

INSPECTION REPORT

MANSBRIDGE PRIMARY SCHOOL

Swaythling, Southampton

LEA area: Southampton

Unique reference number: 116117

Headteacher: Mrs Yvonne Dalrymple

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 23rd – 26th June 2003

Inspection number: 247651

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Octavia Road
Swaythling
Southampton

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Appropriate authority: Governing body

Name of chair of governors: R Iazard

Date of previous inspection: 17/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23196	Sue Chesters	Registered inspector	Foundation Stage English as an additional language Music Religious education	What sort of school is it? How high are standards? Interpretation of results How well is the school led and managed?
13450	Jenny Madden	Lay inspector		How high are standards? Attitudes, values and personal development and attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
25372	Mike Thompson	Team inspector	Educational inclusion Special educational needs Science Information and communication technology Geography History	
14991	Alan Hardwicke	Team inspector	English Art and design Design and technology	How well are pupils taught?
20875	Jim Howard	Team inspector	Mathematics Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mansbridge Primary School is on the northern outskirts of Southampton. It educates pupils aged from four to eleven. There are 246 pupils on roll. This is slightly less than at the time of the last inspection. The school serves a mixed area, with most pupils coming from the surrounding estate. Since the last inspection in 1997, changes in the local housing association's policies have altered the balance of the community that the school serves. These have resulted in a decline in the level of attainment that children have when they start school. The majority of children start school with very low levels of attainment, particularly in their personal, social and emotional development, their communication skills, their knowledge and understanding of the world and their creative skills. Ninety-seven pupils claim free school meals. A small number of pupils come from ethnic-minority groups. For ten pupils, English is an additional language and five of those speak very little English. Ninety-two children have been identified as having special educational needs. Their needs include communication difficulties, physical disabilities, emotional and behavioural problems and a range of moderate and more severe learning difficulties. No pupils have formal statements of educational need. The school has a very high turnover of pupils. This turbulence is as high as 60 per cent in some year groups, and averages at 34 per cent for all year groups.

HOW GOOD THE SCHOOL IS

The headteacher gives good direction to the school. She has a clear vision for future improvements which are firmly aimed at raising standards. However, the school is not effective. This is because the senior teaching staff do not monitor and evaluate the school's performance successfully in order that standards will improve, nor have the subject leaders successfully developed their roles in monitoring their subjects. Hence, the action taken to monitor the work of the school does not have an effective outcome. Currently, there is not satisfactory value for money.

What the school does well

- The headteacher provides good leadership. She has a clear vision for the future of the school firmly based on raising standards. She manages the school well.
- Pupils have good attitudes to school and behave well. They are enthusiastic and join in all of the activities that the school offers.
- Pupils with special educational needs learn well in lessons because of the good quality support that they receive.
- The school provides well for the pupils who come to the school with little or no English. They settle quickly and rapidly learn to communicate. They make good progress.
- The school provides well for pupils' spiritual, moral and social development. As a result, pupils show very great respect for the feelings and beliefs of others.
- The school is a caring community and looks after its pupils well.

What could be improved

- Standards in most subjects.
- The curriculum, so that it provides guidance for teachers which maps out clearly what skills and knowledge pupils' will develop step by step from the reception year to Year 6.
- The skills and expertise of those with leadership and management responsibilities.
- Use of assessment.
- Attendance rates, which in spite of the school's best endeavours, remain below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in 1997 is unsatisfactory because the issues raised then have not been fully addressed. However, since the appointment of the current headteacher in 2001, the rate of improvement has accelerated and this progress is reflected in all aspects of the school's work. The parents attending the meeting with the Registered Inspector reiterated this. Teaching has improved.

There are fewer unsatisfactory lessons than at the time of the last inspection. The provision for pupils with special educational needs has improved and they now learn well in lessons when they are supported by good quality teaching assistants. The National Curriculum now meets requirements in all subjects. The school development plan is a useful working document which shows the school's priorities for improvement and the criteria for success. In all other respects, the key issues from the last inspection have not been resolved.

STANDARDS

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

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

Key

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

**Similar schools are those with over 35 per cent of pupils receiving free school meals.*

In 2002, the Year 6 pupils achieved standards in mathematics and science which were in line with those of similar schools, although they were below the national level. In English, their achievement was well below average when compared with similar schools and with the national picture. The results of the Year 2 pupils were below average both compared with the national average and with the results of similar schools. In mathematics, they achieved results well above those of similar schools and well above the national average. Indications are that results in the national tests and tasks for Year 6 and Year 2 pupils this year will present a similar picture. However, it is not feasible to compare standards year on year because of the very high turnover of pupils in each year group. Because, on average, more than one third of each year group do not begin their education in the school, it is virtually impossible to compare year group test results because the comparison is not 'like with like'. Thus, standards fluctuate year on year, greatly dependent on the turnover of pupils and the number of pupils in each year group with special educational needs.

Inspection evidence shows that standards in most subjects are below average. In some subjects standards have not improved sufficiently since the last inspection. However, the levels of attainment of children starting in the reception class have fallen since 1997. This makes it difficult to maintain standards at a steady level because children begin from a lower starting point. Standards are below average in English and science at both key stages and mathematics at Year 2, but they are well below average at Year 6. Similarly, standards in geography, history and information and communication technology are also below average at Year 2 and Year 6. Standards in music are average at Year 2 and close to average at Year 6. No judgement is made about standards in art and design, nor in physical education, because not enough was seen during the inspection. There are variations in standards in different year groups. This is because of the high number of pupils who move in and out of the school and the proportions of pupils with special educational needs in each year group. In some year groups, there is also a gender imbalance in most classes.

Pupils learn satisfactorily in lessons and achieve at satisfactory levels. Pupils with special educational needs achieve well in lessons when they are supported by the good quality teaching assistants. Similarly, those pupils who have little or no English when they come to the school achieve well and make rapid progress. This is because of the good support that they receive. Children in the Foundation Stage achieve satisfactorily in the reception year although the majority does not reach the goals set by the time they start Year 1. The school fell short of the targets set for English and mathematics in 2002. It is unlikely to achieve the 2003 targets. However, these targets are quite high considering the very low starting point of many of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and eagerly join in all the activities offered.
Behaviour, in and out of classrooms	Good. Pupils are well-behaved and courteous in lessons and at break times. This is because of the school's good behaviour policy which pupils all know and respect.
Personal development and relationships	Good. Pupils are helpful and enjoy doing routine jobs around the school. There is little evidence of pupils taking responsibility for their own learning. Relationships are very good. However, Year 6 pupils use their initiatives well to select tasks for the Civic Award scheme in which they have been very successful.
Attendance	Below average. In spite of the school's best efforts in rewarding good attendance, there is a small number of pupils with poor attendance records.

Pupils enjoyed talking to the inspectors about their work. They are eager to learn and ready to take more responsibility, both for routines in school and for their own learning.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning is satisfactory and has improved since the last inspection. About half of the teaching seen during the inspection was good. There were two unsatisfactory lessons. In lessons where specialist teachers were teaching, the quality of teaching and the consequent learning were very good. This results in pupils achieving well and making good progress. In the best lessons, teachers have high expectations of what it is that the pupils can achieve. Their lessons move along at a good pace and have activities which match the needs of all pupils. Literacy and numeracy are taught satisfactorily although, at times, the strategies are not used to best advantage to accelerate pupils' learning. Good quality teaching assistants work alongside the teachers. They make significant contributions to the standards achieved, particularly for those pupils who have specific learning difficulties and those who are at an early stage of acquiring English. Teachers manage pupils' behaviour well. They reward good behaviour and good work with praise and encouragement. This effectively enhances pupils' learning and also their enjoyment of lessons. When teaching is less successful, teachers do not accurately match the level of work to the needs of individual pupils, particularly for the more able pupils. This is sometimes because the subject guidance does not give a clear indication of what are the levels of skills and knowledge that pupils should be learning and achieving. Teachers' expectations of what it is that pupils can do are too low and, as a result, the pace of learning drops and some pupils do not achieve well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school meets all the requirements of the National Curriculum. However, the subject guidance for teachers does not map out clearly enough what skills and knowledge pupils' need to develop step by step from YR to Y6.
Provision for pupils with special educational needs	The school provides satisfactorily for pupils with special educational needs. The good support that they receive in lessons enables them to

	successfully achieve the targets set.
Provision for pupils with English as an additional language	Pupils coming to the school with little or no English make rapid progress because of the good support that they receive from staff. They quickly settle into school routines and soon acquire enough English to enable them to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' spiritual, moral and social development. As a result, pupils have good attitudes to school and develop great respect for other peoples' values and beliefs. The school provides satisfactorily for pupils' cultural development. Pupils are satisfactorily prepared for life in a diverse society.
How well the school cares for its pupils	The school provides a caring environment with good welfare arrangements. Its procedures for assessing pupils' attainment and progress are satisfactory but there are weaknesses in the way it uses the information gathered to inform planning.

The community makes a good contribution to the quality of pupils' learning and the school works successfully with other schools and colleges. The information provided for parents is good and links with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well. She has a clear vision for its future. Since her appointment in 2001 she has identified what needs to be done to raise standards and has begun to move the school forward. The management and leadership skills of the senior teaching staff are underdeveloped and are not effective in supporting school improvement. The roles of the subject leaders are not effective.
How well the governors fulfil their responsibilities	Most members of the governing body are new to the role. They meet their responsibilities satisfactorily and are beginning to shape the direction of the school.
The school's evaluation of its performance	The school does have systems in place to monitor and evaluate its performance but it has not been successful in taking effective action to secure sufficient improvement in standards.
The strategic use of resources	Good. Specific grants are used prudently and effectively for their designated purposes. However, although the principles of best value are considered in planning the school's finances, they are not successful in ensuring that the school gives value for money.

The accommodation supports the delivery of the National Curriculum well. There is a satisfactory number of teaching and support staff to meet the needs of the curriculum. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects their children to work hard and achieve their best. • It enables their children to make good progress. • The teaching is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Homework provision. • The school keeping them better informed about their children's progress. • The range of activities provided outside of lessons.

The majority of the parents who attended the meeting with the Registered Inspector before the inspection felt that the school had improved significantly since the arrival of the current headteacher. The inspectors agree with the positive views expressed by parents. They agree that there are

inconsistencies in how the homework policy operates. They find that the school has satisfactory relationships with parents and gives them good information about their children's progress and that extra-curricular provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national English tests, just over half of the pupils reached the standards expected of pupils in Year 6¹. This was well below the national average and also well below the results of similar schools. In mathematics, two thirds reached level 4. In science, most pupils reached level 4. However, these results were below the national average because fewer pupils than average reached the higher level 5. Comparing the results with those of similar schools, they were average. The school did not reach the targets set for English and mathematics in 2002. Indications are that the 2003 results will be similar and are unlikely to meet this year's targets.

2. In the 2002 national tests and tasks for pupils in Year 2, results were below the national average in reading and writing, although the results were in line with those of similar schools. In mathematics, results were well above average, both nationally and when compared with similar schools. Indications are that this year's results will paint a similar picture in reading and writing but will have fallen in mathematics.

3. Standards have fluctuated in the three core subjects² since the last inspection although overall there is a very slight, but discernable, improvement in test results. The fluctuations year on year are due to:

- the high turnover of pupils in each year group. This can be as high as 60 per cent in some year groups. On average one third of the pupils in Years 3 – 6 arrive at other than normal admission times. The number is slightly less, but still over one half of the pupils, in Years 1 and 2.
- the different numbers of pupils with special educational needs in each year group; on average 34 per cent.

In addition to the above factors, the levels of attainment, of those pupils who have started in the Foundation Stage and stayed at the school, have fallen over the last six years. The majority of children start school with very low attainment levels, particularly in communication, language and literacy. This has a negative affect on general standards. For these reasons it is very difficult, and not a valid exercise, to compare year-on-year standards. It is not comparing like with like.

4. Inspection evidence shows that standards for the current Year 6 are below average in English and science and well below average in mathematics. This is a year group in which there has been an extremely high turnover of pupils and a third has been identified as having special needs. Standards, for this year group, are also below average in geography, history, information and communication technology and music. Standards in design and technology are at an appropriate level. In most subjects, standards in the current Years 5 and 4 are higher which indicates that improvement is beginning to take hold.

5. Standards in the current Year 2 are below average in English, mathematics, science, geography, history, information and communication technology. They are at satisfactory levels in design and technology and music. No judgements are made on standards at either key stage in art and design or in physical education because not enough of either subject was seen during the inspection. Standards in religious education are in line with both the expectations of the locally agreed syllabus and government guidelines at Years 2 and 6.

¹ The expected level for Year 6 in National Curriculum subjects is level 4 for Year 2 it is level 2.

² The core subjects are English, mathematics and science.

However, there are strengths, throughout the school, in the depth of thought and understanding of spiritual issues that pupils show.

6. Considering the very low starting point for most pupils, this shows satisfactory achievement overall. They learn satisfactorily in lessons because the quality of teaching is satisfactory and because they have good attitudes to their work and enjoy learning. There are no significant differences between the attainment of boys and girls except in mathematics where girls tend to outperform boys.

7. Overall, pupils with special educational needs achieve satisfactorily and make steady progress as they move from Year 1 to Year 6. About three-quarters achieve the targets set for them in their individual education plans (IEPs). Each year, about ten per cent of pupils identified as having special educational needs are judged to have progressed so well that they no longer require an IEP. Those pupils who arrive at the school with little or no English achieve well because they also are given good extra support. This enables them to make rapid progress in learning English. Pupils from ethnic minority backgrounds make the same progress as their peers of similar ability. This is because of the strong inclusive nature of the school where everyone is valued and given similar opportunities.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school overall are good and an improvement on those found at the last inspection when they were satisfactory. The majority of pupils arrive happily and punctually and settle quickly for the school day. In the purposeful learning environment, pupils show positive attitudes, enjoy the activities and participate well. As a result, pupils are attentive, keen to be fully involved and concentrate well on their work. This was well demonstrated in a Year 4/5 science lesson, where the teacher's lively manner and pupils' enthusiasm ensured good progress. The good range of out-of-class activities, such as music, sport, school visits and trips, are enthusiastically supported by all pupils, including those with physical, learning and emotional difficulties. All, including pupils from ethnic minority backgrounds are fully included in the life of the school.

9. Behaviour in the school is good and much appreciated by the parents. There is minimal inappropriate behaviour, even amongst those pupils with identified behavioural problems or in those lessons where the pace of learning is passive and slow. Pupils move from task to task with minimal disruption or loss of time. They show respect for each other and for the resources being used. A particularly good example of where pupils' very good behaviour enhances learning was shown in a Year 3/4 lesson on World War II, when pupils continued to work sensibly on a bank of computers, completely unsupervised and producing good work. Similarly in the playground, pupils play well together. Any inappropriate behaviour is dealt with swiftly and decisively. As a result, pupils arrive back in the classroom refreshed and ready to learn. There was no indication of bullying during the inspection and pupils interviewed said that one of the best things about the school was the friendliness of everyone there.

10. Pupils' personal development and relationships are good. They are able to empathise very well with characters in literature. This was shown in a Year 6 discussion about the issues of relationships and families when they described their feelings and motives. Similarly in a Year 3/4 session, led by a visiting former evacuee, pupils were spellbound by his story and gave a spontaneous round of applause at the end of the session. These qualities are reflected in the awards for Citizen of the Week. These are given for such initiatives as helping out in a difficult situation or for helping another child stay on task and calm for a whole day. Year 6 pupils interviewed during the inspection said "this is a brilliant school, with lots of fun where everyone helps everyone else". There is, however, little opportunity for pupils to develop independence in their learning or to use their initiative to contribute to the running of

the school. Apart from a range of monitoring duties, pupils have little responsibility for the day-to-day running of the classroom. There are few opportunities for pupils to plan or organise their own work. The siting of the library in a major corridor detracts from its use as a research base where pupils could engage in independent study.

11. Pupils with special educational needs are enthusiastic about their work and, with the help of skilled learning support assistants, are able to play a full part in all activities. About a third of these pupils have identified behavioural difficulties, but in lessons they generally behave well and co-operate well with their classmates. However, standards of presentation of work achieved by pupils with special educational needs are generally poor. Pupils who come to the school with little or no English join in successfully in all activities. They do this because they are well supported in lessons by learning support assistants and at break times other pupils help and support them.

12. Attendance is unsatisfactory and below the national mean. During the 2001/2 sessions it stood at 93.7%. Unauthorised absence was 0.9% and above the national mean. A hard core of pupils is regularly late and, despite the intervention of the Education Welfare Officer, this continues to be so. The attendance performance is a direct result of parent condoned absence. There have been 17 fixed term exclusions in the past two years. This was part of the strategy to tackle behaviour issues. The strategy proved successful and there have been no recent exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning throughout the school is satisfactory. During the inspection, the majority of teaching seen was good or better, but other evidence, from work in pupils' books and discussions with pupils and staff, supports the view that overall the quality of teaching is satisfactory. In Years 1 and 2, the majority of lessons were satisfactory, while over a quarter were good. The standard of teaching was unsatisfactory in 13% of lessons. In Years 3 to 6, there were more good and very good lessons, and no unsatisfactory teaching was seen. Almost half of lessons seen were good, and almost a quarter were very good. Just over 30% of lessons were satisfactory. A key issue at the time of the last inspection was the quality of teaching in Years 1 and 2. As teaching is now satisfactory overall, this issue has been adequately addressed. Where teaching is unsatisfactory, it is associated with undemanding work or weaknesses in teachers' knowledge of the subject.

14. Factors which have contributed to the overall improvement include very good advances in the management of classes, and of pupils' behaviour. Much work has been done in this area in the last two years, and this is having a positive impact. Teachers are now good at insisting on high standards of behaviour, and school and class rules are clearly understood and adhered to. Pupils are rewarded for good behaviour, and know what sanctions will be applied if they behave badly. Because teachers manage their classes well there are generally good working relationships, both between classmates, and between teachers and pupils. Mutual respect and sensitivity towards the feelings and beliefs of others are well promoted.

15. Teachers generally have satisfactory knowledge of the subjects that they are teaching. The basic skills of literacy, numeracy and information and communication technology are soundly taught, and the work is planned in a satisfactory way. There are times when teachers do not expect enough of their classes. Where this is the case, in all subjects, the work is sometimes pitched at too low a level, and some groups of pupils are not stretched enough. Pupils therefore do not show their best. They sometimes become bored and so do not learn as much as they could.

16. The development of assessment systems is still in the early stages. Although thorough systems have been introduced in English and mathematics, these are still quite new and their use is still developing. In the other subjects, assessment systems are either in their early stages, or not yet established. Because information about pupils' knowledge and understanding is lacking, teachers cannot plan their work to take account of individuals' needs. Informal assessments are carried out when teachers question their pupils skilfully, particularly at the beginnings and ends of lessons. When marking pupils' books the marking policy is generally used, including helpful comments on how to improve. However, there are inconsistencies in the use of the marking policy across year groups and subjects. The use of target setting in English and mathematics is developing well. This means that pupils know what to aim for and where to go next. This approach needs further development so that the full benefits can be realised.

17. Teaching methods are satisfactory throughout the school. Teachers are usually well organised and prepared, and clear about what they want their pupils to learn. The better lessons are lively and interesting, and usually start with a brisk introduction. This immediately draws pupils into the work, and a lively pace is then maintained throughout. In a Year 3/ 4 history lesson, for example, pupils used a video camera to record an interview with a former evacuee. They were spellbound by the visitor's account of being served soup by the Queen. They spontaneously applauded at the end of the account. Pupils asked prepared questions, and took notes to help them remember points. The learning support assistant also took notes to help during the work which followed. The teacher's thorough preparation, very good organisation and management and use of correct vocabulary such as 'blitz' and 'blackout', made it a very good learning experience for all.

18. Pupils of all abilities, including those with special educational needs were fully included in the work of the lesson, and so made very good gains in learning. From the reception class pupils are taught to concentrate well and develop a positive work ethic. By the time they are in Year 6, pupils have developed these aspects well, so that they show very good interest in their work, concentrate well, and become increasingly independent. Teachers are generally good at ensuring that all pupils are actively involved in learning. They do this through carefully targeted questions which draw pupils into discussions. Learning support assistants and teachers work hard to ensure that all pupils play a full part in the various activities provided during lessons.

19. In some lessons seen during the inspection teachers spent too long on the introduction, with the result that pupils became restless. There was thus less time for the main activities, and it was difficult to cover all of the work that had been planned. Consequently, the pace of work dropped and pupils did not achieve so much.

20. In their approach to teaching some teachers are too rigidly dependent on official guidelines, particularly in the teaching of literacy and numeracy. They do not seek ways of adapting published procedures so as to take account of the needs of their pupils. This can lead to inflexible teaching which covers the official outline, but is not always appropriate for pupils' needs. There is a need for teachers to feel more in charge of deciding details of teaching approaches, within the general plan. Because teachers approach their work, in English and mathematics particularly but also to some degree in other subjects, in this way, it has the effect of lowering their expectations of what their pupils can achieve. These low expectations have a negative effect on standards, and this attitude needs to be remedied.

21. Pupils with special educational needs receive good quality help in lessons and learn well. Much of this help is provided by learning support assistants, who know these pupils very well and liaise closely with the teachers in setting and then focusing on the targets contained in the pupils' individual education programmes. In many subjects, teachers

generally provide these pupils with the same tasks set for the rest of the class, and the support of the learning support assistants is essential in enabling the pupils to achieve. Similar support is given to those pupils who have little or no English. Staff are supportive and pay extra attention to them so that they can operate alongside their peers and learn well.

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

22. The curriculum meets all statutory requirements for the teaching of the National Curriculum and religious education. However, it lacks sufficient breadth and balance and there are weaknesses in planning. Since the time of the last inspection curricular requirements have changed considerably. The school has successfully modified its curriculum to introduce the national strategies for the teaching of literacy and numeracy. It has produced a 'curriculum map' that sets out what will be covered in each subject by each class, term by term. Whilst this was a very useful initial step, the curriculum has not been adapted or developed further. The school has adopted curricular advice issued from central government, but has not adapted it to provide clear guidance to teachers. In history and geography, for example, the way in which pupils' skills are to be developed as they move from Year 1 to Year 6 has not been mapped out and expectations of the levels of development by the end of each year have not been specified. As a result, teachers do not know precisely at what level they have to teach. They receive no guidance from co-ordinators as the lack of effective monitoring means they are unaware of the problem. At present, the curriculum in these subjects is based around activities rather than the systematic development of skills.

23. Difficulties are compounded by the arrangements whereby some pupils are in mixed age classes, while others are not. The school has introduced a two-year rolling programme, but pupils in classes serving the same age group cover different topics, with the result that there are gaps in pupils' experiences. However, this will be resolved when the new organisation takes place for the new academic year in September 2003.

24. A similar problem exists with science. The lack of precise guidance as to the levels at which to teach leads to repetition; work on circuits in Year 5 and Year 6, for example, is almost identical. The lack of effective monitoring means that the problem has not been identified or rectified.

25. In other respects the school seeks to provide equality of access and opportunity for all pupils. The ethos of the school is very inclusive and all pupils are valued and respected. Those with special educational needs or those whose mother tongue is not English are well supported and are able to follow broadly the same curriculum as their classmates. The school's policy for inclusion is satisfactory. Although the policy recognises that the needs of gifted and talented pupils need to be addressed, the school has not yet identified these pupils.

26. Some teachers make appropriate links between subjects, so that new learning in one subject consolidates previous learning in another. Pupils' work in science, for example, provides opportunities for accurate measurement and recording and research skills are developed through work in history. However, potential links are not always clearly identified. As a result, some teachers use these opportunities but others do not. Information and communication technology is not used sufficiently to support learning across the curriculum.

27. Personal and social education is well integrated and forms an important part of the school's curriculum. Sex education is taught through the science curriculum. Drugs

awareness is appropriately taught with the involvement of a local police officer. Citizenship is promoted through the recently formed School Council.

28. The school provides a good range of extra-curricular activities. These are enjoyed by pupils and valued by parents. They include choir, netball, dance, French, cricket and soccer. Learning outside the normal school day is catered for through homework, but the implementation of the school's policy is inconsistent. Teams compete against other schools in football, netball, cricket and athletics. Unusually, the school also has a successful angling team. These opportunities promote pupils' social development and their success raises the profile of the school in the local community. The school has success in competitions. The girls' football team and the angling team have both won trophies in the recent past.

29. Pupils' interest in learning is stimulated by a range of educational visits related to their studies. Older pupils benefit from residential trips to Stubbington and Le Havre. Theatre companies and musicians regularly visit the school and the school organises special events to stimulate the pupils. These have included a multicultural week and a book week, during which pupils dressed as a favourite literary character.

30. The curricular provision for pupils with special educational needs is satisfactory. Pupils' IEPs have clear, measurable targets and are relevant to their individual stages of development. There is a satisfactory range of commercially produced computer software, which is specifically designed to help these pupils to improve their skills of literacy and numeracy. However, not enough regular use is made of this software. Overall, the school has made satisfactory progress since the last inspection in improving the quality and level of support for pupils with special educational needs and fully achieves its aim of integrating pupils with special needs into everyday activities.

31. Pupils who come to the school with little or no English are fully supported in lessons and work is planned so that they understand what it is that they have to do. In this way pupils quickly acquire adequate English to operate fully alongside their classmates. The strongly inclusive nature of the school means pupils are included in all activities and quickly settle and achieve well.

32. The school has good links with the community. These effectively contribute to pupils' learning and promote their social development. Local pensioners visit the school and talk about their experiences, for example, as an evacuee during World War II. The school is involved in the life of the local community. Three pupils won a Road Safety Design competition and the school's choir has performed at a variety of local venues. The school's involvement with Hampshire County Cricket Club allows pupils the opportunity to benefit from specialist coaching.

33. The school has developed good links with partner institutions. The close links established with local secondary schools help to ease pupils' transfer at the end of Year 6. Teachers from a secondary school have visited the school to work with pupils on a range of activities, including drama, music and mathematics. The school is a member of a local 'Network Learning Community' of schools, sharing ideas and expertise. A link has been established with a local Beacon school³. The school receives a range of students undergoing teacher training.

³ A Beacon school receives additional government funding to share its expertise and good practice with other schools in their locality.

34. Although aspects of the school's curricular provision has improved since the last inspection, others have not. Weaknesses identified at that time have not all been addressed. Overall progress since the last inspection is unsatisfactory.

35. The provision for pupils' spiritual, moral, social and cultural development is good. The high standards reported at that time have been maintained. Pupils' personal development is important to the school and all work hard to promote positive attitudes and behaviour.

36. Pupils' spiritual awareness is promoted well through assemblies and religious education lessons. Assemblies include periods for quiet reflection and encourage pupils to consider significant issues, such as the power of silence. Teachers encourage pupils to reflect on their lives and those of others. This was well illustrated in a history lesson when pupils reflected on the trials faced by children during World War II.

37. The good provision for pupils' moral development is founded on the consistent application of the school's behaviour policy. Pupils know what is expected of them, and most respond accordingly. The difference between right and wrong is understood by all pupils and is firmly established in the daily life of the school.

38. The school makes good provision for pupils' social development. It creates a strong sense of identity as a caring community in which all are respected and valued. Social awareness is promoted through the school's support for local and national charities and through the developing School Council. Opportunities are provided for pupils to work collaboratively and to take responsibility, through undertaking regular jobs around the school. The good range of extra-curricular activities offers pupils many opportunities to develop social skills, as do the opportunities to play team sports. Social and moral development are specifically planned for. In a Year 6 lesson, pupils were required to work in groups and make decisions in the imaginary scenario of being stranded on a desert island. The groups then had to work together on various projects, such as building a shelter and resolve problematic situations, such as one member of the group hoarding food. This activity encouraged debate on issues such as the nature of right and wrong and required close collaborative work.

39. The provision for cultural development is satisfactory. Pupils learn about artists, musicians and aspects of their history through their daily lessons. Understanding of other cultures and beliefs is promoted through assemblies and religious education lessons. Pupils are satisfactorily prepared for life in a multicultural society. An important aspect of the pupils' cultural heritage that is neglected is that concerned with their locality. The rich seafaring traditions of the area, for example, are largely unexplored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Overall, the school takes good care of the pupils. The development and monitoring of personal development is good and in line with that at the last inspection. Teachers have very good knowledge of the pupils in their class. This is clearly shown in the annual reports to parents and more generally across the school. The school meets the individual needs of pupils with special educational needs well. The code of practice is fully in place and effectively implemented. In the classroom, pupils are well supported by teachers and learning assistants. This was well demonstrated in a Year 1/2 design and technology lesson, when the good provision of support staff ensured that all pupils were fully included in the work. The school makes good use of the outside support available, including speech therapy for those pupils who need it. Pupils arriving at the school with little or no English are given an initial 'survival pack of language', before support can be put in place and, as a result of these measures, pupils make good progress.

41. The school provides a safe and caring environment where the responsibilities for pupils' health, safety and security are treated seriously. The caretaker, on a daily basis, routinely checks the school and the grounds. The responsible governors, on a termly basis, carry out more formal checks. The headteacher has had training in assessing the risks inherent in outside visits. All parents have been asked to sign a document giving permission for their children to use the Internet when supervised in school. Child protection procedures are fully in place and backed up by appropriate policies. Healthy living is promoted through the curriculum as shown in a Year 3 design and technology lesson, where pupils designing a sandwich had a good discussion of healthy eating issues.

42. The school has good procedures in place for the monitoring and promotion of attendance. Daily registration is quick and efficient with the computerised monitoring system producing in depth data on individual pupils and year groups. The administrative assistant works closely with the Education Welfare Officer to improve attendance and has recently implemented a first day follow up for all pupils absent without contact from parents. Pupils are rewarded termly for good attendance. This is done at the reward assemblies to which parents are invited. In spite of these efforts and more, the school has attendance below the national mean. This is because there is a number of pupils who are no longer in school but remain on the register until they enroll at other schools.

43. The school has very good procedures in place that promote good behaviour in the school. In the classroom, the good behaviour management strategies ensure that pupils have neither the time nor the inclination to misbehave. The school places great stress on anger management. It provides special sessions to help pupils deal with their frustrations. It also deals with this more generally through the curriculum. This was seen in a drama lesson on anger management with Year 4 pupils. In this lesson, pupils discussed scenarios concerning difficult areas of behaviour. These were then acted out in the classroom. The behaviour policy is clearly and sensibly written and ensures that pupils are rewarded for good behaviour. Sanctions are clearly in place for those pupils who choose to ignore the rules. In the playground, these rules similarly apply and, as a result, there is little boisterous or rough play. Lunchtime assistants have also been trained in anger management. Pupils interviewed were clear that, whilst pupils fall out, argue and can be nasty to each other there is very little bullying. When it does happen the school deals with it immediately. Pupils know that they should either walk away from a situation or report it immediately to an adult. Those pupils who return to school after exclusion are given good help depending on their needs, in consultation with their parents.

44. Personal development procedures are good and the school gives pupils the confidence and knowledge to work well in classrooms as well as to relate well to each other during the whole school day. The very good relationships within the classroom provide a sound basis for group work and discussion, to take turns and respect the opinions of others. In addition, good classroom management ensures that pupils work hard and sustain their concentration. Teachers' good use of praise and the way in which they value pupils' ideas and contributions helps pupils to make good progress in learning. This was shown in a Year 5 reading lesson, when the teacher encouraged the pupils to read and enjoy classical literature, using authors such as Bunyan, Shakespeare and C S Lewis. The reward system reinforces all of these qualities, as does the developing School Council, in which involved pupils take great pride. Extra curricular activities, in particular for junior pupils, are wide ranging and include camping, sailing, chess, choir and football. These help to develop a wide range of personal skills and encourage pupils' self-development.

45. The school's pastoral care of pupils with special educational needs is good. For example, the co-ordinator for special educational needs (SENCO) is always available to

provide help and support for pupils who have difficulty in controlling their behaviour. The school makes effective use of the expertise available from professional agencies, such as educational psychologists, to help with the assessment of pupils, and there are good arrangements to ensure the smooth transition of pupils to secondary education at the end of Year 6. Procedures for identifying pupils' special educational needs are satisfactory, and pupils' progress in achieving the targets set out in their individual education programmes is closely monitored by teachers and learning support assistants. Similarly the support and pastoral care given to pupils with little or no English is good.

46. There has been no significant progress in improving procedures or in using information obtained from assessments of pupils' academic performance since the last inspection. The systems for assessing pupils in English and mathematics are adequate, but in other subjects they are unsatisfactory. Data obtained from assessments in English and mathematics is being collated through the use of a computer program, but its use in the classroom is as yet poor and is of little support to the teachers. While teachers fulfil statutory requirements by completing assessments of their pupils in subjects such as geography and history, they have no guidance as to precisely what they are expected to assess and very little data on which to base their judgements. The school's systems for assessment are not yet refined enough to enable data to be analysed according to pupils' ethnicity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents think that the school provides satisfactorily for their children. The response to the parents' questionnaire was low, at 18 per cent, and few parents attended the pre-inspection meeting. However, of those who did respond to the questionnaire, more than ninety per cent felt that their children were working hard in school, that they liked school and, as a result, were making good progress. In the majority of responses, more than 80 per cent, parents agreed that the school is well led and managed, that pupils behave well and are being helped to become mature and responsible. They feel that the teaching is good. They agree that the school works closely with them, keeping them informed about progress and making it easy to approach the school with problems and queries. Slightly less than 80 per cent felt that the level of homework was correct and the biggest area of disagreement was in the extra-curricular opportunities available to pupils, which only 60 per cent of parents thought was adequate. However, the inspection team finds that the school makes good provision in this area. The majority of parents at the parents' meeting were in agreement with the written responses and in addition felt that the school had made considerable improvements since the appointment of the current headteacher in 2001. Improvements have been seen in many areas since the last inspection, for example the behaviour of pupils and the requests for parental help in the school.

48. The effectiveness of the school's links with parents is satisfactory. Before children start in the reception class, staff pay a home visit. They also provide information for prospective parents at the parents' evening and through the informative and parent-friendly reception handbook. The school brochure and parent guidelines are well-written and give parents an in depth picture of the school and the way it functions. There are regular newsletters and other specific letters to parents keeping them well informed and involved in the life of the school. However, there is no information provided to keep parents aware of what their children will be studying during the term. There are currently no curriculum evenings to help parents to understand, for example the literacy and numeracy strategies.

49. Annual progress reports to parents are well written and provide targets to help pupils improve their learning. Parents are given the opportunity to send written comments to the school or request an appointment to discuss the report with teachers. There is little opportunity for informal contact between parents and teachers because of the security

implications, but parents are able to make appointments to see staff very easily. Those parents of pupils with special educational needs are kept fully informed and involved in their children's learning, a fact emphasised by parents at the pre-inspection meeting with the Registered Inspector. The school is beginning to consult parents, in line with the requirements of best value.

50. The parent teacher association is making a considerable contribution to the life of the school by raising funds. For example, it subsidises school visits. This is very much appreciated by the Year 6 pupils spoken to during the inspection.

51. Parents' contribution to the life of the school is under-developed. The majority spend little time, on a regular basis, helping their children with reading or helping with homework, as pupils get older. There are few parent helpers in the school, although in the reception class, parents are encouraged to stay and read with their children. Otherwise, there is little parental help in the school or on trips and visits. A small but significant number of parents are putting their children's education at jeopardy by failing to ensure that they attend regularly or arrive in time for the beginning of the school day. The school has introduced a 'Share scheme' to help parents work with their children in school and at home and this has been a considerable success for those few parents involved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher leads the school well and has initiated improvements which are only now beginning to show, particularly in the Foundation Stage and in Years 3 and 4. Since her appointment in 2001, she has managed change within the school and has succeeded in bringing about some improvement. She has a clear vision for the future of the school and has put systems in place to monitor the school's work and support improvement. For example, she has monitored teaching and learning effectively and has set up systems for others to monitor the quality of teaching and learning. While the headteacher's monitoring has resulted in improvements in the quality of both teaching and learning, since the last inspection, the monitoring by others has been ineffective because it has not identified weaknesses in subjects nor raised standards. The headteacher has identified accurately what needs to be done to improve standards further and has been instrumental in developing a comprehensive and useful school improvement plan. All staff have contributed to this and governors have been involved in its preparation. The plan identifies clearly the order in which improvement activities are to be tackled, the staff responsible for the various initiatives and the projected cost of the action to be taken. It has rigorous success criteria. Thus, improvement is underway, although there has not been enough time for significant impact to show.

53. Other key staff, with leadership and management responsibilities, are not sufficiently effective in the process of school improvement. They manage the day-to-day routines of school life effectively. As a result, the school is an orderly and caring community where everyone is valued and given equal opportunity to succeed. However, their impact on the strategic work of monitoring and evaluating all of the school's work is poor. The deputy headteacher spends a great deal of time preparing assessment information and analysing data about pupils' attainment and progress. However, the outcomes are not impacting upon school improvement, nor are they contributing sufficiently to raising standards. The headteacher has delegated responsibility for their subjects to the co-ordinators. However, they have not all taken advantage of the opportunities presented to effectively lead their subject. Thus, the subject guidance available to teachers is sketchy and co-ordinators do not all have a good understanding of what needs to be improved in their subjects. Monitoring and evaluation of teaching and learning by key staff is not rigorous and is not effectively being used in raising standards.

54. The school has worthwhile aims and values. The main thrust of these is to secure a good ethos for learning where pupils can feel secure and learn happily. This has been achieved. Pupils are comfortable and ready to learn. They have good self-esteem and the school has worked hard to develop their understanding of their place in the world. Thus, pupils show great respect and understanding of each other and of the adults with whom they work. They are ready for more personal responsibility and for more independent learning. It is time for the school to review its aims and to focus on those which will facilitate opportunities for governors and staff to carry out their responsibilities more effectively. The school has identified this and the headteacher has included reviewing the school's aims into the in-service training programme. Currently, there is no shared commitment to improvement and this inhibits the school's capacity to succeed further.

55. The governing body fulfils its statutory responsibilities satisfactorily. Most governors are new to the role. The school finds it very difficult to persuade people to become governors and, at the moment, the governing body does not have a full complement. The current governors are very supportive of the school and work well with the headteacher. They are developing an understanding of their role and are beginning to help shape the direction of the school.

56. The administrative staff work hard, and very effectively, to ensure that daily routines run smoothly. The headteacher has appointed the chief administrative officer to the senior management team and this has proved most effective. It leaves classroom staff free to focus their attention on lessons. The school has good financial management systems. The processes underpinning the strategic financial planning are effective and ensure that the school uses its available resources successfully and meets its identified development priorities. Specific grants are used prudently for their dedicated purposes. Satisfactory use is made of new technology for school administration, and to support teaching and learning. However, the use of information and communication technology throughout the school is under-developed. There are good systems in place for appraisal and performance management. However, they have not been in place long enough to have had a real impact on the work of the school. The school does identify appropriate priorities for school improvement but, until the current headteacher arrived in 2001, it had been slow to take action to meet targets. Thus, improvement since the last inspection in 1997 has been unsatisfactory. The issues raised at that time have not been fully addressed and there still remain areas which need improvement. There has been accelerated progress in the last two years and the will to improve is gathering momentum. The principles of best value are considered and applied. However, currently the school is not effective. In particular, its low standards in English compared with similar schools, have an adverse affect on how well the pupils learn across all other subjects. The school does not give satisfactory value for money.

57. Accommodation in the school is satisfactory; classrooms are well used and mostly spacious. However the library and the information and communication technology area are limited, both in their siting and consequent ability to resource personal study. The library, in particular, fails to be a space in which pupils can spend time looking at books, dipping into them and extending their reading range. The site manager and cleaner immaculately maintain the whole school including outside areas. Learning resources are satisfactory overall. There has been a high turnover of staff since the year 2000 but this has now stabilised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards even higher, the headteacher, staff and governors should:

(1) Raise standards in the core subjects by
in English

- developing the teachers' confidence in using the National Literacy Strategy and adapting it to the needs of the pupils
- making appropriate use of information and communication technology as a tool for learning

in mathematics

- improving teachers' understanding of the national recommended guidance for teaching numeracy
- providing more opportunities for pupils to use and apply their knowledge in other subjects

in science

- improving the curriculum and assessment
- ensuring that there is sufficient challenge for the higher attainers

(paragraphs: 1, 2, 4, 13, 15, 17, 20, 22, 23, 24, 26, 68, 77, 79, 81, 82, 84, 88, 90, 91, 92, 93)

(2) Raise standards in the non-core subjects by improving the curriculum and

- ensuring that there is guidance for teachers which maps out clearly what skills and knowledge pupils' will develop step by step from the reception year to Year 6
- raising teachers' expectations of what pupils can achieve and their awareness of how well pupils are achieving
- ensuring that the needs of higher attaining pupils are met
- including opportunities to use information and communication technology as a tool in all subjects

(paragraphs: 10, 13, 15, 17, 20, 22, 23, 26, 68, 77, 79, 81, 82, 84, 88, 90, 92, 102, 103, 104, 106, 107, 109, 111, 114, 115, 122)

(3) Improve the management skills of the senior management team and the subject leaders by

- providing training to improve their expertise
- providing regular and systematic opportunities for them to monitor provision
- regularly evaluating the impact of their work on standards achieved

(paragraphs: 52, 53, 54, 56, 78, 85, 94, 101, 102, 105, 114, 121, 130)

(4) Improve procedures for using information obtained from assessments of pupils' academic performance to influence curriculum planning in all subjects

(paragraphs: 16, 40, 46, 78, 85, 102, 106, 112, 114, 120)

(5) Seek further ways to improve attendance.

(paragraphs: 12, 42)

59. Staff and governors may also like to consider the following less important, but nevertheless significant, points for development, by seeking ways of:

- fully implementing the marking policy so that it is used consistently across all year groups and all subjects;
- reviewing the homework policy so that it is implemented consistently and work done is used to enhance lessons;

(paragraphs: 16, 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		6	16	17	2		
Percentage		15%	39%	41%	5%		

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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	246
Number of full-time pupils known to be eligible for free school meals	N/A	97

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	12	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	23
	Girls	12	12	12
	Total	32	33	35
Percentage of pupils at NC level 2 or above	School	86 (82)	89 (87)	95 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	12	12	12
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	92 (87)	95 (90)	95 (92)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	15	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	25
	Girls	8	9	13
	Total	23	28	38
Percentage of pupils at NC level 4 or above	School	56 (71)	68 (62)	93 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	21
	Girls	8	9	12
	Total	23	29	33
Percentage of pupils at NC level 4 or above	School	56 (71)	71 (60)	80 (88)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	218	17	1
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	6	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	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	204

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12.6
Number of teachers appointed to the school during the last two years	16
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	660,264.46
Total expenditure	691,406.66
Expenditure per pupil	2,722.07
Balance brought forward from previous year	18,713.88
Balance carried forward to next year	-12,428.32

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	5	2	0
My child is making good progress in school.	59	36	5	0	0
Behaviour in the school is good.	41	46	9	2	2
My child gets the right amount of work to do at home.	32	46	18	0	4
The teaching is good.	48	41	9	0	2
I am kept well informed about how my child is getting on.	32	50	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	57	30	13	0	0
The school expects my child to work hard and achieve his or her best.	52	48	0	0	0
The school works closely with parents.	37	43	18	0	2
The school is well led and managed.	43	41	14	0	2
The school is helping my child become mature and responsible.	43	46	2	2	7
The school provides an interesting range of activities outside lessons.	14	46	36	2	2

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. The children start in the reception class in the September of the academic year in which they are five. Currently, there are 24 children on roll. Most children live in the locality. Some have attended local playgroups, one of which is on the school site. Most children have very low levels of attainment for their age group. Overall, their attainment levels are well below average in personal, social and emotional development, communication, language and literacy, their knowledge and understanding of the world and their creative development. Attainment levels are below average in mathematical development and in physical development. Children make satisfactory progress in the reception year. However, by the time they begin Year 1, very few reach the goals set for the age group in any area of learning. Provision has improved since the last inspection, in that the Foundation Stage curriculum has been implemented and resourced. However, there has been disruption in the continuity of teaching for this year's reception class and this has had a negative impact on the children's learning. Staffing has now stabilised and, as a consequence, the children are settled and achieving satisfactorily.

61. The overall quality of teaching and learning is satisfactory. Much of the teaching seen during the inspection was good in all six areas of learning;

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Staff work well as a team. Routines are established and staff are well deployed to meet the needs of the children. This ensures that all children learn satisfactorily. Staff use good strategies to manage children's behaviour. These strategies are in line with the school's behaviour policy and work effectively. This means that children mostly work hard and learn productively. All staff know the children well and understand their individual needs. This helps staff to plan suitable activities which build on children's previous skills, knowledge and understanding and successfully aid learning.

Personal, social and emotional development

62. From a very low starting point, by the end of their reception year most children are on course to attain the nationally expected goals. The children achieve well in this area of learning because of the good teaching and support that they receive from the staff. Most settle quickly into the school and class routines. A small minority finds it difficult to join in class activities and to adapt to being part of a large group. At the beginning, many find it difficult to make friends or learn that they should take turns and share resources. Staff's good expectations mean that children do succeed and begin to play and learn together. Many become independent, although by the end of the reception year, there is still a small group of children who need help in routine tasks, such as changing for physical development activities. Most children listen to staff and to each other satisfactorily but few are able to concentrate on their tasks for extended periods of time. The majority works happily because they feel secure. The staff are sensitive to the individual needs of the children and consistently build children's self esteem as they reinforce learning through positive comments.

Communication, language and literacy

63. The children achieve satisfactorily. From a very low starting point, about a third is likely to attain the expected Early Learning Goals by the end of their reception year. They achieve satisfactorily because they are taught and supported well both individually and when they work in small groups. Children enjoy sharing their ideas with others. However, their ability to do so is limited. Most listen well to the staff who encourage them to talk and to extend their vocabulary through discussions. Children enjoy sharing books with staff and listening to stories. They learn to identify words and sentences. Some begin to read simple words and the higher attaining read simple phrases. Writing skills develop satisfactorily. Relationships between the staff and the children are good. This encourages the children to think clearly about their work and the answers that they give to questions. Staff constantly build children's self-esteem, helping them to have the confidence to take part in activities such as role-play. This satisfactorily extends children's imaginative thinking and language. Reading homework, when it is supported by parents, contributes satisfactorily to children's literacy skills

Mathematical development

64. In their mathematical development, about a third are on course to reach the appropriate stepping stones, by the time they move to Year 1. The children achieve satisfactorily because of the good support which they receive. Most children successfully develop skills of counting, sorting and setting. They learn the names of colours although a few still muddle the names of the primary colours. Most children successfully sort articles using different criteria, such as colour and shape. By the end of the reception year, most children know how to count to twenty. About half recognise their numbers to twenty and say which numbers are missing from number lines. A few higher attaining children recognise some numbers beyond twenty, while the lower attainers work towards recognising and using numbers to ten. With help, about half of the class learns to add and to take away two numbers. Nearly all children recognise simple shapes and most know how to make a repeating pattern of two shapes or colours. The children enjoy their work and are keen to learn. Staff measure and track children's learning satisfactorily. This enables them to match activities to individual needs

Knowledge and understanding of the world

65. The majority of the children start with very low level understanding of the world around them. For example, when talking about animals and their habitats, several children were convinced that sharks could live in the school pond and that hedgehogs lived up trees. Staff work hard to give children experiences which will help them to make sense of their world. For example, a walk around the school grounds helped children understand where birds might make their nests and what animals live under leaves or logs. Staff provide a wide range of activities that are planned well to extend developing concepts in science, design and technology, history, geography and information and communication technology. Children use the computers independently. By the time they leave reception, they can move an object on screen using the mouse and follow simple reading games. Children enjoy investigating the properties of materials. For example, they play in the water tray with a variety of utensils and objects learning what floats and what sinks. Their achievement is satisfactory but not many children are likely to reach the goals set for the age group in this area of learning, before they move to Year 1.

Physical development

66. The majority of children achieves well. Most children are on course to attain the expected goals by the time they enter Year 1. A few will exceed the goals by the end of the reception year. A minority will find physical activities difficult because they are not well co-ordinated. There are well-planned activities to develop children's manipulative skills. Many children handle small apparatus, such as jig-saws and construction kits confidently. They use malleable materials, such as playdough, with increasing control. The children enjoy their physical exercise and take part enthusiastically. Because their response to learning and their behaviour are mostly good, they make satisfactory progress. Staff plan lessons well and pay appropriate attention to exercises intended to develop co-ordination and team work. For example, games based on using a parachute involve the whole class, aid dexterity and require children to listen carefully and work as a team. Staff use the secure play area regularly to extend children's physical skills.

Creative development

67. Children achieve satisfactorily with their creative development. This is because of the good support that they receive from staff. Most of the children are likely to reach the expected goals by the time they start Year 1. Staff provide a wide variety of activities and introduce the children to such techniques as colour mixing, cutting and sticking. Children extend these skills and become more accurate when painting and creating pictures and models. Children's musical development is good. They know a range of nursery rhymes and songs. As children concentrate on their activities, staff constantly extend their ideas and language skills and encourage them to cooperate with others.

ENGLISH

68. Standards at the ends of Year 2 and Year 6 are below those found nationally. While this outcome is similar to that of the last inspection, there have been considerable improvements over the last two years, which have yet to fully impact on standards. Working relationships are good, and teachers are good at developing positive attitudes towards the subject. At the beginning of lessons they explain what pupils are to learn. They often go back later to check whether pupils have understood. Pupils have targets, so that they know what they are working on, and how they can improve. The National Literacy Strategy has been implemented, although some teachers have yet to incorporate its methods into their day-to-day work and feel confident enough to adapt the guidelines to the needs of their pupils.

69. The school did not reach the targets set for English in 2002, and indications are that the 2003 results will be similar, and this year's targets are unlikely to be met. Other factors that have had a negative impact on standards include the very high rates of pupil turnover in the last few years. Many current Year 6 pupils did not enter the reception class, and many others, who joined the school then, have since left. Numbers of pupils in each year group who have special educational needs vary greatly from one year to the next, but are high overall.

70. Throughout the school, pupils' learning is satisfactory from the low levels at which they enter school. Pupils with special educational needs make good progress. Their individual educational plans are well constructed and have clear targets. The tasks that they are given are well planned, and the lessons are well organised to include their individual needs. Many of these pupils benefit from opportunities to work in small groups, well supported by learning support assistants.

71. By Year 2, most pupils talk and listen to their friends, teachers and other adults, discussing matters of immediate interest. They begin to explain their ideas and convey

simple meanings, as well as listening carefully when necessary. They talk about their work using the correct vocabulary introduced by their teachers. Reading standards are below those expected nationally. Most pupils recognise familiar words, and use their knowledge of letter sounds to build up words, with appropriate help from their teacher. Most also talk about their favourite parts of stories and poems. In a Year 1/2 literacy lesson, for example, pupils discussed 'Do toads have teeth?' They explained how to use the contents page in a non-fiction book, and the very good discussion gave pupils of all abilities good opportunities to contribute and express their views.

72. When they encounter words which they do not know, most pupils develop strategies to help work out what the word is. Most sound out words, look at pictures and use the context of the story to work out the word. They link letters to sounds with growing accuracy. They talk about their reading, showing understanding of simple stories and factual writing. Pupils show good attitudes towards reading, helped by regular practice. Reading record books show that there is a variety of adults involved in regular reading practice. Pupils talk positively about books, authors and stories.

73. Standards in writing in Year 2 are also below those found nationally. Teachers use the structure of the National Literacy Strategy satisfactorily to provide a range of writing activities. These extend to other subjects although more use of these links could be made. Most pupils show growing confidence in communicating meaning through simple words, phrases and sentences. They begin to use imaginative language and adapt their writing for a variety of purposes. Most begin to show an understanding of the use of full stops and capital letters. Their letters are usually clearly shaped and many begin to produce handwriting which is accurately formed. Some begin to join their letters consistently.

74. By Year 6, pupils' speaking and listening skills have continued to develop well, although the standards which they achieve are still below national averages. Teachers use correct language in different subjects, and pupils follow this example well. Because of good social training, and good working relationships, most pupils learn to listen to the opinions of others, ask questions and take turns in discussions. Such activities make good contributions to pupils' social and moral development. Most pupils listen carefully, and adapt their speech to a variety of needs and situations. Some develop their ideas thoughtfully, and question the ideas and opinions of others responsively. In a Year 3/4 mathematics lesson, for example, pupils learnt to count forward and backward in tenths, and to recognise equivalent fractions. The teacher was good at encouraging pupils to explain what they were doing, and, through very good working relationships, positively promoted their speaking skills. Such lessons, where pupils are actively involved in discussions, greatly help to develop pupils' speaking skills. Additionally, in many lessons, teachers make it clear that pupils are expected to pay attention to instructions, and to what their classmates are saying.

75. Reading standards in Year 6 are below those found nationally. Most pupils read a variety of texts fluently and accurately. Some understand the significant ideas and themes in fiction and non-fiction texts. Although pupils understand how to use reference books and information sources, the school libraries are not ideally located; both being in noisy corridors, and this does not help to promote positive attitudes towards books and reading. The use of bar-code readers and appropriate software, which pupils use confidently, makes administration of the junior library very efficient. Pupils are generally well supported in their individual reading. They are given regular opportunities to read, and adults often listen to them. Pupils develop positive attitudes towards reading, and gain good knowledge of a range of authors. The arrival of the latest Harry Potter book was greeted with great enthusiasm, and pupils talk confidently about favourite authors, such as J R R Tolkien and Roald Dahl.

76. Standards of writing in Year 6 are also below those found nationally. Most pupils know how to plan a story, thinking about characters, plot and setting. Spelling, grammar and punctuation are usually correct, and handwriting neat and joined. Some use more adventurous vocabulary, and produce lively and thoughtful writing for a range of purposes. Teachers' systematic use of the National Literacy Strategy ensures that pupils experience a good range of writing opportunities. This gives them confidence to write appropriately in a variety of subjects.

77. Teaching is satisfactory overall. In many lessons seen during the inspection teachers gave brisk introductions, gaining pupils' interest and promoting positive attitudes. Work from the last lesson is reviewed and new targets are discussed. Strengths of teaching throughout the school, include very good working relationships and very effective class management. They provide solid foundations for learning. A relative weakness is the inflexible way in which many teachers apply the official guidelines for teaching the literacy hour. This means that they follow literally the suggestions made, rather than adapting them to their pupils' needs, and their expectations of what pupils can achieve are too low. Where the teaching is disjointed in this way, it is a barrier to pupils' learning. Teachers need to become more confident in using their knowledge of individual needs to produce activities which are tailored to their pupils' needs. The use of information and communication technology is also underdeveloped. Although some examples were seen of appropriate use of computers, many opportunities are missed, where different aspects of information and communication technology could make good contributions to learning.

78. Assessment systems and target setting are well established, so that pupils and teachers know what they need to do in order to improve. A variety of assessment information is gathered, and purposefully used to inform planning, identify strengths and weaknesses and provide information for reports. The subject manager is new to the role, and has not yet had time to gain an informed overview of the subject. She has made a good start in focussing on improving opportunities for writing. She has not yet monitored learning across the school, and this aspect of the subject manager's role is in need of development. Subject management is satisfactory overall.

MATHEMATICS

79. Standards of attainment for Year 2 are below national expectations. The 2002 national test results indicated considerably higher standards. The current Year 2 pupils, however, are not attaining to this standard. Although the majority reaches Level 2, the expected level for their age, many pupils lack confidence in working with number. The current Year 6 pupils' attainment is well below the standards expected for them. The 2002 test results showed below average standards. Early indications are that the 2003 test results fall well short of the target set for these pupils and will be lower than those achieved in 2002. Since the school was last inspected in 1997, national standards have risen considerably. Over this time, standards in the school have risen too, although they have dipped this year. Girls attain higher standards than boys.

80. Care must be taken in interpreting these results. There is a high degree of pupil mobility, which makes comparisons over time unreliable. The attainment of the current Year 6 is not indicative of the overall standards in the school. This year group has an unusually high proportion of pupils with special educational needs and has suffered from particularly high pupil mobility. The attainment of Year 5 pupils, for example, is comparatively higher. Pupils enter the school with well below average attainment and some have a limited

command of English. Throughout the school pupils make steady progress, but not at a sufficiently high rate to raise their standards to national expectations by the time they leave. Pupils with English as an additional language make similar rates of progress. Pupils with special educational needs progress well when classroom assistants support them. The school is trying initiatives in a bid to improve results. 'Setting', whereby pupils are taught in groups based on their prior attainment, has been introduced in Year 6. This has allowed teachers to focus more effectively on pupils' individual needs. Booster classes are run for pupils whose current attainment is below average.

81. Since the time of the last inspection, the school has introduced the National Numeracy Strategy, a programme of study designed to ensure that all pupils receive well-structured regular teaching, designed to develop their confidence in dealing with number and encourage them to explore and develop strategies to perform calculations. However, whilst the strategy has been notionally introduced across the school, its implementation is inconsistent. Teachers vary in their interpretation and understanding of what is required and too much teaching is insufficiently focused on what it is intended that pupils will learn. Consequently, the implementation of the strategy has not been sufficiently effective in raising standards. This has not been remedied, as there is no effective monitoring of the subject on a regular basis.

82. Standards are low for a number of reasons. Pupils have insufficient opportunities to use and apply their knowledge through work in other subjects. As a consequence, opportunities are missed to reinforce pupils' understanding through work in a practical situation. This shortcoming was also identified in the last inspection report. There is an over-emphasis on the use of worksheets and workbooks among the younger pupils. Although this has some benefits, it stifles pupils' creative thought and limits their abilities to apply their knowledge and understanding. Pupils lack confidence. This is largely because they do not learn basic number facts by heart. This seriously inhibits their ability to tackle more complex calculations as they progress through the school. Many lessons do not place sufficient emphasis on developing pupils' mental mathematics. Furthermore, the range of strategies available to calculate mentally is not consistently explored. Standards in working with shape are marginally higher. Most pupils can name a range of two and three-dimensional shapes, and many can identify their properties using appropriate mathematical vocabulary. Data handling skills are below average because pupils have too few opportunities to do work of this sort.

83. Pupils' attitudes to learning are good. They listen attentively and are keen to answer questions. Relationships are very good; this ensures that on those occasions when pupils are asked to work collaboratively, they do so sensibly. Pupils concentrate well and most take pride in their work. Their positive attitudes are significant factors in the progress that they make.

84. Overall, teaching is satisfactory. However, there are variations in its quality. Lessons seen ranged from very good to unsatisfactory, and there were weaknesses in some lessons that were satisfactory overall. Not all teachers have sufficiently high expectations of what pupils are able to achieve. This most commonly manifests itself in work not being well matched to the abilities of the pupils. In particular there is a lack of challenge for the most able pupils. Teachers make insufficient use of information and communication technology as a tool to support learning. On occasions when it is used, the use is not always well planned, with the result that pupils make little progress in developing either their mathematical or information and communication technology skills. Where teaching is weak, the lesson lacks pace and challenge with the result that too little ground is covered in the available time. The use of ongoing assessment is also inconsistent. In a Year 1/2 lesson, the content of a major part of the lesson was work already covered by the older pupils. Conversely, in a Year 3/4

lesson, the teacher varied the pace of his lesson very well through skilful questioning to probe pupils' understanding. In this way he was able to assess when further clarification was required and when pupils were ready to tackle new work. The quality of marking is variable. Some marking corrects work, but offers no direct guidance to the pupil on how to improve. There are strengths in teaching; the management of pupils is consistently good. In the most effective lessons the teaching is lively and keeps the pupils enthused throughout. In these lessons, the teacher strikes a good balance between direct teaching and pupil activity and the work is set at an appropriate level for the abilities of the pupils. When working with one group, the teacher keeps alert to the needs of others. This was well illustrated in a Year 4/5 lesson, where the teacher was prompt to intervene to correct misconceptions or to keep the pupils on task. Teachers identify their learning objectives for each lesson and most share these with the pupils. However, these are sometimes too broad and do not specify what pupils will learn in that particular lesson. Consequently, the success of the lesson is difficult for the teacher to gauge and pupils are not given the boost of clearly seeing that they can now do something that they could not do before.

85. The leadership of the subject is unsatisfactory. As was the case at the time of the last inspection, the use of assessment information to guide planning is inconsistent. The school uses a range of statutory and optional tests to assess and record pupils' attainment, but does not use the information gained sufficiently to guide teaching and planning. There is inadequate awareness of the strengths and weaknesses of the subject and there has been little monitoring, evaluation and development of teaching.

SCIENCE

86. Overall, standards in science are below average at the end of both Year 2 and Year 6. From a low starting point, most pupils achieve satisfactorily and make steady progress as they move through the school. Standards are now lower than they were at the time of the previous inspection in 1997, when they were judged to be satisfactory in Years 2 and 6.

87. Inspection findings reflect the results of the 2002 national tests, which show that the proportions of pupils attaining the nationally expected target of level 2 at the end of Year 2 and level 4 at the end of Year 6 were about average but too few pupils exceeded these levels. As a consequence, the overall results for both Year 2 and Year 6 were below average. In comparison with schools in similar contexts, standards at the end of Years 2 and 6 were about average. There is no significant difference between the attainment of boys and girls.

88. The school has performed well in relation to the targets set for its results in the national tests for Year 6, and has exceeded its target for each of the past three years. However, its performance in relation to the issues highlighted in its previous inspection report has been unsatisfactory. This report highlighted weaknesses in the curriculum, in the use of information and communication technology and in the quality of monitoring carried out by the subject co-ordinator, and in each of these areas there has not been enough progress.

89. Throughout the school, potentially higher-attaining pupils are not challenged enough. This occurs because of weaknesses in the curriculum, assessment and teaching.

90. The curriculum is based on nationally recommended guidance. It provides a suitable breadth of experiences for pupils and useful information about the activities to be taught. However, the guidance has not been properly adapted by the school to reflect the specific needs of its pupils by mapping out the way in which their skills are to be developed as they move from Year 1 to Year 6. As a result, teachers do not know precisely at what levels they are to teach the activities which are broadly outlined within the curriculum plan and need to rely on their own judgements. The school's focus on the activities to be taught rather than

the skills to be developed has meant that the curriculum plan has had to be altered each year in response to the changing composition of its mixed-age classes. In addition, the lack of precise guidance about the levels at which elements of science are to be taught has resulted in unnecessary repetition of some work while other topics have not been covered in enough depth. For instance, work about electrical circuits in Year 4 is very similar to the coverage given in both Year 5 and Year 6.

91. Teachers' skills in assessing their pupils are unsatisfactory. This is because they do not have clear enough guidance from the curriculum plan as to the expectations for pupils' attainment in different year groups and they lack in-depth knowledge of the National Curriculum requirements. The co-ordinator has recognised this weakness and is working to improve teachers' skills in judging pupils' work. To help them in this, he is developing a portfolio of examples of pupils' work which can be used as a reference point for their judgements.

92. Overall, the quality of teaching is satisfactory, but there are significant weaknesses within teaching which need to be addressed. Owing to the way in which the timetable was arranged, only three science lessons were observed. One of these was good and the other two were satisfactory. Within these lessons, teachers explained tasks clearly, managed their pupils well, and used their skilled learning support assistants effectively. However, evidence from a detailed scrutiny of pupils' previously completed work shows that teaching is not always of this quality. Throughout the school, there is very little evidence of teachers providing different work in response to the needs of pupils of different ages and abilities within their classes. In the lessons observed, work was pitched at the pupils of average attainment. Good quality help provided by learning support assistants ensured that pupils with special educational needs learned well and were fully included in activities. However, higher-attaining pupils were generally expected to do the same work as pupils of average attainment, but in slightly more detail. For example, all pupils in Years 1 and 2 compared the same two different habitats – the playground and a grassy area – in terms of the number of plants and small creatures found there. The teaching was very directive and the recording activities gave pupils little opportunity to develop skills of independence and improve their skills in writing. Higher attaining pupils in Year 2 were not challenged by this method of working. Throughout the school, in each class, much of the work recorded in pupils' books is the same and often appears to have been copied from the same source. For instance, when writing about the pollination of flowers, Year 6 pupils of different abilities all wrote: *'Getting the pollen to the female is pretty straight forward. There's two exciting ways it can happen. Read on...'* (sic). Teachers' marking is not used as a tool for improving their pupils' work. In many books, teachers make helpful comments about what their pupils have written, but in none of the books examined was there any evidence of the pupils responding to these comments by addressing the points made by the teacher.

93. Information and communication technology is not used consistently in all classes to support learning in science. Where it is used, for example in researching different topics, it is used well. However, pupils in Years 3 to 6 do not have ready access to computers because there are none in most of the classrooms. They are only able to use the information and communication technology suite when it is available and when teachers can provide supervision for them. There is no evidence of the use of information and communication technology in science by pupils from Years 1 and 2.

94. The subject co-ordinator has a good understanding of the subject and clear plans for future developments. However, his monitoring of provision has been largely limited to looking at samples of pupils' work and discussions with staff and pupils. He does not have a view about the quality of learning because he has not monitored this aspect.

ART AND DESIGN

95. No art and design lessons were seen during the inspection. The range of pupils' previous work available and other evidence was insufficient to make judgements about standards overall. Pupils experience a range of activities as they go through the school, and these cover all of the required aspects of the subject. Much of the work is done in the context of other subjects, such as when Year 1/2 pupils drew sketches of an environmental garden, or when Year 4/5 pupils did careful pencil sketches of ancient Greek vases. Such activities enable pupils to develop art skills, so that they can carry out basic tasks such as mixing paint or achieving visual effects through pencil shading. In some classes pupils have sketchbooks in which they practice skills and explore artistic elements such as colour, texture and pattern.

96. Some good quality two- and three-dimensional work is produced. This is often displayed effectively alongside work from other subjects. Such displays have a good visual impact, and help to create a bright and interesting environment in the classrooms and in the other areas of the school. Some work is also done about the lives of famous artists from a variety of world cultures, and this makes a worthwhile contribution to pupils' understanding of different genres, styles and traditions.

DESIGN AND TECHNOLOGY

97. By the ends of Year 2 and Year 6, pupils reach standards which are in line with national expectations, and they make good progress. This represents a good improvement since the last inspection, when standards throughout the school were judged to be below expectations.

98. In Years 1 and 2, pupils are given a good range of experiences, which help them develop their understanding of the process of designing, making and evaluating a variety of products. They also develop their skills, learning to measure, cut and shape a range of materials. In a Year 1/2 lesson, for example, pupils chose playground equipment to suit the needs of children of different ages. The teacher asked questions about the materials used, and focussed pupils' attention on why some materials are better suited to particular purposes. Pupils then developed their skills, working together to cut out pictures and stick them onto worksheets. The teacher stressed the importance of working together and sharing ideas.

99. By the end of Year 6, pupils have made good progress in developing their understanding of the design process. In Year 6, for example, pupils are designing and making a pair of slippers. They use planning sheets to clarify their ideas for the different stages of the task - planning, materials and tools and evaluation. The teacher provided a good variety of resources so that pupils could choose the best materials to suit their plans. She worked with the pupils well, for instance showing them how to thread needles. Some pupils had difficulty cutting the material because there were not enough pairs of sharp scissors.

100. The quality of teaching is satisfactory. Teachers' subject knowledge is satisfactory and the quality of working relationships is very good. Classes are very well managed and teachers ensure that proper attention is paid to safety. Teachers are good at providing interesting activities, which engage the interest of pupils of all abilities. In a Year 3/4 lesson, for example, pupils explored clay-modelling techniques to create detailed visual effects on the hulls of Viking ships. The teacher asked very precise questions to focus pupils' attention on

design issues; 'How can you make the hull look like planks of wood?' and encouraged them to record their ideas through sketching. One boy came up confidently to draw his ideas on the board, and the rest of the class listened intently and were fully involved in the discussion. Later in the lesson the teacher showed how to shape the clay, and all pupils watched very attentively. He used questions very skilfully to challenge pupils of all abilities, and the very good interactions ensured that all pupils learnt very well, as well as enjoying the work.

101. Three teachers share the management of the subject. This arrangement has only been in place during this school year, and has yet to have its full impact. They have not had opportunities to monitor learning, and so do not have a clear overview of standards in the subject. There is a need for the management role to be further developed so that a better overview of current practice, clear plans for progress and the establishment of effective assessment systems can be put in place. Official guidelines for the teaching of the subject have been adopted, and appropriate subject guidelines are in place. Resources for the subject are satisfactory overall, although there are shortages in some areas, such as cutting tools for the older pupils. Appropriate attention is given to the safe use of tools and materials.

GEOGRAPHY

102. Standards in geography are below average at the end of Year 2 and Year 6. Achievement is unsatisfactory and pupils make slow progress as they move through the school. This situation occurs because of weaknesses within the curriculum, assessment and leadership.

103. Progress since the last inspection has been unsatisfactory. Standards in Year 2 have declined, and in Year 6 they remain at the previously reported level. There has been some improvement in the curriculum, in that national requirements are now met. Planning is now based on nationally recommended guidance for the subject, which has been adopted by the school. However, this guidance has not been adapted to reflect the specific needs of the pupils, nor has the good framework of activities to be taught been supplemented by information for teachers about the school's expectations of the way in which pupils' skills are to be developed as they move from Year 1 to Year 6. As a result, teachers do not know precisely at what level they are to teach different year groups and therefore what they are to assess.

104. Owing to the way in which the curriculum for geography is planned, in 'blocks' of time alternating with history, the subject was not being taught during the period of the inspection. Evidence from samples of pupils' previously completed work show that there have been periods of time in which very little has been recorded. Work which has been produced is generally of poor quality in terms of the depth of coverage of topics and the standards of presentation. Teachers have made no allowance for the range of pupils' prior attainment. Frequently, the same photo-copied worksheets are provided for all pupils in a class, with no attempt made to adapt these for pupils of lower-attainment and for those with special educational needs or to provide more challenging activities for higher-attainers. This approach also limits opportunities for pupils to practise and develop their skills in writing. For example, work in Year 6 about rivers is largely based on photo-copied sheets, which require pupils to carry out tasks such as labelling diagrams or providing brief answers to questions. With the exception of a few examples of pupils' research, there is no evidence of the regular use of information and communication technology to support learning in geography.

105. The subject co-ordinator has a limited view of the school's provision in geography because her monitoring activities have been largely confined to looking at some samples of pupils' work and some discussions with pupils. Resources are inadequate. There are not enough good quality atlases, globes and books to support learning.

HISTORY

106. Standards in history are below average at the end of Years 2 and 6. Overall, achievement is unsatisfactory and pupils make slow progress in developing their skills, knowledge and understanding because there are weaknesses in the curriculum, in the school's assessment procedures, and in the leadership of the subject.

107. Progress since the last inspection has been unsatisfactory. Standards have not improved in Year 2 and have declined in Year 6, and weaknesses in the curriculum have not been fully addressed.

108. Owing to the way in which the timetable was arranged, only three history lessons were observed. These were in Years 3, 4 and 5. Observations of these lessons, together with evidence from a scrutiny of work previously completed by pupils in Years 3 to 6, indicate that the quality of teaching in these classes is satisfactory overall. There is not enough evidence for a judgement about the quality of teaching in Years 1 and 2 to be made.

109. Of the three lessons observed, one was very good, one was good and the other was satisfactory. In all of these lessons, teachers' enthusiasm for the subject was transmitted to their pupils, who showed great interest and were keen to share their views. Very good teaching and learning was evident in a mixed-age class of pupils from Years 3 and 4 who were studying the impact of the blitz on people, and particularly children, during the early years of the Second World War. Learning was brought to life through the contribution of a former evacuee, who enthralled pupils with his reminiscences, and through the skilful interventions of the teacher, who ensured that important details were fully explained and that the pupils were able to imagine themselves in similar circumstances. He prepared his pupils well and made sure that the questions that they had devised for the speaker were carefully constructed. Good use was made of information and communication technology as pupils took turns to record the session using a video camera. In a lesson about Ancient Greece, taught to a class of pupils in Years 4 and 5, the lack of resources limited the options available to the teacher and, as a result, teaching was very directive. In all lessons, pupils responded well to the teachers' high expectations of their behaviour, and the very good relationships between teachers and their pupils formed a good basis for learning to take place. Samples of pupils' work show that teachers' expectations of pupils' written work are too low and that the work set does not take enough account of the needs of higher-attaining pupils.

110. Pupils with special educational needs receive good quality help from skilled learning support staff during lessons. Their intervention ensures that these pupils are fully included in activities and learn well.

111. The nationally recommended guidance adopted by the school as a basis for its curriculum provides useful information about the activities to be taught. However, the school has not yet adapted this guidance to provide clear information for teachers about the way in which pupils' skills are to be developed from Year 1 to Year 6 and to give teachers a clear indication as to precisely the level at which they are to teach within each year group. As a result, teachers have to use their own judgement as to what they are to teach. The consequence of this approach is that there are marked differences in the quality of work produced from class to class. These differences have not been identified, because the co-ordinator does not observe lessons and does not sample pupils' work widely enough. The lack of adaptation of national guidance for the curriculum means that opportunities to celebrate the richness of local historical links are not always taken. For example, instead of focusing on a local celebrity, pupils' in Year 4 have used computers to research the work of

John Lennon because the study of his work is a suggested activity within the national guidance.

112. Procedures for the systematic assessment of pupils have not been developed. The school meets statutory requirements for assessment in that an overall judgement of each pupil is recorded each year. However, these judgements are not based on clear guidance as to precisely what is to be assessed because the curriculum, on which assessment has to be based, is not fully developed. Apart from a small, but satisfactory selection of books in the library there are not enough resources, such as artefacts, to enrich the school's provision for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards in information and communication technology are below average at the end of Year 6 and achievement is unsatisfactory because of weaknesses in the curriculum and because pupils do not use their skills regularly enough and do not develop them sufficiently. There is not enough evidence for a judgement about standards at the end of Year 2 to be made.

114. Overall, progress since the last inspection has been unsatisfactory. Good progress has been made in improving the number and quality of computers, and there has been satisfactory improvement in ensuring that National Curriculum requirements are met. However, there are weaknesses within the curriculum, in assessment, and in the use of computers throughout the school.

115. The quality of teaching is satisfactory. Three sessions of direct teaching were observed; two of these were good and the other was unsatisfactory. In addition to these lessons, there were further observations of pupils at work in the information and communication technology suite supervised by their teachers. Teachers explain tasks clearly, and have high expectations of their behaviour. As a result, pupils are able to work effectively and without undue disturbance. However, computers have to be shared by pairs of pupils and this means that individuals only have the opportunity to practise what has been taught for about half of the available time. During the remaining period they have to watch their partner at work. During the sessions observed in the information and communication technology suite, all pupils used the same programs, regardless of their prior attainment. Pupils with special educational needs generally coped well, and benefited from the help and advice provided by their partners, but those of potentially higher-attainment were not challenged enough. Where teaching is unsatisfactory, expectations of what the oldest and the higher-attaining pupils in mixed age groups can achieve are not high enough. This occurs because the national guidance adopted by the school has not been adapted to provide information for teachers about the levels at which they have to teach different elements of the subject.

116. Pupils have limited access to the computers available. This is because most of the computers are located in the information and communication technology suite, which is timetabled for use by each class once a week, and because planning for information and communication technology is not integrated well enough into planning across the curriculum. Although the suite is available for use outside timetabled sessions, this option was only taken up on one occasion during the course of the inspection. In the Year 1 and 2 classrooms computers were not even switched on for most of the time.

117. As a consequence of the limited access to computers and the lack of curriculum guidance, pupils in Year 6 are working at levels more usually expected of pupils in Year 5. For example, pupils in Year 6 were observed using the information and communication

technology suite to practise skills in using a spreadsheet program. However, their knowledge of its functions was very limited. With support, they were able to enter formulae to calculate the total, average and median of a range of numbers, although few had any understanding of what the terms average and median actually meant. Other functions of the program, such as sorting and ordering data, were unknown to the pupils.

118. The curricular provision for pupils with special educational needs is satisfactory. Software specifically designed to develop these pupils' skills in literacy and numeracy is available, although not seen in use during the course of the inspection.

119. Samples of pupils' work are colourfully displayed around the information and communication technology suite and library. However, these displays do not accurately represent current standards since some items were produced during the previous academic year and some were not produced by the pupils at all.

120. Systems for assessing pupils are unsatisfactory. Since teachers have no clear guidance about the way in which pupils' skills are to be developed, or about the expectations of pupils at the end of each year, they have no secure basis for their assessments. There are satisfactory procedures in place to ensure pupils' safe use of the Internet.

121. The subject co-ordinator has a strong interest and good technical expertise in the subject. However, he has not developed a clear overview of the quality of learning. Overall, leadership is unsatisfactory because not enough progress has been made since the last inspection.

MUSIC

122. By Year 2, pupils achieve average standards. Standards in the current Year 6 are slightly below average. This is mainly because they have not covered all parts of the required curriculum in Years 3 to 6. This is also the reason why standards appear to have fallen at Year 6 since the last inspection, when they were average at both key stages. The school has identified this issue and to address it has appointed a specialist music teacher who teaches all the pupils in Year 3 to Year 6. This has already had a marked effect on standards, which are rising. The improvements are due to a number of factors including:

- very good quality teaching in lessons for Year 3 to 6, which results in pupils learning very well
- a good curriculum, which is broad and balanced and covers all the requirements of the National Curriculum and builds on pupils' skills and knowledge progressively
- the fully inclusive nature of the subject, which allows all pupils to take part at the same level and thus succeed, whatever their background or ability.

123. Year 1/2 pupils enjoy their lessons. They are enthusiastic to sing and play instruments. They recognise repeated rhythms. They understand that you can play rhythms on instruments such as claves and drums, and tunes on instruments such as trumpets and pianos. During one lesson, pupils successfully learned a new song and put an accompaniment to parts of it using tuned percussion. They did this because the teacher built on their skills and knowledge step by step until they had all the skills necessary to achieve the objective. The pupils were pleased with their success and eager to practise.

124. The quality of teaching and learning is good overall. Lessons seen during the inspection ranged from satisfactory to very good. The very good lessons were characterised by very good pace stemming from the teacher's very good subject knowledge and an animated input which enthused the pupils and kept their interest throughout the sessions. This bolstered pupils' learning and they all achieved very well in the lessons regardless of their ability or previous knowledge. For example, Years 3 and 4 were quick to identify what specific musical and other characteristics a variety of singing games had. They enjoyed trying out clapping, skipping and 'counting out' rhymes and games. They identified accurately which category games fell into and related how sounds and rhythms are used differently depending on the nature of the game.

125. Pupils, throughout the school sing tunefully using good diction. Teachers use good warm up techniques to 'get the voice going' and, hence, pupils are relaxed when they sing and achieve good results. In a Year 6 lesson, after exercising facial muscles prior to singing, one pupil was surprised to find her lips tingling from the effort. Pupils sing in assemblies with feeling and expression. In lessons they learn songs quickly and perform them confidently.

126. The school has worked hard to raise the profile of music in school. Music for assemblies is carefully chosen to match themes and pupils are encouraged to listen to it sensibly. Many staff use music before school and between lessons to calm and motivate pupils. Resources are satisfactory and include a good range of multi-cultural instruments. The school has identified the need to link more closely the curricula of Years 1 and 2 and Years 3 to 6 to secure continuity of learning for all pupils throughout the school.

PHYSICAL EDUCATION

127. It is not possible to make an overall judgement of standards in physical education as insufficient lessons were observed during the inspection. In the few lessons that were seen standards were above national expectations. Pupils show good co-ordination and ball skills are good. Teachers' planning was examined, and from this it is clear that over the school year pupils follow a broad and balanced curriculum, which provides a suitable range of experience.

128. In games lessons, pupils are taught ball skills, such as throwing and catching, and basic tactics, such as finding space to receive a pass. The school makes good use of specialist coaching to develop pupils' skills in games such as cricket and basketball. The school has football, netball, cricket, athletics and cross-country teams and takes part in various leagues and competitions. The provision of after school clubs, such as dance, aids attainment. Pupils show good attitudes to their work. Most listen attentively and work with commitment and energy during their lessons.

129. No secure judgement is possible on the quality of teaching. In the lessons seen, it was satisfactory, and occasionally good. Progress would be improved if pupils were consistently taught the importance of planning and evaluating for themselves. Whilst teachers make use of pupils' demonstrations to illustrate good performance, they vary in how effectively they do this. Increased emphasis on the features that make an activity particularly successful would enable other pupils to develop the skills of evaluation more effectively. In the best lessons, there is appropriate emphasis on the teaching of technique at times when pupils are unsure what they need to do next to improve their performance. In a lesson taught by a visiting specialist, the teacher took time to demonstrate the correct way to hold the bat.

As a consequence, pupils were able to hit the ball with increased accuracy. Their success provided further motivation. However, in other lessons teachers offer insufficient guidance. Progress in a lesson involving throwing a ball was limited, as the teacher did not advise on the importance of body position or the use of the non-throwing arm.

130. The subject co-ordinator is enthusiastic, but has not yet had a significant impact on the development of the subject.

RELIGIOUS EDUCATION

131. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus and government guidelines. There are strengths in the depth of feeling that the pupils have for the subject. They show good understanding of each other's feelings and great respect for the way in which people wish to live their lives. Standards have been maintained for the younger pupils since the last inspection. Although they appear to have fallen slightly for the older pupils, this is due to their literacy skills rather than to their religious knowledge and understanding.

132. Pupils in Years 1 and 2 understand some of the symbols of Christianity. They know some of the stories from the Bible, such as Joseph and his brothers. They study how Jewish people live and celebrate important occasions. They know that the Torah is an important book for the Jews, as the Bible is for Christians. Older pupils build on this knowledge and, by Year 6, exhibit strong feelings about what is faith and what difference it makes in peoples' lives. They study aspects of some of the major religions of the world and compare similarities and differences in Christianity, Judaism, Hinduism and Islam. Their studies are greatly enhanced by the very good quality acts of collective worship which encourage them to think about their place in the world and how they can help themselves build an inner strength to cope with life. For example, in one assembly pupils reflected on the power of silence. Pupils, of all ages, showed great understanding of how an inner stillness and silence can help them 'think things through' even in a turbulent world.

133. The quality of teaching and learning overall is satisfactory. Lessons seen during the inspection were good. Teachers allowed pupils to reflect on what they were learning and take time to think about what they wanted to say. This meant that pupils were confident to answer questions and also that they listened to each other with sensitivity. Pupils in Year 5 said that they enjoyed their lesson in which they discussed the way Christians lived their beliefs. The teacher skilfully drew out their ideas during the discussion. Her lively input meant that the lesson moved along at a good pace and kept the pupils interested. As a consequence, they achieved above average knowledge and understanding of the notion of loving your neighbour and only doing to other people what you would like done to yourself. In the discussion, pupils used phrases such as 'showing compassion' and 'respect differences' with clear understanding. The good plenary session further enhanced the pupils understanding of how people helped those less fortunate than themselves, through organisations such as Christian Aid and Children in Need.

134. In a Year 1/2 lesson, pupils showed good knowledge and understanding of features that make a church a special place. Following their visit to a local church, they used a Circle Time⁴ successfully to identify features that they had seen, such as the pulpit, the font, hymn books and stained glass windows. Although some pupils lacked the confidence to speak out

⁴ Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

straight away, the teacher calmly and helpfully allowed them time and encouraged other pupils to listen carefully. This meant that all the pupils felt secure and gradually more spoke out and identified features that were special to them. This activity was followed by a simple and quick exercise to record their work on a pre-designed template. This was well planned, as it did not detract from the objective of the lesson and become a writing lesson but meant the pupils recorded their thoughts for future reference, either with key words or simple illustrations.

135. The subject leader has a very clear view of the development of religious education. She has tailored the government guidelines and topics of the locally agreed syllabus very carefully to meet the needs of the pupils. This means that pupils achieve well and standards are rising. This is most noticeable in Year 5, where, already, standards exceed the expectations of the locally agreed syllabus because of the depth of understanding the pupils have about a range of theological concepts. The subject has an important role in supporting the ethos of the school and teachers use it as a tool to enhance pupils' attitudes and behaviour to other subjects. Resources are adequate and further staff training is planned to identify the best way to present and use them to enhance learning in lessons.