the school good. Consequently, it has a good impact on learning. All matters relating to safety and welfare are securely in place and the school provides a safe learning environment.
35. The provision for the health, safety and welfare of pupils is good. The school looks after its pupils well. It has effective procedures to ensure pupils' personal development. This is evident by the high levels of interest shown by adults when they are in discussion with the pupils. Pupils have trust and confidence in their teachers. With few exceptions, they show respect for them and follow the guidance that they are given calmly and sensibly. The last inspection report indicated that the school needed to improve its arrangements for ensuring academic progress. There has been improvement, but there is still more to be done. These matters combine to provide a secure platform from which to ensure positive behaviour. The behaviour policy contains the right balance of rules and sanctions.
36. The parents confirm that their children like school. The inspectors agree with these positive views and recognise the good effect this has on the way in which the pupils learn. It provides a good starting point from which more pupils can develop to their full potential.

37. Pupils with special educational needs are well supported by their teachers and staff. All support is well planned to take account of the provision outlined in pupils' statements and individual programmes of work. There are good systems set up for early identification of barriers to learning which prevent any pupil from participating fully in the school activities. The school makes good use of a range of visiting specialists when necessary. There is an effective and consistent procedure for identifying pupils with special educational needs, which is known to all staff. It is ably implemented by the special needs co-ordinator together with the class teachers. Pupils' targets are reviewed regularly. All pupils experience equal opportunities in a very caring environment.
38. Child protection arrangements are very good. All other statutory responsibilities, for example health, safety and first aid are secure. All adults are aware that the school has a legal obligation to protect children from harm. The code of practice regarding disclosure of concerns is fully understood and applied.
39. The school has recently introduced an electronic attendance analysis system. The data now available from this system is being used effectively to tackle the high unauthorised absence level. Evidence produced for the autumn term shows that some progress is being made but, at present, this is not translating to an overall improvement in attendance. The school is fully aware that unaccounted absences carry with them a potential child protection concern. This issue is receiving good support from the educational welfare officer.
40. The school fulfils all statutory requirements for assessing pupils in Year 2 and Year 6. The policy and procedures for the assessment and monitoring of pupils' academic and personal progress have been reviewed and developed since the previous inspection. Previously there were no clear systems. There is now a clear timetable and framework for assessment, including an agreed marking policy. The results from National Curriculum statutory tests are recorded and analysed against national results and those of similar schools. This enables the headteacher, governors and teachers to monitor the overall progress of the school against its targets and to identify areas for development. However, the efficient use of assessment data needs to be developed further, to track and predict pupil's attainment and progress. Detailed assessments are made as children enter the reception class. Non-statutory tests for English and mathematics and specific reading and spelling tests are used in Years 3 to 6. Assessment has improved but the data collected are not yet used well.
41. Under the enthusiastic leadership of the assessment manager, and the new headteacher, a number of the weaknesses identified in the previous inspection have been resolved. There are consistent procedures and expectations for the use of day-to-day and end-of-topic assessments for all subjects. These form the basis for the next steps for learning for individuals and groups of pupils. Analysis of pupils' National Curriculum test papers is used to identify areas for development. Strategies, which allow subject managers to monitor progress, have been identified within the monitoring policy. A need for the moderation of standards to ensure accurate teacher assessment has also been identified. An exercise in monitoring standards in writing across the school is being used as a model for other subjects.
42. Assessment practice, including marking, is not yet embedded consistently. To resolve this issue, the school has identified priorities for improvement, which will support teachers in their use of assessment. Overall there has been satisfactory improvement in assessment since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents have good views of the school, although the school has identified a need for more parents to be actively involved in their children's learning. Recent initiatives have been introduced to improve relationships, principally by providing regular information in newsletters. This has been well received by parents. The supportive remarks made to individual inspectors confirm that those parents who are involved in the life of the school, identify closely with the values that it promotes. Money raised by the parents' association provides valuable additional funds to enhance the quality of educational provision.
44. The annual reports to parents about their children are of good quality. They provide clear pictures of the achievement of each individual. However, they do not always say if the teacher has identified targets for attainment, or if these have been reached. The reports are written in manuscript and use informative language. Parents appreciate this. The reports form a good basis for involving parents in their children's education and for aiding the development of learning. There are weekly newsletters that provide a good flow of information about events. Arrangements for both informal and formal discussion are good.
45. The information given to parents regarding children with special educational needs has been an area that has been prioritised by the new headteacher. There is a special educational needs policy document, which is very well written. It sets out clearly the school's commitment to full inclusion. Parents are invited to all meetings to discuss their children's progress. There is an 'open door' policy, which enables parents to discuss with staff any day-to-day difficulties they may experience.
46. The governors' annual report does not fully meet statutory requirements. The most serious omission in the report is an absence of a statement reporting progress made by the school in addressing issues raised at the last inspection. The report acknowledges that the school is not able to accommodate pupils with a disability but it confirms that the local authority would respond quickly to meet an identified need.
47. The work of the parents' and supporters' association is effective in the enrichment of the pupils' educational experiences. For example, funds raised recently have been used to brighten up the playground, and to improve the range of large equipment for the youngest pupils. The parents involved in the association also provide valuable assistance when the pupils go on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The quality of leadership and management are good overall. The new headteacher, in post for just seven weeks, was appointed after the school had been through a period of turbulent change. The personal leadership that she has displayed in this short time is excellent. Working closely with the new chair of governors, she has quickly been able to create a strong sense of loyalty and motivation in staff, and enable all to make a contribution to school development. With the support, of all governors and parents, she has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The effects of this leadership and management are significant in the good progress the school has made recently in many areas of its work. Whilst all members of staff recognise that progress has been made, they are united in their determination to pursue higher standards throughout the school

49. One of the significant strengths of the leadership of the headteacher is the degree to which it has created a shared unity of purpose within the school, focused on developing positive attitudes to learning and improving standards of attainment. The structure of management responsibilities is now effective in promoting communication and consultation, in monitoring progress and in implementing change. This was identified as a serious cause for concern at the time of the previous inspection.
50. Many of the governors are also new to the school, and the chair of governors has held that post for less than a year. Governors are now more involved in the running of the school, and are undergoing training about their roles and responsibilities. They successfully fulfil their role as 'critical friend' to the school through their monitoring of the school's work in their committees and in regular meetings of the full governing body. Governors are now carefully monitoring the progress of the new improvement plan, and are rapidly gaining understanding of the school's strengths and weaknesses. They now receive very good quality information through detailed reports and have very good opportunities for discussions. However, currently they do not fulfil their statutory duties completely, as there are some omissions in their annual report to parents and some governors' policies have not yet been formally adopted.
51. Day to day financial control is good, and information technology is used well for administrative purposes. Information given to governors contains good detail. It enables them to fulfil their monitoring role and have an oversight of the school's financial position. However, the long term strategic planning and use of resources is unsatisfactory. Previously, the school's budget was in deficit. This was covered by transferring funds from unofficial reserves built up by the school. The current school budget is fully dedicated and there is no money set aside for strategic developments.
52. The headteacher and new governing body consider this situation to be unsatisfactory. They are developing a long-term strategic overview to support their vision for the school's future. They recognise that there is a need to clarify the financial position of the school so that all available funds are clearly identified. This will enable them to establish a detailed and costed long-term strategic plan, with systems to ensure best value for money on future spending. Present procedures do not account for long-term spending. For example, currently there is a good number of good quality and well-experienced teaching and support staff to cover the needs of the curriculum. However, it is unlikely that this high level of staffing can be sustained over time. This has not been clearly identified in financial planning.
53. The school now has very appropriate short-term priorities for development. These are linked to good procedures for improving the quality of teaching, learning and curriculum provision. This, too, is an improvement on the findings of the last inspection. The headteacher has implemented a rigorous system for monitoring the quality of teaching and learning. Her observations are carefully recorded and form the basis of professional development meetings with staff. Information gained from work in various classes provides the headteacher and governors with detailed views of the strengths to be shared and weaknesses to be remedied. Subject co-ordinators are also monitoring their subjects within the time available to them.
54. Teachers are well deployed, and the match between teaching qualifications and subjects taught is satisfactory. Job descriptions clearly identify both general and specific responsibilities. This was also judged to be unsatisfactory at the time of the previous inspection. The non-teaching staff make a valuable contribution to the

smooth running of the school, and support teachers' work effectively. Resources are satisfactory overall, although there are gaps in some subjects. Staff use resources well to enhance pupils' learning.

55. Good quality arrangements for professional review have been implemented and form part of the schools performance management strategy. The quality of the provision for staff development is now contributing significantly to school improvement and staff morale.
56. Overall, the standard of accommodation is satisfactory and supports the full delivery of the National Curriculum. The school library and new information and communication technology suite are particularly effective areas, well placed to support investigative learning and research projects. There are two halls that are used for collective worship and physical education. However, there is no school field. Pupils use the playing fields at the local secondary school, which are a ten-minute walk away.
57. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the standards achieved, show that the school is effective, and provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards even further and improve the quality of education for its pupils the headteacher, staff and governors should:

(1) raise standards, particularly in English and information and communication technology by:

- raising teachers' expectations of what pupils can achieve particularly in Years 3 and 4;
- better differentiation to challenge all abilities
- developing staff through training to enable them to select purposeful activities which will immediately impact on the pupils' learning;
- considering carefully the range and style of training provider;

(paragraphs: 9,10,15,19,27,30, 96, 97, 144)

(2) establish a clear picture of the school's financial position and develop systems of financial planning that will;

- ensure the principles of best value are consistently applied to provide better value for money;

(paragraphs:51, 52)

(4) improve attendance, principally focussing on the high level of unauthorised absence, by fully implementing the newly developed monitoring procedures,

(paragraphs: 14,39)

59. In addition the governing body may wish to include the following in its action plan:

(i) challenge the more able by

- extending the use of specialist teaching
- identifying more overtly the gifted and talented pupils and giving them additional challenge:

(paragraphs: 11,19,21,24,27,33, 71, 82,111, 144)

(ii) using assessment data more efficiently to track and predict pupils' attainment and progress by the consistent application of assessment by all teachers, as outlined in the assessment policy.

(paragraphs: 22, 24, 35, 40, 41, 42,82, 100,108, 147)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	12	9	2		
Percentage	3%	31%	34%	26%	6%		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	202
Number of full-time pupils known to be eligible for free school meals	N/A	29

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	1.6

National comparative data	5.6
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	14	16
	Girls	14	14	14
	Total	24	28	30
Percentage of pupils at NC level 2 or above	School	75 (67)	88 (73)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	14
	Girls	14	13	14
	Total	26	29	28
Percentage of pupils at NC level 2 or above	School	81 (73)	91 (91)	88 (85)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	18	21
	Girls	13	16	17
	Total	26	34	38
Percentage of pupils at NC level 4 or above	School	57 (75)	74 (60)	83 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	20
	Girls	15	15	19
	Total	27	31	39
Percentage of pupils at NC level 4 or above	School	60 (58)	69 (54)	91 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162		
White – Irish			
White – any other White background	11		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	3		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	7		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group	2		
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 – Y6

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	654580
Total expenditure	638097
Expenditure per pupil	2774
Balance brought forward from previous year	-21440
Balance carried forward to next year	-4957

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	205
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	25	2	1	4
My child is making good progress in school.	52	40	0	2	6
Behaviour in the school is good.	40	46	10	2	2
My child gets the right amount of work to do at home.	30	52	8	2	8
The teaching is good.	48	44	0	2	6
I am kept well informed about how my child is getting on.	35	44	17	0	4
I would feel comfortable about approaching the school with questions or a problem.	60	32	6	0	2
The school expects my child to work hard and achieve his or her best.	46	50	2	0	2
The school works closely with parents.	15	71	8	0	6
The school is well led and managed.	14	45	4	2	35
The school is helping my child become mature and responsible.	42	52	4	0	2
The school provides an interesting range of activities outside lessons.	23	38	8	4	27

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children in the reception class are in the Foundation Stage. They start school in September of the school year in which they have their fifth birthdays. A third of the children in this year's group had pre-school experience in the independent playgroup which operates in the same building. There is good transition into school, with children starting part-time and phasing into full-time education. The inspection took place early in the school year and the youngest children were attending school during the mornings only. The statutory requirement to undertake a baseline assessment as children enter schools has changed this September. The school values and makes good use of the information that this provides. At the time of the inspection, staff were still undertaking the assessment. As at the last inspection, children differ widely in their confidence and social skills. Many start school with attainments in language and mathematical skills below that expected of four year olds. Because there are very high expectations of the children and good focused small group teaching, children make good progress, particularly in their literacy and mathematical skills. Most are in line to reach the expected Early Learning Goals³ by the end of the reception year. This good progress is an improvement from the previous inspection when children made satisfactory progress.
61. The provision for the Foundation Stage has improved under the leadership, this term, of a new, very experienced and committed reception teacher. The quality of teaching and learning is good. A scheme of work has been introduced which encompasses all the required areas of learning for children to reach the Early Learning Goals. It is carefully structured to meet the differing needs of all children, including those who are higher attaining, those who have special educational needs and those who have English as an additional language. It includes the provision to modify teaching styles as children make progress.
62. Very good use is made of books and stories to provide a thematic approach linking all the curriculum areas. A high emphasis is placed on the development of children's personal and social, language and mathematical skills. At this early stage of the school year, daily 'plan, do and review' sessions make a significant contribution towards children developing confidence and independence. This is because these sessions are well structured and organised with a good balance of teacher directed and child initiated activities.

Personal, social and emotional development

63. The children's personal and social skills are developing well. Most are on course to achieve the nationally agreed Early Learning Goals because staff use positive support, rather than reprimands, and teach children to respond to situations appropriately. Staff establish and apply consistently clear expectations of behaviour. This is an improvement from the last inspection. Children come into the classroom confidently at the start of the day. They are keen to learn and to share their news with staff. Good classroom routines enable them to settle quickly and listen well. They

³ Early Learning Goals: these are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning; personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

have very positive relationships with staff and with each other. Many display growing confidence; for example as they share their excitement with an adult, walking through the jungle display and talking about the elephants that they have made. Children show independence in taking off their coats, and dressing and undressing for physical education. This is because staff have established clear routines and expect children to keep their clothes tidy and organised. In a physical education lesson in the hall, children worked together co-operatively to set up the equipment. They take part confidently in whole-school assembly activities. The teaching of personal and social education is good. Staff have high expectations of the children and know them well. The children are happy and confident learners.

Communication, language and literacy

64. Children make good progress in their reading, writing and listening skills and satisfactory progress in their speaking skills. Baseline assessment and information from the playgroup show that many children enter school with below average skills and language experiences. Because of the good quality teaching and the progress that they are making most children are in line to reach the Early Learning Goals by the end of reception. Staff use every opportunity to encourage children to talk. Good classroom routines involving children answering the register and making choices in 'plan, do and review' sessions give them confidence. Children listen well but many provide short one word answers or phrases when speaking. Higher attaining children initiate conversations but the majority usually only speak in response to a question. Staff organise the classrooms to prompt the use of language. They use stories and events as stimuli. In the role-play area, children plan and talk about what they will take on a picnic. Children use puppets working together to retell the story of Elmer.

65. Teachers plan reading well. They use the National Literacy Strategy as a guide and this is supplemented by specific phonics teaching. Children use their phonic knowledge to choose familiar words on cards to copy when they write. They read their own names and match their name cards to their work group. In a big book lesson, children join in reading the story about Elmer. They are taught that print is read from left to right and the teacher provides a very good model of how to behave as a reader. Staff support children well in developing their early writing skills. Staff work with small groups, teaching children how to hold their pencils and form letters correctly. At the same time they focus children on linking sounds to letters. This enables the children to attempt independent writing with confidence and, consequently, make good progress. Higher attaining children hold pencils appropriately and write recognisable familiar words. Others begin to ascribe meaning to marks on paper. Children use the computer to support their learning. For example, children recreate the story of 'The Three Bears' and answer questions about the work they do. Children make good progress because staff encourage them to talk and to share their ideas, within consistent routines and clear expectations. Very good use is made of focused work within small groups. This is an improvement since the last inspection.

Mathematical development

66. In mathematical development, most children achieve well and make good progress. Overall, they are in line to reach the Early Learning Goal by the end of reception. This is an improvement since the last inspection. Daily classroom routines support the development of children's skills in using numbers as labels for counting. Children count the number present and use a number line to check. With the help of staff, children count and match to twenty and beyond. The repetition of number sequences in rhymes and songs helps the children to develop an understanding of number. Children learn to recognise and use the correct formation of numerals through

focused small group teaching; for example using a worksheet for the numeral five. Children use simple computer programs to help them consolidate their recognition of numerals. A lower attaining child was unable to complete the task but could click on the frogs and count how many there was each time. Some children sequence the days of the week and match labels on the calendar.

67. Staff take every opportunity to support children's learning of mathematical vocabulary and children talk about "one more" as others join the line to go to the hall. In a game of musical elephants, children became "big" elephants or "little" elephants when the music stopped. Children recognise simple two-dimensional shapes and talk about what is the same, and what is different, when matching and recreating patterns using Elmer elephant shapes. Many are at the early stages of simple addition and talk about combining two groups of objects in practical activities. However, higher attaining children draw two fields, each containing a different number of horses. They explain and write the appropriate equation " $6+4=10$ ". This group of children is in line to exceed the Early Learning Goals. Children make good progress in their mathematical development because of the routine inclusion of counting and use of mathematical vocabulary throughout the activities of each day. The teacher and teaching assistants provide careful and consistent support and encouragement and have high expectations for all children. This promotes good learning.

Knowledge and understanding of the world

68. Children make good progress in their knowledge and understanding of the world and are in line to reach the Early Learning Goal at the end of the year. The provision for this area is good. There is a good range of resources and construction equipment to enable children to explore and investigate. Children build and use a marble run, then respond to questions, describing what they think will happen next and why. Some children match elephants and use colours and shape to identify similarities and differences. Children are taught to use tools and equipment properly and safely. Children use scissors and glue to cut out and make Elmer masks. They make choices about colours for the patchwork. They develop their use of paper fasteners to make moving ears and learn how to use a stapler.
69. There are two computers available to the children to use in the classroom. They also have sessions in the school's information and communication technology suite. In the classroom, children choose to use a simple graphics program to draw a picture of a room. To the delight of staff, a child who has special needs discovers, through trial and error, how to use the black and white printer, and prints copies of another child's work. The provision could be improved through more up-to-date hardware to give children access to colour printing of their work. In the computer suite, children draw, colour and print Elmer pictures showing their developing mouse control. There was no evidence of available programmable toys. Daily routines show that children have a developing sense of time, although there is limited evidence about their development of a sense of place. Neither is there direct evidence of opportunities for children to develop their cultural awareness. However, there is clear planning for this in the scheme of work for religious education. Overall, children make good progress because of the good support that they are given, the high expectations of staff and the range of available resources. Further opportunities for children to use their information and communication technology skills are areas for development.

Physical development

70. Children make very good progress in their physical development and many should exceed the Early Learning Goals by the end of the year. Children now have daily

access to the outdoor play area. This is an improvement from the last inspection. Children use wheeled and pedal toys confidently. They make good use of all available space. For example, a child suggests pretending that a puddle is a roundabout and, in the planning session, describes how he wants to ride the tractor round it. Very good support from a work experience student encourages children to work co-operatively and prompts appropriate behaviour. In sand play and while making their Elmer masks children are developing their fine co-ordination skills. In physical development sessions, children use the large equipment with agility and confidence. Some opportunities are missed for children to use and develop their expressive language skills. However, they make very good progress because of the well-planned use of space and the range of learning opportunities available to them. They are taught well because of coherent planning and the consistency of approach by all staff. This area of the curriculum has improved since the last inspection.

Creative development

71. At this stage in the school year, children make satisfactory progress in their creative development. They are likely to reach the Early Learning Goals by the end of the reception year. Children explore colours and textures through collage. They use leaves and other materials for an autumn display and experiment with colour mixing. No discrete music lesson was observed but children sing counting rhymes. They sing to focus their attention during changes of activities, such as lining up. The role-play area, and activities such as the puppets, encourage children to use their imagination. Staff encourage children to talk about their ideas but their lack of confidence in speaking inhibits them in unfamiliar situations. Children make good progress because of the staff's clear expectations and positive support. However, further steps need to be taken to encourage children to be independent learners.

ENGLISH

72. Standards of work are average at the end of Year 2 and below average at the end of Year 6. This represents improvement since the previous inspection when standards were judged to be well below at the end of both year groups. For several reasons the work produced in both year groups, and in particular Year 6, does not reflect the school's efforts to raise standards and the progress being made. The school has suffered turbulence in staffing, particularly in Years 3 and 4, also some unsatisfactory teaching, which has affected the pupils' overall progress and attainment. This has had a knock-on effect, in that, when pupils move into Year 5, the attainment of a significant number is well below that expected for pupils of this age. Consequently, there is much catching up to be done. For a few pupils, poor attendance and attitudes to work have also affected their progress.
73. Over the past four years there has been some fluctuation in standards. Overall there has been a slow steady rise, although at a lower rate than the national picture. National test results in 2002 are below average in reading and about average in writing, by the end of Year 2. Year 6 pupils are below average, particularly in writing. At this early stage in the school year, the proportion of pupils on course to reach the level expected by the end of Year 2, particularly in reading is expected to rise. The proportion of pupils on course to reach the level expected by the end of Year 6 is expected to remain similar to that of 2002, when overall standards were below average. Gains made in writing in 2001 were not maintained and, as a result, there was a dip in standards. There are now good arrangements in place to provide targeted, good quality teaching of this skill and standards should rise.

74. Pupils in Years 1 and 2 achieve well. Older pupils achieve satisfactorily overall. The school has set challenging targets for 2003 and is hopeful that they will be achieved. Good strategies have been put into place and these should enable pupils to make better progress over time than previously. The very recent reorganising of three mixed age Year 3 and 4 classes to discrete Year 3 and Year 4 classes, provides additional teacher support across both year groups. Pupils in Years 5 and 6 are taught in two groups, based on their prior learning, and this is enabling teaching and learning to be more finely targeted to the pupils needs. Pupils with special educational needs make good progress towards the targets in their educational plans. Pupils who speak English as an additional language or who are from ethnic minority origins, make good progress and benefit from small group teaching.
75. Standards in speaking and listening are average in Year 2 and below average in Year 6. In Year 2, pupils confidently answer questions in group and class discussions. They listen attentively to their peers and to adults and show good understanding in their response. In a Year 2 lesson, there was excellent collaboration when pupils worked in pairs to find rhyming words. They faced each other and concentrated hard to hold each other's interest and attention. This produced a lively buzz as they worked at a good pace. This progress is not maintained in Years 3 and 4 because pupils listening skills are less well developed. Consequently, when responding to questions, they find some difficulty in putting their thoughts into words. Speaking and listening skills are now a whole-school priority with, for example, assemblies used very successfully as a means of reinforcing these skills. Here, pupils form small groups, listen carefully to the teacher and other pupils and enter into sensible discussion about, for example, what it is that they value most. At a given signal, they re-form quickly into their class lines, with minimum disruption, so that assemblies can continue. By the end of Year 6, language skills are still below average. This is mainly because, previously, the use of text, to inspire pupils' imaginations and extend their experience in the use of vocabulary, has not been seen as a priority. There is now a greater awareness of the need to widen the pupils' experience of language, particularly in the imaginative choice of words and a wider selection of books.
76. Standards in reading are average in Year 2 and below average in Year 6. In Year 2, pupils make good progress and develop a range of strategies to read unfamiliar words. They do this using their knowledge of letter sounds or by splitting words up. They use the strategies well in literacy lessons, for instance when looking for rhyming words in their story books. Higher attaining pupils read their books well, following punctuation, understanding the words they read and describe the difference between fiction and non-fiction books. Average attaining pupils read more hesitantly. They read most words accurately because the books are appropriately challenging. Not all pupils fully understand techniques such as the use of speech bubbles. By the end of Year 6, pupils read with some expression but whilst their reading is mostly accurate, only higher attaining pupils have a secure understanding of what they read. They have the skills to decode unknown words but are unable to work out the meaning of words such as 'ricochet' and 'procedure'. Average and lower attaining pupils re-read sentences when attempting unfamiliar words. They read fiction and non-fiction books satisfactorily overall, and the higher attaining pupils recall facts. Lower attaining pupils are interested in the facts but often find the text too difficult. For example, they are unsure of the meaning of 'warriors'. The pupils have a limited knowledge of a range of children's authors, but most show a love of literature. The only authors named are Roald Dahl, J K Rowling and Jacqueline Wilson with Dick King Smith named by the higher attaining pupils.

77. There is a very good library and there are good opportunities for the pupils to use it. It is well managed by the school librarian. Most pupils know how the classification system in the library is organized. Staff encourage pupils to use the computer system for themselves when scanning their books in and out of the library.
78. Pupils with English as an additional language make good progress in developing skills in reading through the good and regular support that they receive in class. Their range of vocabulary also increases rapidly, an example of this was when one Year 5 pupil read the word jogging but was totally unfamiliar with its meaning until, it was explained.
79. In writing, standards are average at the end of Year 2 and below average at the end of Year 6. Although only early in the school year, pupils in Year 1 are already showing good progress in their work. Average achieving pupils identify alliteration and write rhyming words. Letters are written boldly and, when writing their own sentences, there are good attempts to use capital letters and full stops, for example 'The sun shwyn so bruyt in spays.....'. By Year 2, higher attaining pupils are writing sentences with simple words usually spelt correctly, use full stops, capital letters and exclamation marks. There are examples of writing for different purposes using good joined handwriting. By the end of Year 6, pupils write for a range of purposes; for example, poems, play scripts, letters and stories. Lower ability pupils make good attempts to write poems in a similar structure to poems that they have read. Individual ideas are sustained in short pieces of writing with words used effectively, for example 'What is blue? I haven't a clue'. Some pupils spell common words correctly while others show a reliance on phonic patterns, with some recall of visual letter strings. They know how to use a thesaurus and a dictionary when looking for interesting words. They show an understanding of alliteration and humour when writing; for example 'Amazing avocado acting'. Higher ability pupils achieve well when attempting their own personal writing. Handwriting practice is made meaningful because the teacher allows the pupils to demonstrate their work using the overhead projector. They are encouraged to analyse each other's handwriting and to offer suggestions for improvement. Handwriting is usually fluent, joined and legible. Higher attaining pupils show good use of commas, apostrophes and inverted commas. Already, at this early stage in the school year, some are working at a level higher than that expected for their age. Pupils use their writing skills to record work in other subjects; for example, to write a personal journal about a history topic. However, because overall their skills are insufficiently developed there is a lack of detail in what they record.
80. The quality of teaching and learning varies from excellent to unsatisfactory. Overall, teachers have good knowledge and understanding of the subject. Where teaching is excellent and very good, teachers have high expectations and ensure that pupils do their best and produce high standards of work. For example, Year 5 pupils are expected to use examples of standard and non-standard English when writing their personal diary. Teaching is clearly focused and teachers ensure that all pupils are made aware of what it is they are to learn that session at the beginning of each lesson. As a result, pupils are purposeful learners who make every effort to succeed; as Year 2 pupils did when they identified rhyming words in a story and added many more. Relationships are good. Teachers use praise effectively and respect pupils' efforts. This encourages pupils to contribute ideas confidently to class and group discussions. Teachers assess progress and mark pupils' work thoroughly and these day-to-day assessments show pupils how to improve. Assessments are used effectively to set targets and plan future work. As a result, lessons are planned carefully to build on what pupils already know, and, so, meet the differing needs of

individuals and groups within the classroom. However, occasionally, teaching is unsatisfactory mainly because this has not happened. As a result, the work is either too easy or too demanding for the pupils. An example of this was when higher attaining Year 4 pupils had difficulty reading and understanding sentences such as '...conquered a kayak', 'abseil into an abyss'. As a result of this mismatch between ability and the work that the pupils were expected to complete, the session became noisy and fussy and the pupils' attention was not maintained. Teachers make satisfactory use of information technology in Years 1 and 2, but there is very little evidence of the use of this teaching and learning resource with older pupils.

81. Lessons make a good contribution to spiritual, moral, social and cultural education. Younger pupils are enthusiastic and responsive. Because of well-structured support from the teachers and teaching assistants, they attempt to work independently. Older pupils are eager to move into groups and so work together. When challenged, there is genuine delight when they realise that they can, in fact, achieve. This happened when lower ability pupils in Year 6 realised that they already knew and understood what 'contractions' are and demonstrated this in their work.
82. The co-ordinator manages the subject well. She has a very good overview of what needs to be done to improve the subject and has already begun to introduce a range of strategies. For example, she has built up resources for guided reading, and now moderates and monitors teaching and learning. However, the result of this work has yet to have a full impact on standards.

MATHEMATICS

83. Standards in the national tests in mathematics for Year 2 and Year 6 pupils have improved considerably since the last inspection. Then, standards were well below national expectations. Results are now in line with the national average at both Year 2 and Year 6. This shows good improvement. This upward trend has mirrored the national trend. There is no significant difference in the attainments of boys and girls. All pupils achieve well.
84. Those pupils with significant learning difficulties make good progress in relation to their individual education programmes. This is because of the very good support that they get in class from good quality teaching assistants. Similarly, the very good support given to pupils from different cultural heritage backgrounds enables them to achieve well. Progress is particularly good for those pupils who are at an early stage of acquiring English. This is because teachers focus carefully on their needs and seek help from the Local Education Authority when necessary. Thus, pupils are enabled to concentrate on the mathematical concepts and are not held back because of their lack of understanding of English. This reflects the truly inclusive nature of the school.
85. The school has implemented the National Numeracy Strategy satisfactorily and this has helped raise standards. The quality of teaching has improved since the last inspection and this means that pupils now achieve well. Learning in most lessons is good. All aspects of the subject are covered, although data-handling work is less evident and pupils do not use computers enough to support their mathematical learning.
86. The subject leader has carefully analysed which areas of the subject pupils find most difficult. Results of this analysis show that pupils lack the mathematical vocabulary needed to understand some of the questions and are not proficient at problem

solving. Teachers now focus on these areas. They teach the vocabulary needed in each lesson. They present sums in a variety of forms. They set problems in a mixture of ways to make pupils aware of different possibilities and ways of finding answers. Consequently, pupils are beginning to show much better understanding of their work. They explain more clearly the strategies that they use to solve problems. This was demonstrated very well in a Year 5 and 6 lesson, when pupils solved word multiplication problems. They used a number of mental calculations and strategies to work out the answers. They worked collaboratively and helped each other by explaining and discussing the methods that they used.

87. During the inspection, teaching and learning ranged from satisfactory to very good. Four out of the six lessons observed were very good. Teaching in the infant classes and Years 5 and 6 was consistently very good. The very good lessons were conducted with a real sense of purpose. Teachers had high expectations of the pupils and this meant that the challenge for pupils of all abilities and backgrounds was demanding. Pupils were keen to achieve and, with determined effort, succeeded. For example, in a Year 1 lesson, the teacher's high expectations and excellent explanations of the work to be done meant that all pupils, including the less able, were fully involved. They, and the more able, rapidly learned how to recognize, name and describe two-dimensional shapes.
88. Where teachers plan practical activities for pupils, the quality of learning is better. For example, in Years 5 and 6, the practical nature of the work of developing and refining methods of multiplication to solve problems, meant that all pupils were included in the lesson, whatever their ability. They worked happily at their own level. Staff encouraged them to share their ideas and work together to find the answers. This helped pupils' social development as well as giving them the responsibility for their own learning. They enjoyed the lesson and were very keen to get the answers to the problems right. Because the pupils' writing skills are not well developed, staff had limited the amount of recording that needed to be done. Thus, pupils concentrated on the mathematical concept rather than the reading and writing aspect. The pupils learned very well and were pleased with their achievements.
89. In less successful lessons, the teachers do not challenge pupils enough. They set work at too low a level for the more able and expect too little from individual pupils. In such lessons, pupils quickly lose interest in their work and their rate of learning drops. The pace of these lessons is too slow with teachers keeping the pupils too long on one task. Often there is not enough practical work to keep pupils occupied and, as a result, their concentration lapses.
90. In most classes, teachers mark pupils' work carefully. However, there are inconsistencies in marking across the school and it is not always clear to pupils what it is they need to do next to improve. The subject leader is very enthusiastic and gives good leadership to colleagues. She has worked hard to improve the provision and has a clear vision for future developments in the subject. Resources are satisfactory and used well to enhance pupils learning.

SCIENCE

91. Inspection evidence shows that standards in science are average by the end of Year 2 and Year 6. This is an improvement on the standards reported at the time of the last inspection when pupils in Year 6 were judged to be below average. This

judgement is supported by an analysis of the schools' predictions for the 2003 national tests based on pupils' previous performance.

92. In 2001, pupils' performance in the national tests was below the national average, and below those of schools in a similar context. Unconfirmed results from the 2002 tests indicate that there has been a decline in the numbers achieving the national level 4. This is due to the high numbers of pupils with special educational needs within the year group. Overall, test results have been inconsistent over time, and have varied between well below and average attainment. Attainment at the end of Year 2 in 2001, which is based on teacher assessment, was also well below average.
93. When the school was last inspected, standards at the end of Year 2 were in line with national expectations. However, standards in Year 6 were below average. This is no longer the case, and the attainment of the oldest pupils has improved and is now average. These improvements have been achieved by providing pupils with work that is better matched to their individual ability, and by ensuring that teachers have a secure knowledge and understanding of the science they are teaching. These were key issues at the last inspection. The school is providing more opportunities for pupils to carry out investigations and experiments for themselves.
94. Pupils now achieve satisfactorily in all aspects of the subject. Consequently, by the end of Year 6, many pupils know a range of scientific facts and have a clear understanding of key principles and ideas, including prediction and fair testing. They appreciate that a prediction is an initial idea, which may be modified later when all the information has been gathered and analysed. Pupils explain, using scientific terms, the difference between permanent and reversible change, and the characteristics of solids, liquids and gases. They design their own fair tests and explain how to separate mixtures of salt, sand and iron filings. Younger pupils make simple predictions and carry out simple experiments to determine that opaque objects do not let light through and transparent items do. They carefully explain the difference between light coming directly from a source such as a torch, and reflected light that bounces from objects such as mirrors.
95. The recent improvement in pupil's attainment is also linked to improvements in the quality of teaching and learning. However, this is not consistent across the school. Inspection evidence shows that the quality of teaching is good in Key Stage 1 and satisfactory at Key Stage 2. However, teaching and learning was very good for the oldest pupils. This was due to the challenging nature of the tasks that were set, and the very good opportunities for evaluating strengths and weaknesses in knowledge and understanding. For example, Year 5 and 6 pupils discussed what happened to the air when water is added to an insoluble mixture. The teacher asked pupils challenging questions and a humorous and enjoyable discussion followed. Pupils predicted that they could measure the space between grains of sand by measuring the air that was expelled when water was added to a known volume of sand. As a result, pupils acquired a very clear understanding of the structure of mixtures. The detailed answers the pupils gave to the teacher's well-judged questions revealed the detailed knowledge that many pupils had acquired.
96. When teaching is good or better:
- teachers explain scientific ideas in simple terms that pupils can understand, using their own good subject knowledge.
 - teachers have high expectations and encourage pupils of all levels of attainment to put forward their ideas. As a result, pupils readily participate in lessons.

- lessons are planned thoroughly and organised effectively. Activities are based on what pupils have experienced previously and new learning builds logically on what pupils already know and can do. Pupils respond by trying hard and concentrating well.
 - teachers move from group to group helping, clarifying, challenging and moving pupils onto the next task. This gives pupils the courage to offer suggestions, share their views and builds confidence in their own abilities.
97. The principal weaknesses in lessons that are satisfactory are the lack of pace and insufficient opportunities to challenge higher attaining pupils. Progress slows and is satisfactory overall.
98. Pupils' response is good overall. They are usually well behaved because teachers manage them well. Pupils listen carefully to what their teachers have to say, and have a good understanding of what they have to achieve by the end of a lesson. Pupils respond positively to challenges, answer questions enthusiastically and concentrate well on their tasks. Pupils with special educational needs achieve well. Those from minority ethnic backgrounds also enjoy their work and achieve well. Those pupils who are at an early stage of acquiring English achieve very well because they are well supported and enabled to work practically without being restricted by their lack of English vocabulary. The work they are given to do is appropriate to their needs, and teachers take care to ensure that they are able to participate fully in lessons.
99. Teachers make good use of the opportunities in science lessons to extend pupils' literacy and numeracy skills. Pupils are required to record information and findings clearly, but this is sometimes restricted by pupils' difficulties with writing and spelling. In contrast, not enough use is made of information and communication technology in science. Computers are used to aid the handling of data, but this is not a regular feature of pupils' work. Much improved resources have recently become available to teachers, and this will enable pupils to practise their skills regularly.
100. The monitoring of pupils' performance is satisfactory overall. The procedures for assessing pupils' learning and the tracking of their progress are good. Work is marked carefully and periodic tests or other assessments are made as each unit of the programme of work is completed. Teachers now use this information to plan future lessons and to guide planning. This is underpinning much of the improvements in the quality learning. However, much of the data collected relates to pupils' factual knowledge or their understanding of scientific principles. Procedures for the on-going assessment of pupils' enquiry skills are not as well developed, and teachers do not have all the information they need to identify which skills some pupils need to develop next.
101. The curriculum is good and provides a balanced programme of activities for all pupils. The co-ordinator has a clear understanding of strengths and weakness and is developing assessment procedures to ensure that the school knows as much about pupils' performance as possible. She is very clear about the need to develop pupils' enquiry skills across the school.

ART AND DESIGN

102. Only two lessons were observed during the inspection. There is insufficient evidence to make a firm judgement on the quality of teaching. Standards at the end of Year 2 and Year 6 are broadly average and similar to those reported at the last

inspection. Pupils achieve satisfactorily, including those with special educational needs, those who have English as an additional language and those from ethnic minority heritages.

103. By the end of Year 2, pupils use a variety of media, materials and skills satisfactorily to create pictures. They mix paint successfully to produce a range of warm autumn colours and experiment with a range of techniques, such as wax resists and washes. Their observational drawing techniques are developing satisfactorily. This is shown by their accurate sketches of, for example, a fire engine. Pupils use crayons and ink to produce attractive detailed drawings. They create their own collages, using a variety of materials and showing the skills of cutting, sticking, sorting and arranging materials according to colour and patterns. However, there is limited evidence of three-dimensional work. There are good links to other subjects, for example in the one lesson seen in Key Stage 1, the pupils developed their printing skills, use of colour and understanding of repeating patterns. This reinforces their understanding of the work that they have been doing in their mathematics lesson. There is satisfactory use of information and communication technology; for example, when pupils use computers successfully to design patterns.
104. Pupils continue to develop their skills and techniques satisfactorily in Years 3 to 6. They improve their observational drawing skills and they practice the skill of shading with soft pencils. Pupils are taught to be painstaking when they draw fine observational drawings and interesting self-portraits. This was evident in the one lesson observed in Key Stage 2, where the pupils enjoyed looking carefully at pictures of Roman ladies and soldiers, before commencing on their own self-portrait. Inspired by Roman artifacts, the pupils complete mosaic art work, and, by using brightly coloured china pieces, they set their patterns in plaster of paris. There is very little evidence of three-dimensional work. In discussion, the pupils show knowledge of a number of famous artists such as Monet, Van Gogh and Picasso and can talk about their use of art packages in information and communication technology. There is a very good art club, which is well attended and runs for a six-week period. The pupils produce good observational drawings and obviously enjoy every minute of the session. There are good examples of work completed during a Year 6 residential trip, where pupils produced pleasing embroidery designs inspired by nature studies which took place during the visit.
105. The subject makes a worthwhile contribution to the spiritual, moral, social and cultural development of the pupils. An example of this was in Year 2, where in their topic work, science, literature and art are successfully amalgamated to support the pupils learning. Here, the pupils use of chalk drawings on a black background coupled with their own sentence 'I like light because it is bright and all that is bright is a yellow light,' successfully illustrates and reinforces their work in their topic 'light'.
106. The management of the subject is satisfactory. The coordinator has recently reviewed the scheme of work and has recognised areas for development. She has been able to monitor some lessons and, as a result, has highlighted the lack of progression between years. She is developing a portfolio of work to help monitor standards.

DESIGN AND TECHNOLOGY

107. Standards in design and technology are in line with national expectations. This is similar to the position at the time of the last inspection. Due to the way in which the timetable for design and technology is blocked, and the timing of this

inspection, it was not possible to observe any complete lessons. Thus, no judgement on the quality of teaching is made. Evidence from pupils' ongoing and completed work, together with discussion with pupils and teachers, shows that by Years 2 and 6, pupils make good progress in developing their knowledge, skills and understanding.

108. The policy has been revised and a new scheme of work has been introduced, based on national guidance but adapted to suit the needs of the pupils. These documents are clearly structured and support less confident teachers in their planning for, and their teaching of, the subject. This is an improvement from the last inspection. Teachers are aware of the contribution that design and technology makes to the development of pupils' literacy, numeracy and social skills although this is an underdeveloped area. Pupils with special educational needs, and those who have English as an additional language, are supported by teaching assistants when necessary. Consequently, they achieve well. Pupils show interest and say that they enjoy their work. These are areas of strength.
109. Opportunities to measure how well pupils achieve are not planned regularly into lessons. Nor do teachers routinely set pupils targets of what to do next to improve. Improvement in these aspects has been slow since the last inspection. Provision for design and technology is satisfactory and the implementation of the current plans to develop resource packs to support topics will improve this.
110. Pupils in Year 6 talk enthusiastically about the work they undertook on designing and making fairground rides. Photographs and examples of their work show that they generated ideas, designed and then constructed appropriate frameworks for a range of working fairground rides. This demonstrated their understanding that cams control movement, gears are used to control speed and that moving parts can be controlled by a pneumatic system. Written work shows that pupils evaluate their constructions and make suggestions for improvement.
111. In Year 4, pupils explained their designs for making an appropriate money container. They used successfully what they had learned in mathematics lessons about measuring in their designs. They considered the relative values of using different materials to make their purses and talked about appropriate ways of joining materials. However, sometimes, when tasks are insufficiently challenging pupils lose concentration. This has a negative impact on their learning and that of others and is unsatisfactory.
112. Year 3 pupils based work on the story of the 'Lighthouse Keeper's Lunch'. This work shows that they are beginning to translate ideas expressed in pictures; for example, about stopping the seagulls eating the sandwiches, into annotated designs for suitable protective containers. They revise their ideas as they work. In Year 2, pupils use simple computer graphics software to produce their first picture of the vehicle that they want to make. They produced a labelled design and identified materials and methods of making them. The finished models are made from junk materials with no moving parts. Two Year 2 pupils described their models, saying why they had chosen an ice cream van and a red bus. They explained, unprompted, why the wheels on their vehicles did not move and how their models could be improved.
113. Leadership and management for design and technology overall are satisfactory. Although the subject manager is relatively inexperienced and has not, as yet, had opportunities to benefit from appropriate training, she has a good overview of the subject and of standards throughout the school. Formal monitoring of teaching

and learning is at an early stage of development. She is in the process of identifying strengths and weaknesses in the subject and preparing an action plan. She has already identified the need to develop problem-solving skills and is demonstrating this with the work that her own class is undertaking on 'The Lighthouse Keeper's Lunch'. Resources are good.

GEOGRAPHY

114. Standards have been maintained since the last inspection. Pupils reach average levels at both Year 2 and Year 6. During the inspection, no direct teaching was seen. However, by talking to pupils, studying the books and the displays around school and analysing the plans for the subject, it was possible to judge how well the pupils succeed.
115. By the end of Year 2, pupils have a good understanding of local places. They understand 'birds eye views' of local factory and building sites. They match plans to photographs and make their own maps of their classrooms. Older pupils extend this work with more complex mapping exercises. Teachers use the local environment, as often as possible, to reinforce what pupils learn in class. Thus, pupils gain good understanding of their surroundings and make links to what is happening to their environment. They also make good links to history and understand how their area has changed over the years.
116. Wherever possible, geography is linked with other subjects, such as history. This encourages pupils to make sense of their learning in a joined up way. For example, when pupils study the Ancient Greeks in history, teachers plan work in other subjects on modern day Greece. Pupils study maps of Europe today and find out about Greece today. In literacy lessons, they write postcards home from Greece.
117. Teachers plan practical activities so that pupils concentrate on geographical concepts rather than reading and writing. Learning is greatly enhanced by good quality visits and field trips. For example, pupils visit the village of Selbourne to study its growth and compare it with that of Eastleigh. This enables pupils to achieve well and reach average levels in the subject, because they have the skills, knowledge and understanding required to meet National Curriculum expectations. However, although staff realise the potential of using computers to research and extend the pupils' geographic understanding, this is an underdeveloped area.
118. The subject is led satisfactorily by the newly appointed co-ordinator. She has a clear view for the future of the subject and is currently working on plans to develop it further. Historically, the curriculum has been planned on a two-year cycle, to cater for mixed age group classes. However, the change to single year group classes in Years 3 and 4 means immediate adjustments need to be made to planning, to ensure that pupils learn in a continuous way and build on previously learned skills. Resources are satisfactory, although more geography-based information and communication technology resources would be an advantage.

HISTORY

119. Standards have been maintained since the last inspection. In Year 2 and Year 6, they are similar to those expected for the age groups. There has been improvement in the school's provision for history. The subject leader is now

empowered to manage the subject and is more confident in the role. She has a clear vision for the future of the subject and has prepared a policy and good working plans to guide teachers. These plans are under review, due to the re-organisation of classes into single year groups. There has been a rolling two-year cycle of topics but this does not currently ensure that pupils progress their skills, knowledge and understanding, in a continuous way. Adjustments are being made.

120. The quality of teaching and learning in the one lesson seen during the inspection was good. Looking at pupils work in books, viewing archive records of history activities and talking to the pupils about their work, shows that they learn well through practical activities. Pupils' low-level literacy skills limit them when researching and writing about history. However, teachers make the subject come alive and teach historical knowledge through role-play and group work. Thus pupils achieve well. Visits are used very well to reinforce the good learning. For example, Years 5 and 6 visit a Roman Villa as part of the 'Invaders' topic. Here, they experience life as a Roman soldier. They see how centurions dressed and experience for themselves, with their teachers, what 'drill' was like for the Roman army.
121. Younger pupils learn about 'now and then'. They compare toys from the past with their own. Good use is made of the community to support this work. For example, Years 1 and 2 wrote letters to their grandparents and senior citizens locally, asking what they used to play with. This promoted a great deal of interest from the community and resulted in an archive of letters and pictures, which the school now uses as a good resource.
122. Teachers use the school and the locality well to reinforce pupils' knowledge and understanding of how life used to be. The school itself is a rich resource. Pupils learn much about their own background and culture when they study Victorian Britain and Britain in the twentieth century. Older pupils talked with good understanding, about how the school had been disbanded to allow it to be used as a hospital in World War I. They explained clearly how the town had grown because of the influence of the railway.
123. Teachers begin to encourage pupils to use information and communication technology as a means of finding out about the past but, as yet, this is an underused resource. In the lesson seen during the inspection, the teacher encouraged the pupils to debate and interpret archaeological and documentary historical evidence. They held a good discussion debating the difficult concept of historical bias. During the lesson, most pupils' understanding of how evidence can be interpreted in different ways increased satisfactorily. The teaching was good enabling pupils to achieve well. However, the more able pupils clearly grasped the idea that both versions of the evidence under survey had bias. This increased the pace of their learning most successfully.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards achieved by the end of Year 6 are below those expected nationally. There is insufficient evidence to make a secure judgement about standards achieved by the end of Year 2. However, pupils' work shows that they achieve satisfactory standards in word-processing and data handling. This is similar to the standards

reported at the time of the last inspection. There is insufficient evidence to make a judgment about the quality of teaching and learning overall.

125. The school is very aware of the deficiencies in information and communication technology, particularly for pupils aged 7 to 11 years. Effective action is being taken. A new computers suite has recently been opened and teachers are now identifying opportunities for information and communication technology within their lessons. This was a key issue at the time of the last inspection.
126. Previously, the lack of sufficient computers of good quality reduced the opportunities for the pupils to practise their skills regularly. This reduced the rate at which pupils were able to learn. However, the quality of teaching and learning in the two lessons seen during the inspection was satisfactory overall, and pupils achieved satisfactorily during those lessons. Another significant feature that is reducing attainment is the lack of a comprehensive programme of training to build teacher confidence and expertise at using computers. For example, the school has yet to complete the NOF training, which was suspended after the retirement of the previous headteacher when the school went into a period of great turbulence.
127. In addition, pupils have not previously been given sufficient opportunities to use spreadsheets, to monitor and collect data, or use sensors to measure sound or temperature. Progress in the use of information and communication technology to explore patterns and relationships with the aid of ICT based simulations and models have also been limited. This is because opportunities are not securely integrated within the present scheme of work or in the planning of other subjects, such as English, mathematics and science. However, the coordinator has identified this weakness and has recently produced a new draft scheme of work. This includes more opportunities for research and for the sending of email. However, this has yet to be discussed and shared with staff.
128. In Years 1 and 2, pupils develop their word processing skills well. They know how to change the size of fonts, and alter the quality of text by selecting bold. Pupils check it for accuracy, and consider layout and presentation. They create databases about the way they get to school, and successfully represent the information in the form of graphs. The youngest pupils produce drawing using painting programs and can change the size of tools, select different colours, and successfully use the fill tool to colour in the pictures.
129. Older pupils use word processing skills to present their writing in English. They also know how to change the size of fonts and alter the quality of text by selecting bold or colour of the font. Pupils check text for accuracy, redraft their work, and merge graphics to illustrate their writing. In mathematics, pupils use data handling software to produce graphs, and can sort information in ascending and descending order.
130. Whenever pupils were seen working on the computers, their response was always good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable classroom assistants, but many have gained their knowledge from working at home on personal computers.
131. There are satisfactory procedures for checking pupils' progress. Teachers keep careful record of what pupils can do, and are using this information to support pupils' learning and plan subsequent work for them. However, the present system is proving to be very complicated and is in the process of being simplified for both

teachers and pupils to use. The school has started compiling a portfolio of work to ensure the accuracy and consistency of teachers' record keeping.

132. The school's inclusion policy ensures that all pupils, including those with special educational needs, have full access to the curriculum and appropriate support. They are making good use of commercial programs to improve their achievement in reading, spelling and mathematics, and are achieving well in relation to their previous attainment.
133. The priorities for development outlined in the school improvement plan are detailed and appropriate. However, the school has yet to formally adopt a policy for ensuring their pupils are protected from unsuitable materials on the Internet, and from undesirable external contacts, for example through e-mail.

MUSIC

134. At the time of the last inspection standards at both Year 2 and Year 6 were average. It is not possible to judge attainment at either Year 2 or Year 6 for this inspection. Due to the way in which the timetable is set out, there were no lessons to be observed during the days of the inspection. Music is taught at the end of the week, by the local music service. Currently the whole music programme is under review. The school is going through a period of great change and music is one of the areas under consideration. The plans for music indicate that, if they are adhered to as pupils progress through the school, then all aspects of the curriculum are covered. The technical skills needed to succeed, at the levels expected for each age group, are satisfactorily embedded in the planning. There are planned opportunities for pupils to compose, perform and appraise the skills that they learn. This indicates that standards have been maintained since the last inspection.
135. Music is becoming increasingly important in the daily life of the school. There is often background music being played, as pupils enter the school in the morning. Pupils enter the hall for assemblies to music. This is carefully chosen to add meaning and atmosphere to collective worship. The pupils listen carefully and with obvious enjoyment to this music and talk knowledgeably about what they have heard. This is beginning to make a good impact on pupils' spiritual and social maturity. However, this practice is at an early stage of development. In assemblies, pupils sing songs satisfactorily, reading the words from an overhead projector. They sing to a backing tape. This enhances the quality of their singing. Staff help the younger pupils to match pitch and rhythm accurately. Older pupils sing confidently and with enthusiasm. Their singing is expressive and mostly tuneful.
136. The school is fully inclusive with regards to musical provision. Lessons are for all. The extra curricular clubs planned welcome all junior pupils, regardless of background or ability. For instance, a good number of pupils, both boys and girls, enjoy the newly formed recorder club. Although, during the club session observed, pupils at first found it difficult to follow the rhythm set, they practised hard and got it right in a short space of time. As this was only their second session, it showed good progress.

PHYSICAL EDUCATION

137. There were limited opportunities to observe lessons during the period of the inspection, and there was insufficient evidence to make a secure judgment about

standards in all aspects of physical education. However, standards in gymnastics were good in the single lesson observed in Year 2. Again, standards in games and dance were satisfactory in the Year 5/6 lesson observed. This is broadly similar to those reported at the time of the last inspection. There is insufficient evidence to make a judgment about the quality of teaching and learning overall. By the age of eleven, standards in swimming are satisfactory.

138. The physical education curriculum is good, and offers a well-balanced programme of activities to ensure that pupils develop a good range of skills and abilities. Medium term planning is firmly in place and staff use this to identify short-term objectives. However, the scheme of work needs readjusting to take account of the very recent changes to single aged classes in Years 1 and 2 and Years 3 and 4. The school accepts that previously there has been insufficient money allocated to staff training and the acquisition of resources. This has hampered the schools ability to enhance the quality of some lessons, and improve the standards that pupils achieve by the time they leave the school.
139. Pupils achieved a good standard in gymnastics during a very good lesson in Year 2. Pupils participated enthusiastically, listened carefully to what the teacher was saying to them and tried very hard to improve, using the clear guidance they were given. Throughout the lesson pupils co-operated very well, discussed their performance with the teacher and suggested ways to improve their movements. The teacher ensured there were good opportunities for warming up thoroughly, and for practising key skills to improve performance.
140. In Year 6, pupils achieved satisfactory standards in games and dance. The teachers had intended to organise games on the nearby secondary school field, but were forced to change the lesson at the last minute as a result of a sudden heavy rainstorm. Half of the pupils had a dance lesson, and the rest played games. There were good opportunities for pupils to warm up at the beginning of the sessions and good attention was paid to health and safety. During the games session, pupils were able to play bench ball and worked together as group showing fluency and control. They understood the tactics of the game, and the importance of fair play. The dance session enabled pupils to respond to recorded music. Pupils discussed the rhythm and length of the track and devised a sequence of movements. They observed each other's work and made comments on how to improve the fluency of the sequence. Pupils' were generally enthusiastic about the activities. They developed a good team spirit in games, and collaborate well during group activities. With the exception of a very few boys in the dance session, behaviour was good.
141. The curriculum is extended well, with a good range of extra-curricular activities, including football, sailing, netball and dance. The coordinator has a clear understanding of the strengths and weaknesses within the subject, and has identified two areas for development in order to raise attainment across the school. These are the provision of training for the teaching of gymnastics and dance, and improvements to the amount and the quality of equipment for indoor and outdoor games.

RELIGIOUS EDUCATION

142. Only two lessons were observed during the inspection, one in Year 2 and one in Year 3. There is insufficient evidence to make a judgement on teaching by the end of Year 6. Standards of work at both stages meet the requirements of the locally agreed syllabus.

143. Year 2 pupils reach average standards and they achieve well. The previous inspection found that standards were above average. The pupils learn stories from the Bible, for example, Jonah and the People of Minerva'. They enjoy the opportunity provided by these stories to consider for instance, Jonah's personality; "He was a 'groaner'." "Why was he a groaner?" This presented good opportunities for the pupils to contribute to a class discussion and gradually led them to the conclusion that God was challenging Jonah. They made comparisons between this story and the story of David and Goliath and finally decide that, on both occasions, God was asking people to be brave. Teaching is good. Teachers plan good opportunities for pupils to use their speaking and listening skills. They allow them time to reflect on the theme of the morning assembly 'God is Love'. Pupils are all involved in the activities presented and work enthusiastically.
144. Year 6 pupils reach satisfactory standards and achieve satisfactorily. The previous inspection found that standards were above average. However, this has not been maintained. There have been numerous changes in staffing, particularly in Year 3 and 4. Opportunities to build on the achievement of the pupils in Year 2 have been missed. In the one lesson observed during the inspection, pupils explored the values and beliefs of others. This enabled them to make satisfactory comparison between Christian and Muslim acts of worship. However, the pace of the lesson was too slow and too much time was spent copying from the overhead projector. This meant that opportunities to develop spiritual awareness were missed.
145. Discussion with older pupils shows that they know about a range of religions, for example, Buddhism, Hinduism and Islam. They know where these religions originated. However, they have little knowledge about these religious groups in their own community.
146. The subject supports the development of spiritual, moral, social and cultural development satisfactorily. Teachers plan good opportunities for pupils to explore the values and feelings of others. Time is given for them to reflect. For example, they ponder on how Jonah must have felt as he entered the city of Minerva. However, such skills are at an early stage of development.
147. The subject is satisfactorily managed. The co-ordinator is newly appointed to the role and has a clear understanding of what are the priorities to improve the subject. There are plans to supplement the existing scheme of work to provide the pupils with more opportunities to express themselves freely and to give more time for reflection. Assessment is seen as a priority.