

INSPECTION REPORT

WOOLSTON INFANT SCHOOL

Southampton

LEA area: Southampton City Council

Unique reference number: 116110

Headteacher: Mrs M Peel

Reporting inspector: Paul Missin 19227

Dates of inspection: 2nd – 4th May 2003

Inspection number: 247614

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Florence Road Southampton
Postcode:	SO19 9DB
Telephone number:	023 8044 4447
Fax number:	023 8039 9980
Appropriate authority:	The governing body Woolston Infant School
Name of chair of governors:	Mr A Steege
Date of previous inspection:	October 1997

© Crown copyright 2003

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19227	Paul Missin	Registered inspector	Science, information and communication technology, design and technology. Children in the Foundation Stage.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Helen Griffiths	Lay inspector	Educational inclusion, including race equality.	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
14596	Tony Fiddian-Green	Team inspector	Mathematics, geography, history, physical education. Special educational needs.	
23434	Marie Gibbon	Team inspector	English, art and design, music, religious education. English as an additional language.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Phoenix Educational Consultants, "Thule", 60 Joy Lane, Whitstable, Kent CT5 4LT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woolston Infant School educates boys and girls aged from four to seven years. There are currently 162 pupils on roll, 86 boys and 76 girls. This is smaller than most other schools of the same type. Fifty-five children in the Foundation Stage are taught in two parallel Reception classes. One pupil uses English as an additional language but is not at an early stage of language acquisition. Ninety-four per cent of pupils are from white ethnic backgrounds. Forty-four pupils are on the school's special educational needs register (27.1 per cent). This is broadly average. The nature of pupils' needs varies but the most common are speech and communication difficulties. No pupils have statements of special educational need. This is below average. Thirty pupils are known to be eligible for free school meals (18.5 per cent). This is broadly average. In the last school year, nine pupils joined the school other than at the usual time of admission and nine left other than at the usual time of transfer. This is broadly average. Although there is some variation between years, when they enter the school, most children are achieving broadly average standards. At the last inspection, standards on entry were above average. Since the last inspection, the number on roll has decreased significantly, from 194 in 1998 to 162 in 2003. The school has experienced significant disruption to staffing in the last three years mainly due to medical reasons.

HOW GOOD THE SCHOOL IS

Woolston Infant school is a happy and popular school where the care and welfare of pupils and their families are a high priority. The headteacher's leadership is good and she is well supported by the deputy headteacher, senior teachers and the governing body. Teaching and learning across the school are good and children in the Foundation Stage achieve standards that are above those expected for their age. However, the school's aim to raise standards further In Year 2 has not been fully successful. Overall the school provides an acceptable standard of education for its pupils and gives sound value for money.

What the school does well

- The good leadership of the headteacher and the good support provided by other senior teachers and the governing body give the school a clear sense of purpose and direction.
- Pupils' good attitudes and behaviour and the very good relationships shown contribute to the important sense of community within the school.
- The school's partnership with parents is very good and positively influences the standards pupils achieve and the views that most parents have of the school's achievements.
- Procedures for assessing and recording what pupils know and can do and the progress they make are very good.
- The good provision for children in the Foundation Stage enables them to make a good start to their time at school.
- The good provision for pupils with special educational needs is enhanced well by the contributions of effective teaching assistants.

What could be improved

- The standards that pupils achieve in writing and science.
- The standards of handwriting and the quality of the presentation of pupils' work.

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 good overall improvement since the last inspection in October 1997. Good improvement has been made in addressing the key issues from the last report relating to the quality of school development planning, the provision for information and communication technology and improving attendance. Sound progress has been made in improving provision for pupils' cultural development. Despite the disruption in staff over the last three years, several strengths in teaching have been maintained. Generally average standards have been sustained but there have been improvements in information and communication technology. Taking into consideration the effective

leadership and management of the school and the quality of the teaching and the curriculum, the school has a good capacity for these improvements to be continued.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	D	D	C	C
writing	C	D	D	D
mathematics	D	D	B	B

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

The table shows that, when compared with all and similar schools, pupils in Year 2 achieved above average standards in mathematics, average standards in reading and below average standards in writing. Since 1998, the rate of improvement in reading and mathematics has exceeded that nationally but, in writing, standards have been consistently below and sometimes well below average. The findings of this inspection are that the current Year 2 pupils are achieving standards in reading that are above average, below average standards in writing and average standards in all other subjects. Children in the Foundation Stage achieve average standards in their communication, language and literacy and creative development and above average standards in all other areas of learning. Pupils with special educational needs make good progress and achieve good standards compared with their previous attainment. The school has recently introduced a new handwriting scheme, but this has not yet had time to influence the standards and overall the quality of pupils' handwriting and the presentation of their work are too low. There is evidence from the inspection that standards in Year 1 are higher.

Across the school, pupils achieve satisfactorily and make sound overall progress. Most are at average standards when they enter the school and they make good progress in the Foundation Stage to achieve above average standards in the Reception year. The progress made by the current Year 2 group has been slowed down because of the effects of the recent staffing disruption.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show interest in their work and concentrate well. They work co-operatively when required.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at playtime and when moving around the school.
Personal development and relationships	Very good. Pupils work and play well together. All staff are good role models. Pupils have many opportunities to take responsibility, for example, as monitors or 'buddies'.
Attendance	Satisfactory. Attendance has improved since the last inspection. Pupils are keen to come to school and most, but not all, are punctual.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and of pupils' learning is good. In nearly half of the lessons observed, teaching and learning were good and, in nearly a fifth, they were very good. A very small proportion was either excellent or unsatisfactory. Teaching and learning are good in English, mathematics and history and satisfactory in all other subjects. The teaching of basic literacy and numeracy skills is good. Strengths in teaching are the positive way in which pupils are managed and the effective support provided by teachers and their assistants. Pupils feel valued, encouraged and supported and this improves their capacity to learn. Where teaching is excellent, teachers' planning is very detailed and clear, they demonstrate very secure subject knowledge and teach with infectious enthusiasm. Where teaching is unsatisfactory, teachers do not manage pupils well enough to secure their full attention and commitment. Teaching in the Foundation Stage is good. Teachers have a good understanding of the needs of young children and they teach basic literacy and numeracy skills effectively. The teaching of pupils with special educational needs is good. Pupils' learning targets are clear and achievable and teaching assistants are used very effectively. The needs of children in the Foundation Stage are met well whilst the needs of other pupils in Years 1 and 2 are met satisfactorily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Literacy and numeracy skills are emphasised well. Provision is enhanced by a good variety of visits and visitors to the school and by a good range of extracurricular activities. Provision for children in the Foundation Stage is good. Planning is detailed and clear links are made with work in the National Curriculum.
Provision for pupils with special educational needs	Good. Provision is well organised. Pupils are given appropriately small learning targets and their progress is regularly monitored. Pupils are moved appropriately on and off the register.
Provision for pupils with English as an additional language	The one pupil who speaks English as an additional language now has full access to the National Curriculum and does not require particular language support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual and cultural development is satisfactory, but pupils are not made sufficiently aware of their own multicultural heritage. Provision for pupils' moral and social development is good. Pupils are encouraged to think about the impact of their actions and the school's sense of community is promoted well.
How well the school cares for its pupils	Good. The welfare of all pupils is a high priority and issues are taken seriously. Attendance is now monitored well. The newly introduced assessment procedures are very good but the data collected are not used well enough particularly when planning work matched to specific National Curriculum levels.

The school has worked hard to develop its partnership with parents. This is now very effective. Parents make a very positive contribution to the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher work effectively together. A strength is the way in which the headteacher supports, encourages and motivates the whole staff team. The co-ordination of subjects and aspects of the school is also good.
How well the governors fulfil their responsibilities	Good. All statutory requirements are now fully met. Governors are well informed about the school's work and ensure that all issues are discussed thoroughly at their full and committee meetings.
The school's evaluation of its performance	Good. The school improvement plan is now an effective working document and it is used well to monitor and evaluate the school's work. The governing body has implemented useful procedures to make its monitoring visits more effective. Subject co-ordinators evaluate their work well.
The strategic use of resources	Good. Funds allocated to special educational needs provision and staff training are used well. Financial planning and budget management are secure. This is despite some budgetary uncertainties relating to staff absences. The school's ratio of computers to pupils is below the national average. The school has a sound view of value for money in its spending decisions.

The school's accommodation is good. The open plan classrooms are used effectively because space and resources are appropriately shared. The outside accommodation is very good. The grassed picnic area and the attractive woodland wildlife and environmental area are good resources and are used well. Staffing provision is good. Teaching assistants make an important contribution to the school's work. Resources are sound overall, but there is insufficient wheeled and climbing equipment for children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has a good reputation locally. • Pupils with special educational needs achieve well. • The school develops a good sense of community. • Behaviour is good. • Parents are encouraged to be involved with the school. • Communications with the school have improved. • The headteacher's leadership is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection's findings confirm the parents' positive views of the school but not their single area of concern. The curriculum is supported well by a good variety of visits and extracurricular activities.

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Significant changes of staff in the last three years have limited the school's capacity to improve and affected the standards pupils achieve, especially in Year 2. A previous deputy headteacher was absent on sick leave for a year, retiring in March 2000. After a period with no deputy headteacher and a time when two teachers shared a senior management role, a permanent deputy was only appointed from September 2002. One teacher returned from a year's sick leave in October 2000, and then was away spasmodically during the next year and took on part-time duties from September 2002. Another teacher took compassionate leave from April 2002 to April 2003 and became part-time from April 2003. In 2001, 2002 and 2003, teachers took maternity leave. The effect of these changes has been the heavy use of supply staff, uncertainties for parents and pupils and a lack of continuity in pupils' learning. These difficulties have most influenced the current Year 2 and have limited the school's capacity to improve the standards pupils achieve when they leave the school. There is evidence in the current inspection that standards in Year 1 are higher.
2. When they enter the school, most children are achieving standards that are average for their age. At the last inspection, standards on entry were judged to have been above average. Analysis of the assessment on entry to the school programme shows that the current Reception class was achieving standards in mathematics and reading that were above average. In the Foundation Stage, most children are on course to exceed the expected Early Learning Goals in all areas of learning except in their creative development, in speaking and listening and in writing where standards are average. This has broadly maintained the above average standards which were being achieved at the time of the last inspection. In most areas of learning, children make good progress. This is achieved by the well planned curriculum and the good, effective teaching and support provided by the class teachers and their assistants. A strength is the way in which the curriculum is planned to link in smoothly with work in the National Curriculum. At this time of the year, several more able children are working successfully in National Curriculum work. The needs of children of all abilities are met well. Children with special educational needs also achieve good standards for their capabilities.
3. In the national tests for seven-year-olds in 2002, compared with all and similar schools, standards were above average in mathematics, average in reading and below average in writing. The assessments made by teachers in science were above average for the expected Level 2 but below average for the higher level 3 attainment. Trends in the results since 1998 show that standards in reading and mathematics have improved at a rate which is better than that nationally, with the best improvement into 2002. Standards in writing have been consistently below average. There are no significant differences in the attainment of girls and boys.
4. The findings of this inspection are that, in Year 2, pupils achieve above average standards in reading, below average standards in writing, and average standards in mathematics and science and in all other subjects. Compared with the findings of the previous inspection, standards have been improved in reading and information and communication technology, they have dropped in writing and physical education and average standards have been maintained in all other subjects. Standards in reading have been improved as a result of the several initiatives put in place by the school. Standards in information and communication technology have improved as a result of increased staff confidence and expertise and improvements in the way in which the curriculum is planned and taught. The current inspection findings are broadly in line with the results of the 2002 national tests and teacher assessments and with the school's own assessment of the likely achievement of the current Year 2 group. Minor differences are that the current Year 2 group is likely to achieve a lower proportion of pupils reaching the higher Level 3 in both mathematics and science.
5. Pupils with special educational needs attain good standards for their capabilities and make good progress towards their own learning targets. This is achieved as a result of the carefully targeted work and the good level of support and encouragement provided by the class teachers and their assistants. Pupils have access to the full range of opportunities.
6. Currently, the achievement of most pupils is satisfactory. When they enter the school, most

children are achieving average standards, and most of the current Year 2 pupils are achieving average standards when they leave. The school is meeting the needs of higher attaining pupils satisfactorily. However, both the attainment and the achievement of the current Year 2 pupils have been limited by significant staffing disruption in the last three years. Children in the Foundation Stage now make good progress. There is also evidence from Year 1, and from the work done in important aspects of English work since the beginning of Year 2, that pupils are making good progress.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to learning and behaviour are good, as they were at the time of the last inspection. Nearly all parents feel that behaviour is good and that the school is helping their children to become mature and responsible. The school aims in its mission statement to encourage pupils to take pride in their work; to help pupils to become confident and responsible citizens and to encourage self-discipline and independence. Pupils' attitudes reflect the school's aims well. Most are keen to come to school, although punctuality continues to be a problem for a very small number of pupils. Participation in extracurricular activities is good.
8. Relationships in the school are very good. Because teachers work hard to ensure that lessons are interesting and engage pupils' attention, pupils show a good level of interest and concentrate well. For example, in a Year 1 physical education lesson on running, jumping and skipping, because the teacher organised the lesson very well, pupils were totally absorbed and concentrated very well. In a Year 2 information and communication technology lesson, pupils settled well to the activity and were keen to share the task. In a Year 1 music lesson on rhythm, pupils' concentration was excellent: they worked very hard and took pride in doing their best. The youngest pupils can work sensibly and without the supervision of adults, as in a Year R mathematics lesson. However, in a small proportion of lessons, pupils are over-eager to put forward their own ideas, find it difficult to concentrate and do not listen carefully to instructions. Pupils are generally keen to undertake personal research when the opportunity is given to them.
9. Pupils know the school rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and, as a result, behaviour is good in assemblies, lunchtimes, playtimes and in lessons. For example, in a Year 2 mathematics lesson on odds and evens, pupils' behaviour was good because the teacher set high standards. Pupils are friendly to visitors. Teachers and teaching assistants offer good role models of courtesy and fairness. Relationships are consistently very good, among pupils and between pupils and all staff. Bullying is rare and parents and pupils are confident that it will be dealt with quickly and effectively. There have been no exclusions for some years.
10. Pupils' personal and social development is very good. There are many very good opportunities for them to take responsibility, such as monitors and playground buddies, and they take these seriously. They value the rewards system. They understand to some extent the values of other cultures through art, music, religious education and geography and show respect for the feelings and beliefs of others.
11. Children in the Foundation Stage show good attitudes to school and behave well. They are interested in their activities and sustain their concentration well for their age. They learn to take turns as they each have opportunity of sharing news with others in the class. As they worked in cutting out their ambulance shapes, a group demonstrated good ability to share scissors and glue sticks. The effective teaching and the well managed curriculum ensure that they are well challenged and motivated.
12. Pupils who have special educational needs are well integrated into classes and receive good support from teachers. Assistants are very good and they provide very active help throughout each lesson. The very good knowledge which teachers and learning support assistants have of their pupils helps pupils to feel confident and secure.

13. The school has worked hard to improve its attendance and as a result, attendance figures and unauthorised absence, which were unsatisfactory at the time of the last inspection, are now in line with national averages. Registration takes place quickly and effectively and ensures a calm and efficient start to sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, the quality of teaching and learning is good. This is similar to the judgement made at the time of the previous inspection and represents a significant achievement considering the staffing changes which have affected the school in the past three years. At the last inspection, all the teaching seen was at least satisfactory and a quarter was very good. Currently, nearly a half of the lessons observed are good and almost a quarter is very good or better. There is a very small proportion of excellent and unsatisfactory teaching.

15. Across the school, the most important strengths in teaching are the positive way in which pupils are managed and the effective co-operation between teachers and their assistants. Teachers build up good relationships with pupils in their class. Most are open and friendly and ensure that pupils feel safe and secure. Teachers value pupils' contributions well as they accept and develop suggestions made in class discussions and use praise and encouragement successfully. Lesson planning is generally good and often the specific learning intended in the lesson is shared with the pupils. The key vocabulary to be used in the lesson is often written on the board, introduced clearly and referred to regularly during the lesson. Teachers use questioning well, both to extend pupils' understanding and also to assess what they know. Interesting and challenging activities are set up which are well matched to the different levels of ability of pupils in the class. The positive way that teachers and their assistants work together is also a strength. Teaching assistants relate very well to the pupils and are skilled in supporting and developing their understanding. All these strengths influence the quality of pupils' learning positively. Pupils are generally well motivated, listen attentively and are keen to do their best. Marking supports pupils' work satisfactorily. Pupils' work is marked regularly and some comments by teachers helpfully show pupils how to improve their work. Useful marking is done orally by teachers and their assistants as they supervise the groups as they work. The strategies for teaching basic literacy and numeracy skills are good.

16. Some shortcomings in teaching which affect the quality of pupils' learning are where planned activities are not sufficiently matched to their interests or ability. There was some evidence in this open plan school, that the effectiveness of teaching in one year group bay was limited by a noisy activity that was going on in the adjacent bay. The most significant weaknesses in the small proportion of lessons where teaching was unsatisfactory are concerned with the management and control of pupils. Teachers do not always challenge pupils who call out inappropriately and do not consistently ensure that all pupils are listening before explaining new work or giving instructions. The result is that a significant minority of pupils are not sure what to do, lose concentration and are not fully engaged in, or committed to, the lesson.

17. The quality of teaching and learning in the Foundation Stage is good. This has maintained a strength identified at the last inspection. In the lessons observed during the inspection, over eight out of ten were good. The teaching of early literacy and numeracy skills is good. Strengths in teaching are the positive way in which children are managed and the quality of the interactions between teachers and their assistants. Teachers are open and friendly and ensure that children feel valued and secure in their classroom. Children are encouraged by the positive way in which their work and their contributions to class discussions are valued and by the praise which is given. The interaction between the teachers and children in the different bases in the open plan area works well. The pattern of each day, whereby basic skills are taught and reinforced in the morning with other activities in the afternoon, is understood by the children. Opportunities for the children to choose their afternoon activities positively promoted their personal development. Teaching assistants are effective. They support individual children and groups well and their records of what selected children have achieved in each activity adds important data to other assessment information which is collected. This

responsibility ensures that their time is used well.

18. In Years 1 and 2, the quality of teaching and learning is also good. In these year groups, just over a third of lessons seen were good and just over a quarter were either very good or excellent. A small proportion was either excellent or unsatisfactory. There were no significant differences in the range of teaching quality between Years 1 and 2, except that all of the unsatisfactory teaching occurred in Year 1. Teaching and learning are good in English, mathematics and history and satisfactory in all other subjects. Where it is possible to make comparisons with the previous inspection, standards have been maintained in all subjects except in design and technology, physical education and religious education where they have fallen from good to satisfactory.
19. A music lesson to pupils in Year 1 and a history lesson to pupils in Year 2 illustrated several features of strong, effective teaching. The music lesson, where pupils were being introduced to songs and music from India, was outstanding. The teacher's planning was very clear and detailed and the learning intended in the lesson was shared with the pupils. The teacher introduced the clapping and singing activities clearly and with considerable skill and enthusiasm and, as a result, pupils were all fully involved in the lesson and were very keen to take part. In the lesson, the introduction of specific vocabulary, the development of pupils' listening and performing skills and their ability to sing tunefully and to different rhythms were extended very well indeed. The history lesson, where pupils were finding out about the Titanic disaster was very good. The teacher provided a very good variety of activities, enabling pupils to discover all sorts of facts about the boat and the incident. Some pupils logged onto the Internet and used search engines to find out more advanced facts such as the names of the captain and crew, or the plans of the decks, and then found pictures of the rooms and cabins. Others used books, printouts and fact sheets as well as the computers as their sources. The teacher also ensured that pupils had a chance to put themselves into the situation. One group was asked what had struck them most about the whole story. Some felt that the number of survivors was a fact that they would remember.
20. Teaching and learning for pupils who have special educational needs are generally good. Teachers provide suitable work, planned specifically for these pupils. They include pupils who have special educational needs into all activities and make sure that they are involved in questions and discussions. Support assistants provide very active help for these pupils throughout the lessons, and they work successfully with their own groups when the classes divide.
21. Overall the school meets the needs of its pupils satisfactorily. The needs of children in the Foundation Stage and those of pupils with special educational needs are met well. Children in the Foundation Stage are given a good start to their time at school, and provision for pupils with special educational needs is good. The needs of pupils in Years 1 and 2 are met satisfactorily. However, the school's aim to provide a high achieving school is not fully met in Year 2.

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

22. Overall the school provides a good range of relevant and worthwhile curriculum opportunities that promotes its aims well. A similar judgement was made in the school's previous inspection. A key issue from the previous inspection was to fully implement the National Curriculum programme of study for information and communication technology. The school has addressed this issue well. There is now a full and effective scheme of work for each year and staff have received appropriate training to improve their confidence and expertise. The curriculum now provided by the school includes all the subjects of the National Curriculum and religious education is taught according to the locally Agreed Syllabus. Statutory requirements are fully met. The total weekly teaching time meets the need of the curriculum and time allocations are appropriate for different subjects, including pupils' personal and social education.
23. The school makes good use of the framework of the National Literacy and Numeracy

Strategies to provide a structure for all the different elements in both subjects. The school uses national guidelines, sometimes combined with commercial and the school's own schemes to provide appropriately for all other subject areas. In both religious education and physical education, the school has developed well organised and well balanced curriculum plans for teaching and learning. In other subjects, the planned curricula are satisfactory. In science, the subject is recorded with other subjects. Whilst this is generally satisfactory, it has the effect of weakening some of the focus on specific subject skills, such as pupils' skills in investigation.

24. The National Literacy Strategy has been fully and effectively implemented and teachers are confident in its management and in adapting it to meet the needs of pupils in the school. Useful additional time is allocated to the teaching of basic skills, such as spelling, handwriting and guided reading. The value of this additional time is reflected in the school's improved spelling results in the national tests and in the improvement in boys' reading. Literacy skills are being appropriately developed in other subjects in the curriculum. The school recognises the need to continue with the focus on developing writing and pupils' speaking skills across the curriculum. As part of this focus, the school has recently begun to introduce drama and role-play activities in a range of different subjects. This is a new initiative and it is as yet, too soon to assess its effectiveness. In useful links with their work in history, Year 2 pupils write diaries imagining people's reactions and feelings on the Great Fire of London and, in Year 1, pupils keep records of their observations of plants growing and label their diagrams of the life cycle of plants.
25. The school's strategy for the teaching of basic numeracy skills is good. The National Numeracy Strategy is well established and lessons follow the recommended format. Standards in mathematics have been higher recently because of the focus which has been given to the subject. Numeracy skills are used satisfactorily across the curriculum. For example, in science, pupils draw graphs to show data that they had collected on the composition of various foods and the favourite foods in the class. In geography, pupils have made a tally chart of the different playground equipment found in the local park.
26. The curriculum for children in the Foundation Stage is good. Planning shows clearly how activities plan for the progressive development of the required areas of learning for children of this age. Teachers follow detailed termly and weekly plans. The curriculum is appropriately weighted towards literacy and numeracy and a strength in the planning is the way in which links with work in the National Curriculum are made clear. This ensures that the needs of more able pupils are met well and several children are already working successfully at Level 1 activities. A relative weakness is that opportunities for children to explore colour and pattern and to experiment with different media and different textures is less well developed. The curriculum for children with special educational needs is good. Clear records are maintained of the children involved and their learning targets are set out on individual or group learning programmes. Targets such as 'Write your name', 'Form certain letters more carefully in handwriting', and 'Learn some common words', are appropriate, small learning steps.
27. The curriculum for pupils with special educational needs is good. Pupils are provided with clear learning targets which provide for small steps in their learning. Most individual targets are based appropriately on work in literacy but there are also learning targets for numeracy and for some pupils' behaviour and personal development. Pupils are included well in all aspects of the school's curriculum, including after school activities. Curriculum plans also show the support provided by teaching assistants and other adults.
28. The school has a well planned programme for pupils' personal, social and health education. It is taught separately and also as part of other subjects such as science, religious education and physical education. Weekly sessions incorporate 'circle time' and weekly reviews of work to recognise pupils' achievements. As part of the element on citizenship, pupils are offered the opportunity to vote for other pupils to become 'buddies' who help in the playground. The school is currently applying for accreditation as a Healthy School. As part of these developments, the school worked with the school

caterers to develop a special healthy menu and arranged a visit from the local authority oral health team. Opportunities were also offered to parents to be involved.

29. The curriculum is enhanced well by a good range of additional opportunities, visits and visitors to the school. Work in English and mathematics is supported well by additional programmes such as the Early Literacy Support, Progression in Phonics and the Impact Mathematics programme. The school has held a series of focus weeks such as Book Week and an African Week in which the whole school was involved. Pupils enjoyed and benefited from the opportunities to learn to play and make simple African drums and to explore rich and vibrant colours and sounds in music and art. In Book Week they enjoyed the visit of local children's author Marian Taylor and her 'family' of mobile phone characters and, in this and other activities, they developed their range of reading experiences. The range of after school activities is good and is well supported by pupils. These include country dancing, football and Kwik Cricket for younger pupils. Pupils in Year 2 also have the opportunity to join the school choir. Parents are supported well by the opportunities provided in the Family Literacy Programme and the numeracy workshops. Visits from members of the Fire Service, the school nurse and links with the local church support the work of the school well. In addition, the school's visits to places of local interest such as the Hawthorne Outdoor Centre promote pupils' personal and social skills well and provides good reinforcement for work in science.

30. There are good links with the local and wider community that make a positive contribution to pupils' learning and experiences. The school welcomes and encourages parents' and the local community's involvement with the work of the school. Volunteers listen to pupils read regularly and the school offers good support for parents to be involved in their child's learning in the SHARE Basic Skills programme. The school has invited fathers, grandfathers and uncles to school to read with pupils as part of its effective focus on encouraging boys to read. Pupils regularly visit the local parish church for major celebrations such as Christmas and Easter and the vicar takes part in the school's Harvest Festival and school assemblies. Good use is made of the local area to support pupils' work in geography and pupils visit the Southampton Art Gallery as part of their portrait work in art. There is a good emphasis on pupils' participation and support for both local and national charities, such as the Shoebox Appeal for children in Rumania and the National Society for the Prevention of Cruelty to Children.

31. The school has very good links with other schools and group of schools in the area. The school has close links with the playgroup which shares its site, and the other pre-school groups from which children come. There are close, effective links with the local junior school. These links help pupils to move smoothly on to the next stages of their education. Pupils regularly take part in a Walking Bus scheme and Walk to School weeks at different times of the year, organised by parents of their partner junior school. Subject co-ordinators and other senior staff are regularly involved with other schools when there is a focus on their particular areas of responsibilities. This initiative supports the school's work well and adds to the awareness and professional development of all subject co-ordinators. Staff have been involved in projects with other local schools, including a Beacon school, to develop a handwriting policy and to introduce a drama programme to support the development of pupils' language and their ability to talk about feelings and emotions. With other schools in the area, the school participated in a joint launch of their Anti-Bullying policies at St Mary's Stadium. Pupils in the choir in Year 2 regularly take part in the Guildhall Christmas Experience and this links directly to the school's own Christmas celebrations.

32. Provision for pupils' spiritual, moral, social and cultural development is good overall. There was no clear overall judgement from the last inspection report but the school was said to have a 'caring and supportive ethos with particular strengths in the provision for pupils' social and moral development'. These strengths have been maintained. At the last inspection, provision for pupils' cultural development was unsatisfactory. Now it is satisfactory. Provision for social and moral development is still good and that for pupils' spiritual development is satisfactory. There is no overall policy statement to help teachers focus their work in this area.

33. Acts of collective worship comply with statutory requirements and provide pupils with some

opportunities to reflect on their experiences and those of others. In a Year 1 and 2 singing assembly, pupils' enjoyment was infectious and there was a really strong feeling of community. In a Year 2 history lesson on the Titanic disaster, pupils were awed by a picture of the memorial to members of the crew. In a Year 1 Literacy lesson on Grace Darling, pupils were spellbound by the teacher's storytelling. However, there are few planned opportunities for them to develop spiritual awareness in lessons. Pupils are encouraged to be thoughtful to others and generally respond well.

34. The school makes good provision for pupils' social and moral development and is successful in promoting good attitudes and behaviour. The school's strategies for managing behaviour are consistently applied and, as a result, pupils show respect for their teachers and for school property. They are encouraged to think about their own actions and those of others. For example, in a Year 1 personal, social and health education lesson, pupils were asked to think about how they had improved since the beginning of the school year and to take pride in their achievements. In a birthday assembly during the inspection, pupils sang a special birthday song and applauded pupils when they received badges and certificates. In lessons and other school activities, the school makes good provision for pupils' personal responsibility. There are many opportunities for them to work in pairs and small groups. They respond well and are co-operative and friendly. All pupils have responsibilities within classes and Year 2 pupils act as whole school 'buddies and monitors. The personal, social and health education programme makes a good contribution to personal development.

35. Provision for pupils' cultural development is satisfactory. The school has improved the pupils' opportunities to learn about other cultures overseas. It provides a good range of visits and visitors to enhance pupils' cultural experience. A good range of music is available to pupils in lessons, including some from other cultures, and pupils take part in local music festivals. The country dancing club is well supported. The local area is used well to enrich pupils' knowledge of their own culture. However, there is still little opportunity for pupils to learn about the richness and diversity of cultures in modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school is a caring community, as it was at the time of the last inspection. It has effective procedures for ensuring the health, safety and security of its pupils. Arrangements for child protection are effective. The headteacher is the designated person and has recently been trained. The deputy headteacher is to be trained shortly. All staff receive informal training and all are watchful and aware of child protection issues. A logbook is kept to monitor incidents. Local education authority guidelines have been adopted. Links with social services are satisfactory.

37. The school has effective health and safety procedures, with all statutory regulations in place. Two members of staff have been fully trained in first aid and all members have received short training. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the day are good. Accident books are properly kept. Risk assessments are very thorough and are undertaken for trips and visits. Fire and electrical equipment are checked annually and fire drills take place each term. The conscientious caretaker maintains the safety and security of the site very well. Teachers follow good practice in design and technology, science and physical education. An Internet safety policy is effective. Supervision at play and lunchtime is good. Security is good.

38. Comprehensive policies underline the good procedures for promoting good behaviour and eliminating bullying. School rules are clear and prominently displayed. Good behaviour and hard work are rewarded through a variety of stickers and are celebrated in weekly assemblies, when 'Dragon Scales' are awarded and displayed. Sanctions are appropriate and parents are closely involved in any behavioural difficulties. The school provides good personal support for pupils and gives them very good opportunities for taking responsibility. These are monitored very well through teachers' very good records and reports. The personal, social and health education programme (PHSE) has a good input and is monitored very well.

39. Attendance is now monitored effectively. The administrative officer checks registers each

week and maintains good records of pupils for whom the school feels concern. Attendance figures are given to parents each term and certificates awarded for good attendance. Links with the Educational Welfare Services are good.

40. The procedures for assessing pupils' attainment and progress are very good, and they have been developed well since the last inspection report. Assessment procedures in English, mathematics, science, history and geography are very good. In the other subjects of the curriculum, procedures are good. Teachers assess what pupils know and can do and match them clearly to the different levels in the National Curriculum. Children are given tests suitable for their ages when they enter the Reception class, and the school is working towards the completion of the new Foundation Stage Profile. Information from the assessment on entry to the school programme has been used to successfully predict the likely levels that pupils may achieve In Year 2.
41. The use of the assessment data is sound overall. Data are used to inform the yearly written reports which are sent to parents. Teachers also provide interim, short reports which are sent home twice each year. These help to keep parents well involved in, and informed about, their children's progress and they are followed by opportunities for parents to discuss pupils' work with teachers. After the national tests are taken in Year 2, the school analyses the data supplied well. The results of this analysis enable the school to identify topics for development, where perhaps pupils did not do so well. The performances of both boys and girls are analysed to see if they are keeping pace with each other. In order to monitor pupils' individual progress, a record is kept for each pupil, and this procedure is good. Targets are set and reviewed through this tracking system, which is operated by class teachers. This shows pupils' progress as they proceed through the school, and records are passed on to the next teacher as pupils move up. Various other tests are given from time to time, and these results are also included in the tracking process. A weakness in the use of assessment data is that information is not used to provide sufficiently sharply focused targets for work in English, mathematics and science that identify clearly work planned for the different divisions of the National Curriculum Levels.
42. Children in the Foundation Stage are cared for well. Teachers and their assistants ensure that they are all welcomed to school, feel safe and secure and have opportunity of sharing concerns when required. Assessment procedures are very good. Both teachers and their assistants make regular assessments of what children can do and find difficult and these data are used well to ensure that appropriate attention and support is given to each individual. Teaching assistants use their time well and make regular assessments of targeted children of their achievements in the different activities. Assessments are made of children's progress in meeting the Early Learning Goals and where appropriate, into the National Curriculum. This helps to ensure that the needs of all children are met well. Good progress is being made with the introduction of the Foundation Stage profile.
43. The school cares well for pupils who have special educational needs. Individual education plans provide appropriate targets and these are reviewed regularly. These reviews involve pupils in talking about progress and how to improve further. Teaching assistants work very well with pupils, and also contribute to reviews. They make regular assessments of the achievements of pupils and progress made in meeting their targets. Outside agencies are used appropriately, and their reports are included in reviews.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents who responded to the questionnaire and attended the meeting were very supportive of the school and all that it does for their children. They nearly all felt that they could approach the school with problems and that the school was well led and managed. They all felt that the school had high expectations of their children, that the teaching and behaviour were good and that the school was helping their children to become mature and responsible. The only areas in which they were not satisfied were in the amount of homework and the range of activities outside lessons. The findings of the inspection support parents' positive views. Inspectors felt that homework is given consistently to

support classroom learning. The number and range of extracurricular activities were found to be good. A small but enthusiastic number of parents runs the Friends' Association, which provides a good range of social and fund-raising events to help the school to buy equipment to enhance pupils' learning.

45. The school has very good links with parents, an improvement on the last inspection. The information it supplies for them is very good. The governors' Annual Report to parents and the prospectus are attractively presented, easy to read and comply with statutory requirements. The Foundation Stage teacher provides good introductory booklets on preparing children for school. Parents are welcomed in each morning in the Reception class. Newsletters are regular and friendly in tone. Parents are provided with advance information each half-term on what their children are to learn. Reading diaries and homework books are used well as a means of dialogue between school and parents. Home/school agreements have been signed by all parents.

46. Parents are kept very well informed about their children's progress. Annual reports are good: they include targets and give parents the opportunity to comment. They are supplemented by the very useful Achievement Records, issued in the autumn and summer terms. An appropriate number of consultation meetings are held each year and parents feel free to consult teachers informally at any time. The school regularly holds workshops on literacy and numeracy and the governing body holds annual questionnaires to ascertain parents' views. Parents were well involved in the Healthy Schools Week. A good number of parents have been involved in the SHARE scheme for the last three years. This is a designated course for a group of parents, run by a member of the teaching staff, which explores different ways in which parents can support their children at school. This course is well supported, popular and seen as an important priority by the school. Parents are also involved well with supporting children's homework through the Impact Maths scheme. Good numbers of parents help in school on a regular basis and more help on trips and visits. Other parents help with after-school clubs. School performances and services are well attended.

47. The partnership with parents of children in the Foundation Stage is developed very well. There are very good procedures for ensuring that children are settled quickly when they first begin school. The co-ordinator visits several local pre-school groups and provides a good range of clear information for new parents. Parents and their children are invited to attend familiarisation visits and meetings are arranged for parents themselves. They are involved well through their support of the regular mathematics homework. Parents also share in the useful targets which children are given each autumn term following the results of the entry to school testing. These targets are reviewed in meetings with parents later in the year. Parents are welcomed into the class each morning and opportunities are provided for them to bring their children into class and to change their reading book before school begins. This also provides the opportunity for parents to talk to the class teacher when required. Parents regularly help supervise children as they make visits to the local library. There is a useful parents' notice board in the classroom giving details of events and providing information. A relatively new initiative has been the purchase of several story sacks which contain reading resources which parents can borrow for sharing with their children. This is proving to be very popular and is a good initiative.

48. Parents of pupils who have special educational needs are well informed and involved in their children's education. Individual education plans provide activities for parents to help with at home, and they are involved in the review of targets and plans for future areas of development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher's leadership of the school is good. At the last inspection, it was noted that, although newly appointed she gave the school clear direction. This is still the case. An important strength is the way in which, despite several changes of staff, she has created a cohesive staff team which is well motivated and with a shared vision for the school's improvement. This has been an important achievement because, for nearly two years before September 2002, the school was without

a deputy headteacher. It has been achieved through the priority which the headteacher gives to dealing openly and fairly with pupils and parents and her encouragement of the professional development and participation in decision making of all the staff team. The ethos of the school is clear. The social aims are met well, but those relating to higher standards are not fully met. The headteacher delegates effectively. The role of the senior managers and the subject co-ordinators is valued. Co-ordinators have regular non-contact time in order to fulfil their responsibilities and important initiatives such as the story sacks scheme in the Foundation Stage and the 'SHARE' programme for parents are given good support. This helps to encourage and motivate staff.

50. The school has a clear and effective management structure which works well. The recently appointed deputy headteacher has added significantly to the strength of the management in the school and the effectiveness of the senior management team, and provides a very successful partnership with the headteacher. Staff are well informed about and involved in the work of the school. Regular staff meetings and staff development days are held, including opportunity for all staff and governors to be involved in the process of evaluating progress through the current school development plan and agreeing future priorities. Performance Management procedures are effective. Although, until the recent appointment of a deputy headteacher the headteacher was managing too much of the process herself.

51. School development planning is now good. Weaknesses identified at the last inspection have been successfully redressed. For example, the plan now charts the development of the school over the next three years and contains appropriate success and evaluation criteria. The process of devising the plan ensures that all those involved in its work are consulted and the way that issues are then discussed in staff and governors' meetings ensures that it is at the heart of the school's work.

52. The management of the school's finances is also good. The significant level of staff absence over the last two years has created pressure and some uncertainty on budget planning. The school has not been sure, sometimes until late in the financial year, of the proportion of teachers' sickness pay which would be paid by the authority. The two years without a deputy headteacher has resulted in some saving of funds but this contingency has now been used and the roll-over is within recommended levels. Processes for devising the annual budget and for monitoring spending are secure. A recent office audit found all the required procedures to be in place and the minor recommendations made have been addressed. The finance officer is efficient, effective and gives good support to the headteacher and the school staff.

53. The governing body supports the school well. Several strengths have been continued from the previous inspection and now all statutory requirements are met. Through its main meeting and through the work of the several committees, governors have a good view of the school's work. The governors have initiated useful discussions about their responsibility to evaluate and monitor the school's work and how their visits should be conducted. This is good. The result has been that governors and staff are clearer about the procedure for governors visiting the school and a scrutiny of their visitors' reports shows that several are perceptive and helpful. Governors have assumed responsibility for subjects and aspects of the school's work and some of these are exercised very effectively. A further strength has been the way in which the governors have introduced a new model for reviewing the school's work. This 'Scorecard' approach is beginning to give all governors a clearer view of the school's development. The headteacher ensures that governors are informed well about school activities and this enables them to evaluate the success of planned initiatives.

54. Effective procedures have been set up to evaluate important aspects of the school's work. Curriculum co-ordinators devise useful subject action plans and then provide good termly reviews of the effectiveness of their subjects and the progress made in meeting their development targets. The role of the co-ordinator is given high priority through the allocation of regular non-contact time. This has mostly been used to monitor planning and audit and organise resources. Regular review of the progress through the school improvement plan ensures that appropriate evaluation procedures are maintained. The headteacher has monitored the quality of teaching and learning. Support and in-

service training for staff have been provided where required. The monitoring of teaching and learning by co-ordinators and the systematic review of pupils' work across the school have been less thorough. The school's approach to best value is sound. Governors consult well with parents through their regular questionnaire and analysis of national test results allows appropriate comparisons to be made. The school responded well to one recent parental suggestion to increase the regularity of newsletters. Appropriate attention to value for money is given as purchases are made and building improvements secured.

55. The work of the Foundation Stage is co-ordinated well by a teacher who is now part-time at school. She is an effective practitioner and has a good understanding of the needs of these young children. She has planned and managed the curriculum and liaises closely with subject co-ordinators to ensure that higher attaining pupils progress appropriately to work in the National Curriculum in their different subject areas. This works well. Resources in the Foundation Stage are good. The provision of computers is very good. There is a good range of building and construction materials of different sizes and a variety of small resources which are carefully labelled and easily accessible for children. The accommodation is good. The shared classrooms provide appropriate space for classes to meet and for other shared activities to take place. Teachers use the space well. There is a good combination of class work and shared activity times. There are good opportunities for children to undertake outside activities. The new covered area allows part of this to be used in wet weather. There is a limited range of wheeled equipment and insufficient appropriate apparatus for climbing and clambering.
56. The leadership and organisation of the special educational needs provision are very good. The co-ordinator knows the pupils on the special educational needs register well and successfully deploys support assistants to provide very efficient help in classes. Help and reports received from outside agencies are recorded and used well, especially at reviews. The co-ordinator oversees the management of provision across the school, and she retains some commitment to teaching in classrooms as well. There is a very efficient link to the governing body and the designated governor works very well in co-operation with the special educational needs co-ordinator.
57. Overall, the teaching staff provide a range of experience and expertise and support the teaching of the National Curriculum well. The use of the specialist teacher who leads singing in the whole school afternoon activity is very effective. The quality and deployment of the teaching assistants are very good. They are well prepared and have a clear understanding of their role. They are committed to their work and support individuals and groups effectively in each class. Strong features of their work are the very good relationships which they establish with the pupils and the effective use of their time. Most complete regular and detailed assessments of the attainment and progress that pupils make in the different activities.
58. The school's accommodation is good. The shared classrooms are of a reasonable size and the small group rooms and activity areas are used well. The accommodation in the Foundation Stage is good. Space is well used to provide attractive and interesting teaching areas. Good use is made of the shared areas in this open plan school. For example, some classes combine well to share activities and resources. However, at other times, pupils are distracted when there is a noisy activity being taught in the adjacent class area. The hall is of a satisfactory size and is well used. The outside accommodation is very good. There is a useful wooded environmental area and pond which has been imaginatively developed for class use. There are other wooded and grassed areas which provide attractive and appropriately shaded areas. Overall, the level of resourcing supports the school's work satisfactorily. Resources for children in the Foundation Stage, and those in mathematics and physical education are good. Resources are satisfactory in all other areas except that the ratio of computers to pupils is just below the national average and there are some deficiencies in the outdoor equipment for children in the Foundation Stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to continue to improve the quality of education provided by the school the governors, headteacher and staff should:

1. Continue to raise the standards achieved in writing across the school by ensuring that;

- teachers have a better understanding of how to use National Curriculum levels which are related to the next steps in pupils' learning;
- targets set show more clearly how to extend pupils' knowledge and understanding to higher levels;
- the range of pupils' expressive language and use of vocabulary is further developed.

See paragraphs 2, 3, 4, 24, 26, 31, 41, 62, 66, 68, 78-85, 93, 94, 106

2. Continue to raise the standards achieved in science across the school by:

- increasing opportunities for the development of pupils' skills in investigation and exploration;
- increasing the opportunities for pupils to record their work in a variety of ways including greater emphasis on independent writing;
- ensuring that there is an agreed school approach for the clear organisation and management of pupils' work.

See paragraphs 3, 4, 23, 40, 41, 82, 91-94

3. Improve the overall presentation of pupils' work by:

- fully implementing the agreed handwriting scheme and reviewing its effect;
- raising teachers' expectations of the organisation and presentation of pupils' work;
- ensuring that there is a consistent approach across the school and within different areas of the curriculum.

See paragraphs 24, 26, 68, 81, 87, 93, 106, 108, 125

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensuring that pupils are more fully aware of the lifestyle and culture of the other ethnic groups which make up British multicultural society. See paragraph 35
- Continuing with the school's plan to improve the resourcing in information and communication technology. See paragraph 58, 114
- Further improving outdoor play resources for children in the Foundation Stage. See paragraphs 58, 74

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	14	8	2	0	0
Percentage	3	19	45	26	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	162
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	26	25	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	21	24	24
	Total	43	46	49
Percentage of pupils at NC level 2 or above	School	84 (86)	90 (87)	96 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	26
	Girls	23	23	23
	Total	46	49	49
Percentage of pupils at NC level 2 or above	School	90 (86)	96 (94)	96 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	94	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16.2
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	137

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
----------------	-----------

	£
Total income	432446
Total expenditure	439311
Expenditure per pupil	2712
Balance brought forward from previous year	32713
Balance carried forward to next year	25848

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	5	2	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	47	47	3	0	3
My child gets the right amount of work to do at home.	28	61	11	0	0
The teaching is good.	58	41	0	0	2
I am kept well informed about how my child is getting on.	48	47	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	53	42	2	2	0
The school is well led and managed.	66	31	2	0	2
The school is helping my child become mature and responsible.	47	45	2	0	6
The school provides an interesting range of activities outside lessons.	23	52	16	2	6

Other issues raised by parents

- The school has a good reputation locally.
- Pupils with special educational needs achieve well.
- The school develops a good sense of community.
- Behaviour is good.
- Parents are encouraged well to be involved with the school.
- Communications with the school have improved.
- The headteacher's leadership is good.

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. When children enter the school most have had some experience of pre-school education. Several transfer from the pre-school which shares the school site and several join from other playgroups. When they enter the school, most children are achieving average standards for their age. At the last inspection, standards on entry to the school were judged to have been above average. The procedures for introducing children to the school are very good. The co-ordinator visits several of the pre-school groups and a clear information booklet is provided for parents of children who begin full time at different times of the year. These very good procedures help children to settle to their new learning environment and they encourage parents to be fully and quickly involved in the school's work. At the time of the inspection, there were 56 children in the Foundation Stage who were being taught in two parallel Reception classes.
61. Provision for children is good, and this ensures that they make good progress in the Foundation Stage. This aspect is one of the school's important strengths. The school has successfully maintained these strengths since the last inspection. The good overall teaching and the well planned curriculum ensure that children make good progress in their learning. A strength in provision is the way in which, at this stage towards the end of the year, clear links are being established with work in the National Curriculum. This ensures that children are well prepared for their work in Year 1.
62. Analysis of the data from the local education authority's assessment on entry to the school programme shows that the trend for children entering the school is for their reading to be above average but their writing skills to be lower. Figures have shown a gradual decline in writing standards recently. Standards in other areas of learning are broadly average, although there is some variation between different years. Children are achieving above average standards in all areas of learning except in their overall communication, language and literacy and in their creative development. In these areas, children are achieving average standards. This judgement is similar to the findings of the last inspection where standards were also mostly above average. Strengths in the current provision are the effective procedures for promoting children's confidence and personal development, the attractive and stimulating classroom area, the well planned and taught curriculum and the effective learning environment which successfully challenges the children.

Personal, social and emotional development

63. Standards in this area are above these expected for the children's age. Children sit and listen showing good levels of concentration for their ages. The varied activities which are often provided during the afternoon sessions give them opportunities to make choices about what they do and this helps to involve them more closely in their own learning. Social skills are also developed well during activity times. For example, when undertaking a word dice game, children waited patiently for their turn to throw the dice and helped each other to form words from the different sounds the dice made. Teachers treat the children sensitively. This was shown when one child suddenly discovered that she was still wearing a ring on her finger from the night before and suddenly burst into tears. The teacher was very sympathetic and soon calmed and reassured the child. The effective induction procedures ensure that children are introduced carefully to the school and that they are soon ready to resume their learning.
64. The quality of teaching and learning is good. The sensitive and caring approach adopted by the teachers and their assistants makes the children feel safe and secure and introduces them well to the important sense of community and belonging. Children's self-esteem is enhanced well as teachers listen carefully to their contributions and value each one. This was seen clearly in a literacy lesson where children were finding new rhyming words and one child's suggestion was not quite accurate. This was accepted and used cleverly by the teacher so the child felt that a useful contribution had been

made. Teachers provide opportunities at the beginning and end of the day for children to share news and to talk about things that concern them. The 'fruit break' is used as an important time for social training as children sit together and talk quietly as they eat their fruit.

65. Children are settled quickly at the beginning of the day as parents are able to bring their children into the class to help change their reading books but then they leave promptly as school begins. This helps children to learn to separate from their parents and also develops the positive partnership with parents. Children are encouraged well to take responsibility for their own things at school especially as they dress and undress for physical education activities and put on painting aprons for messy work. Teachers and their assistants use praise and encouragement effectively to promote appropriate behaviour and attitudes. For example, as the fruit is given out and as the register is called, children are encouraged well to say please and thank you. Children listen well and respect other people's work. For example, they listened appreciatively to one child's diary of what Tiny Ted had done the previous evening and were pleased to hear another child's version of the story of Goldilocks.

Communication, language and literacy

66. When children start school, their reading skills are generally above average but their writing skills and confidence and ability in speaking and listening are below average. Pupils make good progress and achieve well. Standards in writing and speaking and listening are average whilst those in reading are above average.

67. Most children soon learn to listen attentively. They listen well as they enjoy regular story times and a popular activity is to listen to pre-recorded story tapes. Children sit and concentrate on this activity well. They have good opportunities to sit and listen as a group as they gather for morning and afternoon registration, which is sometimes sung. Several contribute sensibly and willingly to whole class discussions, for example as they suggest appropriate rhyming words. Speaking and listening are encouraged well as teachers provide short opportunities for children to discuss issues in pairs during a lesson.

68. The standards achieved in reading are above those expected for their age. Several children are reading well within levels expected in the National Curriculum. More able children read expressively from a range of appropriate books and are able to talk about what they have read and previous stories that they have enjoyed. Most children have secure procedures for sounding out words and building up letter sounds. All enjoy matching actions to the sounds made by letters and common blends. This improves their learning and makes it fun. The standards achieved in writing are average. Most children write their names and more able children write their own accounts, such as how they planted beans in the classroom. More able pupils are beginning to form most letters correctly in their handwriting while some are tracing letters and are copying teachers' texts.

69. The quality of teaching and learning is good. Teachers and their assistants take every opportunity to extend and children's understanding and vocabulary as they ask questions and develop their answers. Children's appreciation of words is encouraged well by the information and displays around the classroom. Teachers' lesson planning is detailed and clear. During the inspection, language lessons were planned in a way that matched that of the National Literacy Strategy. Lessons had a focus, which during the inspection was on the book *This is the bear*, and contained an introductory activity, reference to main activities which included a guided reading group, and a plenary. This was appropriate for the class and the time of year and ensured that the more able pupils were well stretched. Teachers ensure that reading skills are taught progressively. Careful records are maintained of the early reading skills that are acquired and the books that the children have read. The support given by parents in work done at school by hearing children read at home contributes positively to the good standards achieved in this area of learning.

Mathematical development

70. Most children make good progress in this area of learning and achieve above average standards by the time they enter Year 1. Almost all children are able to count confidently up to ten and then back to nought and to recognise the appropriate numerals. During a whole class activity observed during the inspection most of the children in one class counted confidently to 20 and some on to 40. Another whole class activity developed the mental processes of more able children well. The class had recognised toys and the labelled price that they cost to buy. The teacher then challenged some to work out how much they would cost if there were a sale that reduced the price by two pence each. Several were very pleased to be able to work out this problem successfully. In the same activity, another child was asked if a toy cost ten pence and it was half price, how much would it cost? He answered five pence. The teacher then said if it cost five pence and it was half price, how much then? After some careful consideration the child replied, 'That's a tricky one!' Children are encouraged to count when they check the number in the class each day and the number having school lunch. Some interesting displays around the classroom focus on numbers and patterns. For example, the key vocabulary of the current mathematical work is clearly displayed and a large display of ten green bottles reinforces numbers up to ten. There are also several prominent number lines. Patterns which were displayed on the wall indicated an introduction to symmetry.

71. The quality of teaching and learning is good. Teachers plan the children's work carefully. Lessons at this time of the year broadly follow the format recommended by the National Numeracy Strategy. Lessons have an oral introduction, group activities that are well matched to children's different abilities and a planned summing up at the end of the lesson. This organisation is appropriate for the age and the ability of children in the class. Teachers manage the children well. Activities are explained clearly and then the groups are given good support, instruction and encouragement as they work. Teaching assistants give good support to the children. Activities are interesting and challenging. For example, a money activity involved the children in 'purchasing' items of fruit for their teddy bears' picnic. Information and communication technology is used well to promote children's learning. During an activity observed during the inspection, children's keyboard skills and their appreciation of numbers were developed well. A further strength is the opportunity provided through a structured homework programme for parents to be involved with their child's mathematics. This works very well to increase parental commitment and participation and further develop children's practical ability.

Knowledge and understanding of the world

72. Children make good progress in this area of learning and achieve above average standards by the time they leave the Reception classes. A strength in their achievement is in their work with computers. This is very good. They have access to a well managed mini-suite of computers and they are given very good opportunities to use them to reinforce work done in other areas of learning. For example, children were using a number train program to help them to count and a language program to help them read words by breaking them down into their separate letter sounds. In all these activities, the programs used were appropriate for their age and ability and they demonstrated good computer skills as they confidently accessed different menus and moved words and icons around the screen using the computer mouse. Children are introduced appropriately to traffic and road safety as they ride their bicycles up to and over a zebra crossing mat in the playground. An activity observed during the inspection was not fully successful because the teaching assistant did not give the children sufficient opportunities to explore and find out for themselves. Children are made aware of the different types of weather as they make decisions together about what today's weather is like and record it on their class chart. Their appreciation of hospitals is developed as they take different roles in the Hedgehog Hospital in their role-play area.

73. The quality of teaching and learning is good. Teachers' planning ensures that children have opportunities to explore a good number of features of their world through their individual topic studied. For example, their appreciation of direction is promoted as they draw sketch maps of the

journey that Red Riding Hood might have taken and they understand more about materials as they discuss and decide why bread and pasta were inappropriate materials to be left for Hansel and Gretel's trail through the forest and why pebbles and shells might have been better. During the inspection, a group of children were investigating floating and sinking with a teaching assistant. The activity was well managed. The children were given focused tasks, such as, 'Find me something that you think will float and something that you are not sure about'. They were then given the opportunity to investigate floating and sinking materials on their own. This approach improved the quality of their learning.

Physical development

74. In the Reception year, standards in this area of learning are above average and most children make good progress. Hand and eye skills are developed well through planned opportunities for children to use different tools and materials. Most children use pencils, crayons and paintbrushes with appropriate control. During a cutting and sticking activity observed during the inspection, children were able to cut out shapes to make their ambulance pictures including parts that were quite small, managing the scissors and the glue sticks confidently. Children had appropriate opportunities of using a range of recycled material as they made their emergency vehicles. They have regular opportunities to use a sound range of outside equipment, which includes bicycles, scooters and a car. In an activity observed during the inspection, children experimented with pushing, pulling forces and developed their stopping, starting and balancing skills well. They had to exercise careful control as they passed the zebra crossing that was patrolled by a lollipop lady. However, there were not sufficient bicycles and scooters for all members of the group to take part. A further weakness in resources is that there is no appropriate equipment to encourage the development of children's climbing and clambering skills. The recent construction of a covering for the outdoor area allows it to be used in wet weather. Children undertake regular brain-gym activities during which they rehearse sequences of movements involving arms, hands and legs. This helps to improve their co-ordination and control.

75. The quality of teaching and learning in this area is good. A good variety of activities is planned during the afternoon choosing time and teachers make sure that children have regular opportunities for practising and reinforcing their physical skills during these times. Children were managed well and were encouraged to learn effectively in a good indoor physical education activity. The class enjoyed a warm up to music where they were able to stretch and shake, and then they demonstrated confidence and control as they moved around the hall with good awareness of their space and that of others. They discovered different ways of moving that included happily skipping and dancing and more slowly as if through mud. The teacher sensitively supported a child who was less confident and enabled him to take a full part in the lesson.

Creative development

76. In the Reception Year, children attain average standards in this area of learning and make satisfactory progress. Children have some planned opportunities to communicate and express their ideas. In a physical education activity observed during the inspection, the children were moving confidently to the rhythms suggested by music and varying their movements accordingly. Several children successfully took on the roles as doctor, nurse, Receptionist and patient in the Hedgehog Hospital. Several showed appropriate empathy to the patients including the visiting inspector who had his finger bandaged! Children sing simple songs and join in with the singing in whole school assemblies and singing times. During the inspection, there was no opportunity for them to choose musical instruments themselves or to explore different sounds independently.

77. The quality of teaching and learning is satisfactory. Teachers plan a sound range of opportunities for the development of children's creative skills. For example, during the inspection the role-play area was well resourced as the Hedgehog Hospital and role-play was encouraged by appropriate resources such as nurses' and doctors' uniforms, prescription sheets and some medical equipment. One of the planned afternoon activities involved groups of children painting emergency vehicles. Several were able to produce recognisable likenesses using vivid ready mixed paint. A small

art gallery displayed wash painting that other children had done. A relative weakness is that opportunities for children to explore colour and pattern and to experiment with different media and different textures are less well developed. Overall, there was a limited amount of art work on display.

ENGLISH

78. In Year 2, pupils achieve average standards overall. Standards are above average in reading, average in speaking and listening but below average in writing. Pupils enter Year 1 with above average standards in reading and speaking and listening but with lower standards in writing. Pupils in the current Year 2 experienced a number of staff changes while they were in Year 1 and despite the school's best efforts, the rate at which they achieved was adversely affected. While they have been in Year 2, the school has evidence to show that they have achieved well, as have pupils in Year 1. Overall, therefore, their achievement is satisfactory. Pupils with special educational needs achieve good standards for their previous capabilities. They benefit from the very well organised team work and support of their teachers and support assistants. Activities and tasks are well matched to their needs and as a result they achieve well.
79. Standards in speaking and listening are average. Pupils develop their confidence well in the friendly atmosphere of classrooms and take part willingly in whole class and group discussions. Most pupils listen well to their teacher and to each other but a small number of pupils, mainly boys, need reminders about paying good attention and not calling out. Although pupils generally give relevant answers to questions and express their own ideas sensibly, only a few pupils use a wide ranging vocabulary or extend their answers beyond simple statements. Some pupils speak very quietly and this makes their contributions difficult to be heard by all the class. Opportunities for pupils to speak to different audiences were not seen during the week of the inspection but teachers' planning shows that classes often work together and share their work and there are regular class assemblies to which pupils contribute.
80. In Year 2, standards in reading are above average. Pupils receive a good grounding in their knowledge of sounds in the Foundation Stage and this provides a secure basis on which they can build. Most pupils are able to read simple books and understand how both fiction and non-fiction books are organised. Most give simple accounts of the books they are reading but only a few pupils are able to discuss their favourite stories in any detail or to talk about favourite authors. The school had earlier identified the need to improve the reading skills of boys as a priority and has ensured an appropriate range of texts to interest them. Early indications in the latest national tests indicate that boys' reading standards have improved as a result. The good proportion of higher attaining pupils, many of whom are boys, are beginning to read independently and generally read with confidence and fluency. They are developing a sound sight vocabulary and most tackle unfamiliar words with confidence. Their use of strategies to help them read are generally secure. Whilst average pupils are able to use their knowledge of sounds to help them in their reading, their understanding of some more complex or unfamiliar words is more variable. Lower attaining pupils sometimes need support to help them use their strategies for reading effectively and are not always confident about how to approach reading words they do not know. Pupils enjoy the texts they share in class, as in a Year 2 class when they read together a poem about 'wobbly' jelly. Although pupils know the library contains both fiction and non-fiction books, they do not yet understand how a library is organised.
81. Pupils write for an appropriate range of purposes and many are writing at a good length for their ages. Their range of writing includes personal accounts of weekends and holidays, retelling of familiar tales, writing for information about animals, writing instructions on such things as making a snowman and a cheese sandwich, making simple books and writing simple poetry and book reviews. Pupils of average ability organise their writing into simple sentence statements, sometimes with repeating structures and simple connectives such as 'and' or 'but'. Whilst they generally communicate meaning in their writing, there are sometimes errors in expression. The use of basic punctuation, such as full stops and capital letters is evident but variable. Simple familiar words are generally spelt correctly but spelling patterns of unfamiliar words is not secure. Higher attaining pupils are writing

simple sentences and some are beginning to use a wider range of connecting words. A few pupils are beginning to use words to create a more interesting effect. Generally, pupils' range of vocabulary is not wide and this influences their use of more complex words and structures. Lower attaining pupils are aware of how sentences are constructed and some use full stops in their writing on occasions. Generally, their writing communicates meaning in phrases and groups of words. They show some awareness of how stories are constructed. Spelling of some simple two or three letter words is accurate and there is some recognition of the initial letters of words. Overall standards of presentation are too variable and pupils do not consistently use clear organisation or neat handwriting. The school has recognised the need to improve standards of presentation and has recently introduced a system of handwriting, which is used by both their partner junior school and other schools in the area. This system has not yet had time to be fully effective.

82. Standards of literacy across the school are average with some improving standards evident in Year 1. Literacy is taught daily and the school makes good use of all the elements of the National Literacy Strategy in planning lessons. A good amount of additional time is allocated to literacy, which is used well and reflects the school's priorities. The development of literacy is satisfactory and also an improving area as the school is beginning to identify specific opportunities to practise and develop pupils' skills in other subjects. In their work in history, pupils write letters as Florence Nightingale, describing conditions in Scutari hospital; they write their observations after a walk around the park; and they write simple evaluations of their work in art and science when they paint sunflowers in the style of Van Gogh and grow them in science. They annotate diagrams and simple drawings when they visit the church and describe their route to school. The focus on developing pupils' vocabulary and the special terms and expressions in subjects such as science and mathematics is still in the early stages. Weaknesses in the vocabulary and the understanding of special terms is restricting the development of some pupils' abilities to write about their investigative work in science and in some aspects of problem solving in mathematics.

83. The quality of teaching and learning is good in literacy. There was no unsatisfactory teaching and in one lesson, teaching and learning were very good. A similar judgement was made in the school's previous inspection. The strengths of teaching and learning in the school are the very productive partnerships between teachers and their teaching assistants and the very good relationships between all staff and pupils. As a result, the atmosphere in classrooms is supportive and friendly and pupils feel valued and their achievements recognised. In the very good lesson seen, the very good management of pupils ensured that all pupils were fully engaged in the lesson activities. They were interested and motivated throughout because, from the beginning of the lesson, the teacher maintained a brisk pace, used well focused questions and adopted a range of strategies to capture pupils' imagination and interest. A well paced introduction ensured that pupils had good recall of their earlier work in phonics and used and practised their knowledge in a quick spelling test using individual whiteboards. Resources and activities were interesting and caught the pupils' imagination effectively as the teacher took the role of Grace Darling's friend. In their imaginary interview, the pupils were spell bound as the teacher described the bravery of her 'friend' and the fear felt by the onlookers. The plenary session was well used to reinforce question forms, to recognise pupils' achievements and to assess their learning. Where there are weaker elements in teaching, they are to do with missed opportunities for pupils to present their own work audibly and clearly to the class in plenary sessions. Teachers do not always have a consistent focus on extending the detail and depth of pupils' oral responses and thereby the range of vocabulary and expression with which they are familiar.

84. Teachers mark pupils' work supportively and with a good level of appreciation but pupils' group targets do not consistently indicate how they can improve their work. Teachers maintain detailed and useful records of pupils' attainment in all the areas of English linked to National Curriculum levels. In most, but not all cases, teachers have an appropriate understanding of the criteria linked to these levels but they do not always use this information precisely and effectively to move pupils onto the higher levels of attainment. Pupils with special educational needs have well thought out individual plans and targets which are very regularly reviewed and maintained. All staff's good knowledge of these pupils and the next stages of their learning help them to develop their skills and understanding well.

85. Co-ordination in the subject is good. The co-ordinator has only recently joined the school. She has a very good understanding of her role and, through her own commitment and enthusiasm, she has identified useful and relevant priorities for the development of the subject. The co-ordinator has been well involved with monitoring and the development of teaching and pupils' work. She has also begun useful initiatives, such as the use of drama and role-play through the curriculum to extend pupils' language and imaginative expression. There are very good and comprehensive systems for assessing pupils' skills and their written work. However, there are some inconsistencies in the sharp use of targets and in the understanding of some of the criteria linked to National Curriculum levels. The use of assessment to improve pupils' learning is satisfactory. The school involves parents well in their children's learning and, through their SHARE project, and the literacy workshops, is encouraging and helping parents to support their children effectively in developing their skills. Reading diaries are also used well to maintain a dialogue with parents. The use of information and communication technology in the subject is generally satisfactory. Teachers make good use of interactive programs and the interactive whiteboard in their teaching. Resources for literacy are good but there are some areas for development in the books pupils use in the class book corners. The school has already recognised this and plans to improve the range and quality of these books as the budget allows. The library area is attractive but small and the school plans to extend the space to allow for more productive use of library books and facilities. The subject is enhanced by events such as Book Week where all the school is involved in talking about books and characters in books. Visiting theatre groups and local authors, such as Marian Taylor come to talk about their books and how they write. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils have experience of a good range of traditional tales and they have good opportunities to work as whole class, pairs and groups within lessons.

MATHEMATICS

86. In Year 2, pupils attain average standards in mathematics. However, the proportion of pupils attaining the expected Level 2 or better is above average. This matches the results of the 2002 National Curriculum tests, when over 96 per cent achieved this level. The number of pupils gaining the higher Level 3 now is fewer than in the 2002 national tests, however, the predicted results for 2003 are broadly in line with those of the previous year. The last inspection report found that standards were average, and while the current findings broadly match that report, the above average number of pupils gaining Level 2 or above represents good improvement since then. The initiatives taken to promote the subject are having a beneficial effect, and although the number of pupils attaining Level 3 is lower, the overall provision for the subject is good, and the general trend has been upwards over the last two years. However, staffing difficulties have contributed to a lack of continuity in teaching in Year 2, and this has led to a drop in the proportion of pupils attaining higher than expected levels.

87. All pupils, including those who have special educational needs, achieve satisfactorily and generally make sound progress. However, most pupils made good progress in the lessons seen as a result of the recent initiatives introduced by the school. Pupils in Year 2 have a sound understanding and appreciation of number. Most work with hundreds, count forwards or backwards and understand the value of different digits in numbers involving hundreds. Most carry out addition, subtraction, and multiplication using tens and units, and have worked on division. Younger pupils are becoming confident in their use of some coins such as one penny and two pence. They know some of the words used for addition and subtraction such as 'altogether' or find the 'difference'. Pupils have a sound understanding of measures as they learn about standard units such as grams, metres, and centimetres. They have worked with two-dimensional shapes such as circles, rectangles, and squares. Pupils compare several items when working on capacity such as packets of food or jars found in the home, and they solve some simple word problems. They produce simple charts and graphs to record some of their surveys. A weaker element of pupils' achievement is the quality of their written and recorded work. This is often untidy and sometimes difficult to read, and there is no attempt to make a standard practice of how to set out numbers and tasks.

88. The quality of teaching and learning in both years is consistently good with some very good features. Important strengths in teaching have been maintained since the last inspection. Teachers plan well and they are confident with the National Numeracy Strategy. Lessons begin with a brisk warm-up session. For example in a Year 1 lesson, the pupils stood up in turn as they added, and sat down again for subtraction. Everyone was fully involved, and teaching assistants made sure that all pupils, including those who have special educational needs, could join in. Teachers maintain a brisk pace throughout the lessons and pupils consequently respond and behave well. Activities are well planned and hold pupils' attention and concentration well. For example, in both Year 1 lessons, having worked altogether with the teachers on a large 100 square, some pupils were given small sections of it to discover the next numbers, whether up or down, forwards, or backwards. This measure of independent learning enables pupils to do well, and they can apply what they have learnt altogether, using their own investigations. The challenge given to pupils is often very good. This was clearly seen by the very good teamwork between teacher and assistant in a Year 1 lesson. Together they conspired to pretend that pupils would not be able to solve the problems, especially as they grew harder. This, of course, prompted everyone to renew their efforts again and again, and pupils delighted in showing the adults that they could do the work. Excitement and enjoyment were high, and learning was consequently good.

89. Further strengths in teaching which influence positively the quality of pupils' learning are the way in which teachers provide good, challenging activities and teachers and their assistants work closely together. For example, in one Year 2 lesson, the teacher used a data projector to share a number program with all the class. Pupils responded well, using their own small whiteboards. Teachers organise their lessons well. This was exemplified well in a Year 2 lesson where every group had a card with the task written for them. They were investigating the pattern created by odd and even numbers. By the end of the lesson, they had found the resulting patterns, and were able to talk about this when the class came together to check the work of each group. In another, very good Year 1 lesson, pupils use a counting stick known as 'Fred,' and they were good at counting in tens, starting at various numbers and counting forwards or backwards. Teaching assistants were very active in the lesson, helping their designated pupils to use small 100 squares and to answer the teacher's questions. Pupils with special educational needs were very well supported and were able to join in fully, often answering questions correctly.

90. Leadership is good and the co-ordinator has a clear view of how to develop the subject. A recognised area for development is to ensure a clearer understanding and planning by teachers for the various levels, and divisions of them, within the National Curriculum, particularly for the higher attaining pupils. The co-ordinator is already preparing a focus to address this aspect. Assessment procedures are very good. Regular targets are set including an overall yearly and key stage attainment target. Teachers make regular assessments of pupils' progress in meeting these targets and match attainment to several key objectives for the subject. An important and useful initiative is the way that pupils are being encouraged to make their own assessments of their progress. Numeracy is used satisfactorily across the curriculum. For example, pupils in Year 2 have surveyed playground equipment and produced tally charts of the data produced. Sometimes, pupils help teachers with numbers for dinner and attendance in the early morning sessions. Homework supports the subject very well and influences positively the standards pupils achieve. Regular homework is set which uses a commercial scheme. The homework involves setting practical activities which encourage parents to work with their children at home. This is set according to a well publicised timetable. Homework helps pupils' learning, and keeps parents informed about the work their children are doing. Information and communication technology is used well and a selection of pupils have the chance to work on computers in most lessons, using a special mathematics program. In addition, teachers sometimes use the data projector when teaching the whole class.

SCIENCE

91. In Year 2, pupils achieve average standards. This is similar to the findings of the last inspection and broadly matches the results of the national teacher assessment tests in 2002 and the

school's assessment of the current Year 2 group. Pupils with special educational needs achieve similar standards to their peers. In the sample of pupils' work, there is evidence of higher standards in Year 1. Standards are lower in Year 2 because of the impact of the several staffing changes in the last two years.

92. Across the school, pupils achieve satisfactorily. A strength in their achievement is their understanding of life processes. This is done well. Older pupils have a good understanding of what constitutes a healthy diet as they study the composition of different foods and then analyse their own diets. Other pupils consider the effects of exercise on the body and investigate the conditions that plants need in order to grow well. Pupils' understanding of materials is developed satisfactorily as they classify materials into those that are natural and those that are man made, and distinguish between which are waterproof and which are not. Younger pupils identify common pushing and pulling forces while older pupils know the importance of complete electrical circuits. The weakest aspect of pupils' achievement is their investigation and exploration skills. This approach is insufficiently developed across the school.

93. The quality of teaching and learning across the school is satisfactory overall. This was also the judgement of the previous inspection. The lessons observed in this inspection ranged from satisfactory to unsatisfactory. Where teaching is satisfactory, teachers provide an interesting range of activities for the pupils. Teachers' lesson planning is sound, but plans do not always show the specific learning intended in the lesson. Teachers set the context of the lesson well by reminding pupils of their previous work. Key vocabulary is identified, introduced clearly and reinforced during the lesson. Where teaching is unsatisfactory, pupils are not managed well and the inattention of a minority and their inappropriate calling out limit the learning of the rest of the class. Other shortcomings in teaching are that teachers do not have sufficiently high expectations for improving the standard of the presentation of pupils' work. In some classes there is an over reliance on photocopiable worksheets which limits the opportunities for some pupils to develop their writing and recording skills. Also there is too much variation across the school in the way in which pupils' written work is maintained and organised. In Year 2, pupils' work is recorded in general topic books along with work from several other subjects. This limits the impact of this core subject and makes it harder for the school to monitor standards and improve them.

94. Planning follows the units in the nationally recommended scheme of work which are organised on a clear curriculum map showing when topics are to be taught to each year group. The subject is soundly managed by a co-ordinator who has produced a useful subject action plan which has identified appropriate developmental targets. The co-ordinator has had regular non-contact time which has been mostly used to monitor planning and maintain resources. There has been no recent monitoring of teaching and learning and the review of pupils' work has not been rigorous enough to identify some important variations in practice and approach. Assessment procedures are very good. Pupils' knowledge and understanding are assessed at the end of each unit and these are related to National Curriculum levels. Progress is carefully monitored. Information and communication technology and homework support the subject satisfactorily. Useful links are made with mathematics as pupils draw graphs to show their favourite foods, but there are missed opportunities to develop pupils' writing and recording skills. Liaison with other local schools is good. Regular meetings are held with the co-ordinators of nearby schools. This is good practice.

ART AND DESIGN

95. In Year 2, pupils achieve average standards. This was also the judgement of the school's previous inspection. Pupils with special educational needs attain similar standards to their peers. Because of the way in which the timetable is currently organised, it was not possible to observe any lessons. Judgements are, therefore, based on an analysis of pupils' work and teachers' planning and discussions with teachers and pupils.

96. Pupils achieve satisfactorily and make sound progress as they move through the school. Pupils are developing sound observational drawing skills. The self portraits of Year 1 pupils showed a good awareness of line and shape as did the drawings of their hands and heads. Pupils have used a variety of media and materials. For example, they use clay to make their models of hedgehogs and their use of natural materials and modelling from recycled materials allow them to explore the different shapes and textures of a good range of materials. However, their exploration of texture and shape through their paper collage work in different subjects is more limited. They have good opportunities of using their skills across other subjects; for example, in science, pupils draw the life cycle of plants and, in geography and religious education, the pupils explore different buildings in the local area with a particular focus on the local parish church. A particularly effective link is made when pupils use their painting skills to paint sunflowers they have grown in school, in the style of Van Gogh's famous painting.

97. The quality of teaching and pupils' learning is satisfactory. This judgement is similar to the school's previous inspection. Teachers' planning covers all the elements required and pupils have appropriate experiences in a range of media. However, there is generally insufficient focus on the progressive development of pupils' skills in the different media. One good example where pupils' skills were developed well is in the exploration of colours in a Year 2 unit of work. Pupils explored how they could match the different colours of green in a selection of green leaves and how they could affect the colour with the mixture of other colours. However, in the work with pastel crayons, this kind of clear focus and the special effect of pastel colour were not so evident and pupils' work did not always show the same development. Pupils are beginning to use their sketch books for some pieces of work but generally they are not sufficiently used for pupils to explore and develop their skills. The co-ordinator for the subject has already identified this as an area for development.

98. The co-ordinator has recently returned to school after a period of absence. She is picking up the 'reins' effectively and has a clear understanding of the needs of the subject. She is well organised and is further developing the existing useful portfolio of pupils' work. She has monitored teachers' planning and pupils' work but has not monitored teaching in the subject. This is an improvement since the last inspection when monitoring of pupils' work and teachers' planning was still developing. Co-ordination is satisfactory overall. There are clear, well structured opportunities for assessment in the subject linked to National Curriculum level criteria. Appropriate use is made of information and communication technology, such as the Paint Pot program for some younger pupils to explore colour and shape. The curriculum is well enhanced by special focus weeks such as 'African Week' when a visiting teacher worked with pupils to explore colour and pattern in African masks. Older pupils visit Southampton Art Gallery to study portrait and other forms of painting. Resources in the subject meet the needs of the curriculum and are in the process of being enhanced by the co-ordinator's preparation of packs of artists' work to match units in the curriculum. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

99. In Year 2, pupils achieve average standards. This was also the judgement of the previous inspection team. Pupils with special educational needs attain similar standards to their peers. Because of the way in which the timetable is organised, there was no teaching of the subject taking place during the time of the inspection. Judgements have, therefore, been made from a scrutiny of pupils' previous work, teachers' planning and discussion with teachers and pupils.

100. Overall, pupils achieve satisfactorily and make sound progress. A scrutiny of teachers' planning and evidence of some work on display indicate that pupils have appropriate opportunities for developing a range of designing and making skills. For example, younger pupils consider the ingredients of a fruit salad before making their own, whilst other pupils designed and made carousels as part of their fairground project. Evidence from samples of collected work showed that pupils had been encouraged to ask appropriate questions such as, 'What do I want my model to look like?' 'What materials do I need?' The challenge to design and make a model with a winding mechanism produced

interesting models illustrating rhymes such as 'Pussy in the well' and 'Hickory Dickory Dock'. The ability to evaluate their products and to suggest improvements is a weaker part of pupils' achievement.

101. The quality of teaching and pupils' learning is satisfactory. At the last inspection teaching was good. Teachers ensure that topics are interesting and related to the experiences of pupils. For example, as part of the challenge to make a bridge, pupils were taken to view the nearby Itchen Bridge to see how it was constructed. As part of a topic on structures, pupils were taken to a nearby playground to look at the various forms of playground equipment before designing and making their own.
102. Planning in the subject follows the units in the nationally recommended scheme of work. This is an improvement since the last inspection. Topics are taught according to an agreed curriculum overview. The subject alternates with teaching in art and design and an appropriate curriculum time is allocated. Leadership is sound. The co-ordinator has had opportunity to monitor teachers' planning but not the quality of teaching and learning. The co-ordinator maintains a useful management file which indicates a recent monitoring visit by the nominated governor, and contains a useful collection of pupils' work. Resources are now satisfactory. They were unsatisfactory at the last inspection. . The newly introduced assessment system is good. Teachers assess the standards of pupils' work against clear National Curriculum criteria. There was insufficient evidence to judge the impact of information and communication technology in this subject.

GEOGRAPHY

103. In Year 2, pupils achieve average standards. Because of the way in which the timetable was organised, it was possible to observe only one lesson during the inspection. Judgements are, therefore, based on that lesson, analysis of pupils' work, scrutiny of teachers' planning, and discussions. The current judgement is similar to that of the last inspection which was also based on limited evidence. Pupils with special educational needs attain similar standards to their peers.
104. Across the school, pupils achieve satisfactorily and make sound progress. A strength in pupils' achievement is in their appreciation and use of their local area. Pupils in Year 1 draw plans of the playground, and identify the equipment there. They walk round Woolston and take photographs of different sorts of houses, the library, and the names of some of the roads. They recognise human features such as the cash point, telephone boxes, and the shops. They also note physical features such as trees, the park and the pond. Pupils have surveyed the various methods of how everyone gets to school, and found which one most people use. Other pupils draw maps of the route to school, and note several local features on it such as the toll bridge and the post boxes. Pupils in Year 2 have continued their study of the locality but are increasingly able to compare and contrast it with more distant places. They are beginning to understand mapping skills as they draw maps and plans of the school. They use their free writing time to construct sentences about their walk around Woolston, and they draw plans of their own houses. They contrast Woolston with the Island of Struay. They note, for example, that large buses would be of no use on Struay because it is too small for them and that some things, such as cars or bicycles, are used in both places. They spent some lessons drawing maps and using a globe to plot where pupils have visited on their holidays. They know some geographical facts such as Havana is the capital of Cuba, how to locate London on the map, and they have visited a farm within their studies about the environment.
105. Overall, the quality of teaching and pupils' learning is satisfactory. There was no clear judgement on the quality of teaching at the last inspection. The scrutiny of pupils' previous work shows that teachers provide several opportunities for them to study the locality. They use this important resource well. Teachers ensure that they provide an appropriate range of topics through which the required concepts and skills can be taught. In the single lesson observed during the inspection in Year 1, the lesson was well planned and a good range of activities was provided which centred around the resources needed for Barnaby Bear's holiday in Brittany. The teacher and other adults supported the pupils well as they worked in their group which enabled pupils to make sound progress in their learning.

106. The co-ordinator has made an excellent start to her work. She has only been in her role since September 2002 and she has already audited and re-organised the resources. The co-ordinator has tracked the progress made by three pupils from each year in order to see what standards are like. She is rewriting plans to include the new initiative linked to writing across the school and has consulted with teachers to find the things they think are unsatisfactory. New assessment procedures are in hand and they are very good. They are linked well to the National Curriculum levels and expectations. This has been an excellent start to her role as co-ordinator. Good links are established with parents through some homework topics. For example, parents of Year 2 pupils were asked to help in preparing a route for a favourite teddy within the house. Some very good work was produced and some teddies were led to the kitchen where tea or coffee was made for them! Some useful links have been established with work in other subjects. For example, younger pupils have conducted a short traffic survey, noting different types of transport such as cars, motorcycles and lorries and produced simple charts to show their findings. Information and communication technology skills are used satisfactorily as, for example, older pupils use the Internet to find out several facts about Florida. A weakness in the subjects is that the presentation of pupils' work is often poor and they do not write clearly even for their short sentences. There is no standard formula for putting the date and a title on each piece of work which helps to identify it and to encourage pride in their work.

HISTORY

107. In Year 2, pupils' attainment is average for their ages. This was also the finding of the previous inspection. Pupils with special educational needs attain similar standards as their peers.

108. Across the school, pupils achieve satisfactorily and make sound progress. Pupils' main achievement is in their appreciation of the past, and that they gain a sound understanding of the differences between 'then' and 'now'. For example, pupils in Year 1 have thought about old and new toys. There are photographs of pupils holding their favourite toys which were brought to school for the lesson. Others have compared the seaside then and now. They drew pictures of swimming costumes from 1900, 1950 and the present day. They have listed six famous people including Drake, Van Gogh and Alexander Bell, writing a sentence for each about what they were famous for. Pupils in Year 2 have studied Florence Nightingale and have drawn comparisons of nurses' uniforms then and now. They also know details about the Great Fire of London; for example, that the fire started in Pudding Lane, and that houses burnt quickly because they were made of timber and thatch. They thought about an equivalent happening in modern times and recognised that the fire brigade could not be called quickly then because the telephone had not been invented. A weakness in pupils' achievement is in the quality of the presentation of their work. Some pupils' written work is untidy and it is often difficult to decipher their meaning.

109. The quality of teaching and learning is good with some that is very good. There was no clear judgement about the quality of teaching in this subject at the last inspection. Teachers make sure that pupils use a variety of sources in order to find out about the past. For example in Year 1, they learn about Grace Darling using a picture of the rescue. Pupils had to look at it and suggest what was happening. They talked about boats and how they were rowed in those days, rather than powered as now. A lesson to pupils in Year 2 exploring the sinking of the Titanic illustrated several features of very good, effective teaching. Pupils were provided with a variety of good activities, enabling them to discover all sorts of facts about the Titanic and its sinking. About ten pupils logged onto the Internet and used search engines to find out more advanced facts such as the names of the captain or the plans of the decks, and then found pictures of the rooms and cabins. Among the other activities, pupils discovered that it was a maiden voyage, that the ship sailed from Southampton, and that there is a memorial there to the crew and passengers. They used books, printouts and fact sheets as well as the computers as their sources. As well as finding out important facts, the teacher also cleverly encouraged pupils to have empathy for the story. One group was asked what had struck them most about the whole story. Some felt that the number of survivors was a fact that they would remember. The results of this effective lesson were that pupils learnt well and understood the implications of this tragedy more keenly.

110. The co-ordinator has made an excellent start to her work in the subject. She has only been in post for two terms. However, she has made an outstanding start by tracking the standards achieved by three pupils from each year and by auditing the subject's resources. She is busy making sure that all activities and planning comply with the requirements of the National Curriculum, and she has already attended in-service training for her role as co-ordinator. In addition, she has researched new books for reference and for pupils' use, and has arranged for boxes of historical objects and resources to be borrowed from the library service. Websites have been found and listed and the co-ordinator has already written a booklet of guidelines about good practice in history teaching. This work is excellent and has fully prepared her for her new role, and will enable her to raise the profile of the subject across the school. The new procedures for assessment are very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. In Year 2, pupils attain average standards. This represents an improvement since the last inspection when standards are judged to have been below average. This improvement has been achieved through increasing staff confidence and expertise and improving the way the curriculum is planned and taught. Pupils with special educational needs attain sound standards for their capabilities.

112. Pupils achieve satisfactorily and make sound progress as they move through the school. An important strength in their achievement is the way in which information and communication technology skills are used in several curriculum areas. Younger pupils use word processing skills as they print their names using fonts of different size and colour while older pupils write and print their poems on Bubbles and Ice. Younger pupils draw and colour pictures of their homes while older pupils make colourful designs to show Joseph's dreamcoat. Pupils use computers to display graphs of the data collected showing their favourite foods and the most common pets in the class. Older pupils use the Internet to find out more information about the events of the Great Fire of London in history and pictures of the Golden Gate and Hollywood to show where Barnaby Bear had been on holiday in geography. The school's digital camera is used well to take photographs of pupils for their class noticeboards and of work they have done.

113. Overall the quality of teaching and learning is satisfactory. The confidence of teachers and the way that the curriculum is taught have been improved since the last inspection. Then there was insufficient teaching of discrete skills. This is done satisfactorily now. In a lesson observed during the inspection the teacher demonstrated good subject knowledge as she demonstrated, using a data projector, how information about types of houses might be collected and displayed. Pupils realised the need to select information for a database carefully but did not have opportunity of using the computers themselves. However, there were opportunities in literacy and numeracy lessons and when groups were taken to use the computer suite, for appropriate reinforcement of skills to take place. Pupils used the computer suite in groups. One activity supervised by a teacher in training, was an introduction to Internet search engines.

114. Teachers are supported by a useful policy statement which includes a clear Internet access policy. The school follows appropriate safeguards to ensure the safe use of the Internet. Since the last inspection, there has been a significant input into staff training and all teachers have undertaken New Opportunities Fund training. The subject is led satisfactorily. The co-ordinator has had some non-contact time to monitor planning and to introduce new assessment procedures but insufficient opportunities to monitor the quality of teaching and learning. She has devised a detailed National Grid for Learning Development Plan and a clear subject action plan for the current year. Planning now follows the nationally recommended scheme of work. This has redressed a weakness at the time of the last inspection when there was no scheme of work in place. Assessment procedures are good. Pupils' attainment is assessed at the end of most units and matched against key objectives. This is beginning to give the school a clear view of the standards pupils achieve and the progress they make. There is no collection of work matched to National Curriculum levels. Resourcing is satisfactory. The school is just above the national average pupils to computer ratio, but expects delivery of two further machines soon. The small computer suite is due to be extended soon.

MUSIC

115. Standards are average in Year 2 but above average standards were seen in Year 1 and in the singing assembly, as a result of very good and excellent teaching. Pupils with special educational needs attain similar standards to their peers.
116. Most pupils achieve satisfactorily and make sound progress. However, in the singing assembly and in those sessions where the teaching is of a higher standard, they achieve well. Pupils in Year 2 are able to create simple symbols for their own performances which they play to pupils in Year 1. In their turn, pupils in Year 1 perform simple percussion accompaniments to their singing during the whole school nativity concert. All pupils in Year 2 are taught the recorder by a peripatetic specialist teacher and perform their music at the end of year Leavers' Concert. In the joint Years 1 and 2 singing assembly, pupils followed the guidance of a conductor appropriately in their clapping of alternate rhythms and in their 'round' singing of songs such as 'Who built the Ark?' and 'If I were a Butterfly'. They used their voices effectively to follow a melody and to sustain different rhythms.
117. Overall teaching and learning are satisfactory but, within this picture, teaching ranges from excellent to satisfactory. The co-ordinator for music, who is new to the school and who contributes to the good and excellent teaching, is providing a very good model for the development of teaching and learning in the subject. At its best, teaching and learning combine a confident enthusiasm in all elements of the subject with very good management and motivation of the pupils. In the excellent Year 1 lesson, the lesson began with a clapping exercise which encouraged careful attention to the rhythm and the 'conductor's' guidance gradually building the complexity of the rhythms. The lesson moved on to singing simple tunes with clapping forming a rhythmic beat accompaniment. Above average pupils were able to sustain the two activities but other pupils found the activity challenging. Simple percussion instruments were introduced as part of a game in which pupils had to identify the instruments without seeing them and repeat the rhythms played. Pupils were aware of the names of a good range of instruments and most were able to identify simple rhythms. As a result of the teacher's high expectations and appreciation of pupils' good concentration and application, pupils took a real pride in their own achievements and were disappointed when the lesson finished! Where teaching is weaker, expectations for pupils' achievements are lower and teachers' subject knowledge and confidence are less secure. This was seen in a satisfactory lesson in Year 2 where the teacher focused on the production of a range of sounds and missed the opportunity to move on to the more complex use of voices in singing and the playing of instruments.
118. Co-ordination in the subject is satisfactory. The recently appointed co-ordinator is a very confident practitioner but she has not yet had the opportunity to begin to achieve the relevant priorities she has identified for the development of the subject. The scheme of work combines units from the national guidelines and a commercial scheme. All elements of the National Curriculum programme of study are appropriately included. Assessment in the subject follows the whole school pattern and provides well for the assessing of pupils' skills and knowledge. However, the information is not sufficiently used to support all teachers' planning. There was insufficient evidence to judge the use of information and communication technology in the subject. The subject is appropriately enhanced by the school choir's participation with other schools in the area in the Guildhall Christmas Experience. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

119. In Year 2, pupils' attainment is average for their ages. At the last inspection standards were judged to have been above average. Pupils with special educational needs also attain standards that are in line with their capabilities.
120. Across the school, pupils achieve satisfactorily and make sound progress. A strength in their achievement is the confident manner in which they move around the hall in an imaginative way in

response to music. In a Year 2 lesson, pupils were interpreting a poem called 'Shadows'. One pupil led while the partner became the shadow and mirrored all the movements of the first. They first listened to the poem and then to some music to go with their movements. They used turns and twists, stretches and bends very effectively. Some of the 'shadows' lay on the floor to copy the movements, while others followed the leader round the hall. One very successful after-school dance group was seen learning and performing a variety of square dances. Pupils are familiar with the dancing terms such as 'promenade', and they follow the caller's instructions well. A weaker element of pupils' achievement was seen in the single unsatisfactory lesson. The accuracy and control shown in their throwing and catching skills were below average.

121. The quality of teaching and learning is satisfactory overall but the quality ranged from very good to unsatisfactory in the lessons seen. At the last inspection, teaching was good. Currently, where teaching is very good, lessons are well planned and activities are devised that fully occupy pupils and challenge them well. For example, in a Year 1 lesson, they danced to instructions on a tape, circling and counting steps in time. The teacher's enthusiasm was infectious and pupils thoroughly enjoyed themselves and were out of breath in the lesson. They kept time to the music well, and their clapping and counting were good. The delight was obvious to see as each small circling sequence ended with yet another instruction such as 'down on one knee' or 'two elbows on the floor'. It was a very lively lesson where pupils learnt very well and enjoyment was very much to the fore. Where teaching is unsatisfactory, pupils are not managed well and not all pupils are encouraged to listen effectively. The activities planned are not sufficiently well matched to pupils' capabilities. In one lesson, they were asked to balance a tennis ball on a racquet, let it drop, and catch it with the racquet, again balancing it and keeping it steady. This is a very difficult skill to master for any age, and most could not do it. As a result several were not engaged in the lesson and did not make sufficient progress in their learning.

122. The subject is led well by a co-ordinator who has produced schemes of work that are generally good. The overall programme is broad and balanced between gymnastics, athletics, games, and dance and there is generally appropriate progression in the development of pupils' skills as they move through the school. The procedures for assessment have been developed well since the last inspection report. Future plans include an application for an Active Mark Award later this term, and a physical activity week later in the month. This will include badminton, mini-rugby, and dance with aerobics. The school is also committed to the Healthy Eating scheme and physical education and exercise are playing a strong part in its development. After school activities including a country dance club, 'kwik cricket' and football enhance the teaching of the subject.

RELIGIOUS EDUCATION

123. In Year 2, pupils' knowledge and understanding meet the requirements of the locally Agreed Syllabus. This was also the judgement of the school's previous inspection. Pupils with special educational needs attain similar standards to their peers.

124. Most pupils achieve soundly and make satisfactory progress. Strengths in their achievement are in their understanding and appreciation of aspects of Christianity and Hinduism. Pupils in Year 2 gain both an interest in, and respect for, their own beliefs and the beliefs of others. Pupils know the details of the most important Christian festivals of Christmas and Easter. They also know, for example, some of the Hindu gods and the qualities they represent and that Hindu families would have shrines to the gods in their homes. They are aware of some of the symbols and artefacts used including examples of food and sweets. Pupils are also made aware that features such as respect for life and for each other are shared by both faiths.

125. The quality of teaching and learning is satisfactory with some good features that were evident during the inspection. The curriculum is well organised into useful units of work which effectively combine elements of the locally Agreed Syllabus and units from the national guidelines. This supports teachers' planning well and enables them to structure their lessons to meet pupils' needs effectively. The very good relationships and support pupils receive from teachers and their assistants improve the

quality of pupils' learning. Occasionally, there are missed opportunities to ensure an appropriate emphasis on the religious elements of the lesson. For example, in an otherwise satisfactory Year 2 lesson, pupils were focusing on the story of Creation and as part of the process they explored the different views of earth an astronaut might have of the world and considered what they might observe from that perspective. While the teacher, through sympathetic questioning, encouraged pupils to think of the whole world as a part of creation and indicated the next stage in their learning, the emphasis in the lesson was mainly a geographical one and pupils' responses were indicative of this. An overall weakness in the quality of the teaching is that, although there is an appropriate range of recorded work, some of it is sketchy and poorly presented. There are missed opportunities for pupils to further explore their responses and to develop the range of their expressive language.

126. Co-ordination in the subject is satisfactory. The headteacher is currently maintaining a temporary overview of the subject and monitors planning and samples pupils' work. There are strong links with the local church and the vicar visits the school on a regular basis, both to celebrate special events such as the Harvest Festival and to introduce pupils to the symbols and significance of special events such as christenings. Pupils also visit the church to celebrate Christmas and Easter. The school recognises the need to develop links with other faiths. The school's scheme of work provides good procedures for the assessment of pupils' understanding and knowledge but the use of the assessment to improve teachers' planning is not as well developed. There was insufficient evidence to assess the use of information and communication technology in the subject. Resources in the subject meet the need of each unit in the curriculum appropriately. The school has a supporting and caring ethos, which encourages pupils to respect the ideas and opinions of others. Together with collective worship the subject makes a good contribution to pupils' spiritual, moral and social development. The subject also makes a satisfactory contribution to pupils' cultural development.