

INSPECTION REPORT

OAKWOOD JUNIOR SCHOOL

Lordswood, Southampton

LEA area: Southampton

Unique reference number: 116138

Headteacher: Alison Langrish

Reporting inspector: Sue Chesters
23196

Dates of inspection: 18th – 21st November 2002

Inspection number: 247618

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Sandpiper Road Lordswood Southampton
Postcode:	SO16 8FD
Telephone number:	023 8032 0360
Fax number:	023 8036 3183
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Nigel Hale
Date of previous inspection:	19 th June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23196	Sue Chesters	Registered inspector	Educational inclusion Special educational needs English as an additional language Music Religious education	What sort of school is it? How high are standards? Interpretation of results How well are pupils taught?
9624	Graeme Norval	Lay inspector		How high are standards? Attitudes, values and personal development/attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
29263	Florence Clarke	Team inspector	English Art and design Design and technology	
23216	John Earish	Team inspector	Science Information and communication technology Geography	How well is the school led and managed?
20875	Jim Howard	Team inspector	Mathematics History Physical education	How good are curricular and other opportunities?

The inspection contractor was:

Chase Russell Limited
85 Shores Green Drive
Wincham
Northwich
Cheshire
CW9 6EJ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakwood Junior School is situated in the town of Southampton. It educates pupils aged from seven to 11. There are 281 pupils on roll, 150 boys and 131 girls. The school is larger than most other junior schools. It is about the same size as at the time of the last inspection. The school serves a mixed social area. Most pupils come from the immediate neighbourhood. There are 70 pupils identified as having special educational needs. This represents one quarter of the school's roll and is above the national average. The needs of these pupils include specific learning difficulties, emotional and behavioural difficulties and physical disabilities. One pupil has a statement of special educational need (0.3 per cent of the school roll). This is lower than the national average. Twelve per cent of pupils receive free school meals, which is broadly average. Ten per cent of pupils come from minority ethnic groups, including from Chinese, Indian and Saudi-Arabian backgrounds. Eighteen pupils speak English as an additional language. Three of these are at an early stage of acquiring English. The level of attainment on entry to the school is very wide but, overall, it is average. Most pupils complete four years at the school although 11 per cent of the current roll have transferred into or out of the school other than at the normal time of first admission.

HOW GOOD THE SCHOOL IS

This is an effective school. It provides a good education for its pupils. It has an excellent headteacher, a full complement of governors and a supportive staff. They share a common vision of raising standards and providing the best possible education for the pupils. Improvement has been such that standards are now rising and show improvement since the time of the last inspection. The school is no longer under-achieving. It is on the threshold of further great improvements. It gives good value for money.

What the school does well

- It achieves very good standards in mathematics.
- The school has a most effective headteacher who is very well supported by staff and the governing body. They share a clear vision for the future of the school and work hard to raise standards.
- It has very good quality teaching, which results in pupils learning very well.
- It provides well for pupils with special educational needs.
- It has a broad and relevant curriculum with strong links to partner schools. It provides very good extra-curricular activities.
- It provides very good opportunities for pupils to develop morally and socially and this results in the pupils' very good personal development and their mature sense of responsibility.

What could be improved

- Some teaching, so that all teaching is brought up to the standard of the best.
- Assessment procedures so that they are fully and consistently implemented throughout the school.
- The implementation of the school's behaviour policy to ensure that the behaviour of a significant minority of troubled and troublesome pupils does not effect their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in June 2000 and improvement has accelerated in recent months. The curriculum is planned more effectively than before and includes a broader range of content. Standards in mathematics have improved exceptionally well. Standards in English and science are improving. The quality of teaching is much better than at the time of the last inspection. At the last inspection it was satisfactory. It is now very good overall. There is improved provision for pupils' spiritual, moral, social and cultural development. Record keeping and tracking pupils' progress are now good although there is more work to be done to develop the use of this information. The leadership of the school is more focused on improvements with a clearer educational

direction and a greater unity of purpose. The staff's roles are clearer and the governing body is working very closely with the school.

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	D	D	C	C
Mathematics	D	C	A	A
Science	D	D	C	C

Key

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

**Similar schools are those having up to 20 per cent free school meals.*

The table shows the results in the 2002 national tests for pupils of Year 6. Standards were in line with the national average in English and science and well above average in mathematics. When compared with similar schools*, the results are average in English and science and well above average in mathematics. There has been a steady rise in standards in English and science since the last inspection in 2000 which reflects the national trend. In mathematics, the rise is exceptional. This is largely due to the successful implementation of the National Numeracy Strategy and the improved quality of teaching and learning, particularly in Year 6. Inspection findings show that standards in the current Year 6 are average in all National Curriculum subjects, except in mathematics, which are well above average and in history, where they are above average. Pupils meet the expectations of the locally agreed syllabus in religious education. The pupils in the current Year 6, at this early stage in the academic year, are on line to reach or exceed the targets set for them by the time they leave the school. Across the school, the more able pupils and those with special educational needs achieve well. Pupils from ethnic minority backgrounds also achieve well. Those who are at an early stage of acquiring English achieve very well particularly in English and mathematics. This is because of the very good quality teaching and the interesting curriculum which challenges pupils of all abilities effectively.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show appropriate attitudes to their work, to members of staff and to school life.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in and around the school. However, there is a small, but nevertheless significant, minority of troubled and troublesome pupils who find it difficult to conform to the school's good code of conduct. This, occasionally, has a negative effect on their own learning. The school recognises this and is working hard to implement a consistent behaviour policy. Appropriate relevant professional advice has been successfully sought and used to help these pupils to behave more acceptably.
Personal development and relationships	Very good. Pupils relate very well to adults and to each other. Most share ideas profitably and work very sensibly together. They enjoy taking responsibility for jobs around the school and are very keen to help with routine tasks. Relationships amongst staff are very good. Staff are very well respected role models for the pupils.

Attendance	Very good. Pupils enjoy coming to school and are punctual.
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Most pupils take great interest in their lessons. They work hard and are happy. They understand well the effects of their actions on others and show respect for other people's feelings, values and beliefs. The majority of the older pupils are mature, show good initiative and take personal responsibility well.

TEACHING AND LEARNING

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

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

Teaching during the inspection ranged from unsatisfactory to excellent. Overall, the quality of both teaching and learning were very good. Teachers enjoy teaching and, consequently, the pupils learn happily. Teaching is skilful and pupils learn rapidly. Literacy and numeracy are taught very well. Very effective teaching assistants work alongside the teachers. This makes a significant contribution to the standards achieved, particularly by those pupils who have learning difficulties and those who have emotional and behavioural problems. Teachers ensure that the pace of learning in lessons is very good. Thus, the vast majority of pupils are interested in their work and eager to complete tasks that they are given. A major strength of the teaching is the way in which staff have a very good range of strategies to keep pupils motivated and behaving well. They teach the basic skills in all subjects consistently very well and have very high expectations of what their pupils can achieve. As a result, the pupils know exactly what is expected of them and they work very hard. Pupils with special educational needs are taught very well and receive very good quality support from the teaching assistants. Hence, pupils make good progress towards the targets in their individual education plans. Pupils from all types of backgrounds and of different abilities are fully included in all lessons and achieve well. The very good teaching that the pupils receive is a major strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is well organised and pupils have good opportunities to engage in a range of experiences. There is very good provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. The individual education plans for pupils with special educational needs are very well written and enable the pupils to make good progress.
Provision for pupils with English as an additional language	Eighteen pupils speak English as an additional language. They make good progress. Three pupils are at an early stage of acquiring English and they make very good progress overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Overall, the school makes very good provision for pupils' personal development. It makes good provision for pupils' spiritual development and satisfactory provision for cultural development. The provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The welfare and care provided for pupils is good. Teachers and support staff know their pupils well and provide very good personal support and guidance. The procedures for monitoring behaviour, personal development and academic performance are very good.

The school works very hard to develop a very good working partnership with parents. The quality of information provided for parents is very good and they make a good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision for the school and provides outstanding leadership. The support and contribution of the senior management team is very good. The staff operate as a motivated and dedicated team.
How well the governors fulfil their responsibilities	The governors use their personal qualities and experiences to provide very good support to the leadership and management of the school. They have a very good understanding of its strengths and weaknesses and fully support the vision for its future direction. All statutory requirements are met.
The school's evaluation of its performance	There are rigorous procedures for improving the quality of teaching, learning and curriculum provision. There is a wide range of information to track pupils' attainment. This is used with increasing efficiency to set targets for further success.
The strategic use of resources	The governors and headteacher work closely together to ensure that the school utilises its available resources effectively. They are well aware of the need to match current spending to meet the agreed development priorities. Spending is monitored closely. The school makes every attempt to get the best value for the money it spends.

Accommodation is satisfactory, with one or two limitations, and the school makes good use of it. There are a good number of good quality and well-experienced teaching and support staff to cover the needs of the curriculum. Resources are satisfactory overall. Staff use resources very well to enhance pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The school expects their children to work hard and achieve their best. • The teaching is good. • They are comfortable about approaching the school with questions or problems. • The school is well led and managed. • Their children are developing maturity and responsibility. 	<ul style="list-style-type: none"> • A few parents feel that they are not sufficiently well informed about how their children are getting on. • A few feel that the homework provided does not adequately support learning. • Some parents feel that the school does not provide an interesting range of activities outside lessons. • A very small number of parents feel that the behaviour of some children in Year 3 is not good.

The inspectors agree with the positive views expressed by parents. They feel that quality and quantity of homework provided satisfactorily supports learning in lessons. They also feel that parents receive very

good quality information from the school, including good information about their children's progress. They judge extra-curricular activities to be very good. The inspectors agree that very occasionally the behaviour of a small number of pupils, particularly in Year 3, is unacceptable. The school also recognises this. It is working very hard to implement consistent measures to address the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in art and design, history, music and physical education were average. Standards in English, science, information and communication technology, design and technology and geography were below average. In mathematics, they were well below average. Standards in religious education were in line with the expectations of the locally agreed syllabus. The school was deemed to be under achieving. Since then the school has undergone change and has maintained steady improvement in standards. It is no longer under achieving.
2. The results in English and science, achieved by 11-year-olds in national tests in the year 2002, were average. They were well above average in mathematics. When compared with similar schools, these results were average in English and science and well above average in mathematics. This represents steady, good improvement in English and science since the last inspection, and follows the national trend. The improvement in mathematics is exceptional and exceeds the national trend. The targets set for the school in 2002 were exceeded in English and mathematics.
3. Inspection evidence shows that, in the current Year 6, standards in English and science are average. In mathematics, they are well above average. The targets set for this year are considerably higher than in previous years but pupils are in line to achieve, and possibly exceed, them. These raised standards are results of the:
 - very good quality teaching, particularly in English and mathematics
 - successful implementation of the national strategies for literacy and numeracy
 - improvements made to the curriculum
 - improvements in assessment procedures which give useful information about pupils' attainment and progress
 - better use of the assessment data to establish what pupils should be able to achieve.
4. The evidence also reflects the success of the behaviour management strategies that the school has adopted, as a response to the increase in the number of troubled and troublesome pupils that it has received. These strategies have enabled teachers to minimise the negative impact that problematic behaviour might have had on learning. They have been particularly effective in the older classes. However, they are not yet as secure in Year 3, where a very small number of pupils have had difficulty settling to school routines. Currently, the overall attainment in Year 3 is not as good as in the rest of the school. However, a great deal of support is being given to the pupils so that they receive good challenge. This impacts very successfully and standards are rising noticeably.
5. Standards in information and communication technology are average. The provision for information and communication technology has improved considerably since the last inspection. The newly established computer suite, where teachers can teach basic skills to the whole class, is having a significant impact on raising standards. Teachers make more and more use of information and communication technology in other subjects. This is helping to raise standards further.

6. Standards in art and design, design and technology and music are average. In history, standards have improved and are above average. No decisions are made for geography or physical education because there was not enough evidence on all aspects of the subject available during the inspection from which to form secure judgements. Standards in religious education have been maintained and are in line with the expectations of the locally agreed syllabus.
7. There are no significant differences between the attainments of boys and girls, nor between any groups of pupils. Pupils with special educational needs achieve well. They make good progress towards the targets set for them in individual education plans. This is due to the very good teaching and the very good support that they receive. Targets are specific and suitably challenging for their academic and personal development. Careful monitoring of pupils' achievement leads to regular adjustment of the targets, so that good quality learning is sustained.
8. The more able pupils are suitably challenged and achieve well. Similarly, the pupils from minority ethnic backgrounds learn very well alongside their peers, and make good progress. Those pupils who are at an early stage of acquiring English often achieve very well, particularly in English and mathematics. This is because of the fully inclusive nature of the school and the very good level of very good quality support given to pupils.

Pupils' attitudes, values and personal development

9. Attendance is very good and exceeds the benchmark of 95 per cent. This is an improvement since the last inspection and contributes well to pupils' learning and achievement. With very few exceptions, pupils arrive punctually at the beginning of the school day. Attendance and punctuality reflect the high expectations of the school and the efforts of the majority of parents to get their children to school regularly and on time. Ninety five per cent of parents who responded to the questionnaire state that their children enjoy coming to school. Inspection evidence supports this opinion. However, too many families take term-time holidays in excess of ten days which adversely effects learning. This is the reason for the majority of unauthorised absence.
10. Pupils' personal development is very good and makes a significant contribution to their social and academic skills. Improvement since the last inspection is due to initiatives introduced since the appointments of the new headteacher and deputy headteacher. These initiatives continue, for example the senior management team's plans to make greater use of the wealth of local historical and cultural facilities, to enhance pupils' cultural awareness.
11. One example of pupils' initiative is apparent in the new duty of 'playground friend'. Year 5 pupils help in the adjoining infant school at lunchtime. Pupils apply in writing for this duty. After interview, successful candidates give up part of their own lunch break to help younger pupils. Year 6 pupils diligently carry out various duties, including preparing the hall for assemblies. The headteacher has further plans to offer wider opportunities for pupils to accept individual responsibility and develop team-working skills. A school council meets regularly. Each year group has its own officers elected by the pupils. Inspectors attended a council meeting. The enthusiasm and level of responsibility demonstrated by members was impressive.

12. Behaviour is good overall in classrooms, corridors and playgrounds. This matches the standard reported in the last inspection. It continues to support the progress of pupils. The majority of teachers and support staff use the positive behaviour strategies effectively. A significant majority of parents state that behaviour is good. Their views are in line with the evidence from inspection. However, in some year groups, particularly Year 3, there is a very small minority of pupils for whom consistent good behaviour remains a challenge. There are no exclusions so far in this academic year. Two pupils were excluded for fixed periods in the previous year.
13. Year 3 also has a small number of pupils whose behaviour is outside normal expectations. The behaviour of these pupils does, on occasion, interfere with their own learning. Their inclusion in a normal class has the potential to occasionally disrupt the concentration of other pupils. The school is addressing this challenge vigorously. It has sought successfully appropriate relevant professional advice and uses this to help these pupils to behave more acceptably.
14. Most pupils have good attitudes to their work and enjoy coming to school. Ninety five per cent of parents believe that their children like school. This maintains the standards reported previously and reflects the very good overall teaching and support given to pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is very good throughout the school. This results in pupils learning very effectively. During the inspection 54 lessons, or parts of lessons, were observed. Twenty six of these were very good or excellent. This is a good improvement since the last inspection, when the overall quality of teaching was satisfactory. Reasons for the improved quality of teaching and learning include:
 - good monitoring by the headteacher to ensure high standards are maintained
 - all staff work exceptionally well as a team and support each other most efficiently
 - relationships between staff are very good and all staff are very good role models for the pupils
 - teachers share their expertise well, including that of the advanced skills teacher¹ (AST).This results in very good quality teaching and in very good learning by all groups of pupils. It also contributes very successfully to the personal development of all pupils, as teachers encourage them to take responsibility for the own actions and learning.
16. The teaching of literacy in English lessons and numeracy in mathematics lessons is of very good quality. The teachers have worked hard to implement both strategies and have done so effectively. The teaching of literacy and numeracy successfully supports learning in other curriculum areas. For example, in science lessons, the pupils have the opportunity to record the results of their experiments and explain what the results show. Teachers promote good cross-curricular links and, in this way, the pupils see the relevance of their learning and the way it develops. Teachers give pupils more and more opportunities to use information and communication technology effectively as a tool to support all subjects. For example, they combine the use of information and communication technology and literacy skills in multi-media work for history topics.

¹ An Advanced Skills Teacher (AST) has been recognised through external assessment as having excellent classroom practice. They share their skills and experience with other teachers. They are not 'super teachers', as there are many other teachers with excellent classroom practice who do not undertake the additional duties of an AST.

17. Teaching for pupils with special educational needs is very good. Teachers are well aware of the needs of all pupils. Tasks are frequently adapted to suit the needs of individuals and a variety of learning resources is provided. The specialised support that statemented pupils receive is well planned and focuses on their specific needs. Teaching assistants are very well briefed and their contribution towards lessons is of a very high standard. This makes a significant contribution to the standards that pupils achieve. Teachers are very aware of the need to ensure that all pupils are included and make every effort to ensure that all are fully involved.
18. Teachers, throughout the school, have good knowledge and understanding of the subjects that they teach. They use the correct technical terms and vocabulary to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science, where technical language is used accurately, not just in the teaching but also in the good quality displays around school. Teachers use their expertise well; for example in English and music. The use of subject leaders and the advanced skills teacher to support colleagues contributes very effectively to the improving standards.
19. The teachers place a significant level of demand upon individuals, to ensure that all are fully involved. They challenge the more able pupils with extension work, particularly in mathematics. Teachers carefully ensure that pupils with little English understand exactly what they have to do. They include the experiences of pupils from ethnic minority backgrounds, whenever it is appropriate. This makes learning relevant for all. Thus, pupils listen carefully to the very good instructions that they receive and know exactly what they are expected to do. They work very hard and learn very well. This not only results in very good pace in lessons but also in consistently good achievement by all pupils.
20. Teachers' planning is good. In literacy and numeracy, the teachers plan very closely to the structured frameworks. Planning is tailored most effectively to include all the levels of attainment and all the backgrounds of the pupils in the class. Teachers' expectations of the pupils and their work are very high. They question pupils well to establish what they know and understand and to help them think for themselves. All staff have extremely high expectations that pupils will behave well and work hard. The vast majority of pupils live up to these expectations. Teachers consistently and constantly praise and encourage the pupils.
21. When lessons are less successful, teachers do not manage the pupils consistently. Thus the pupils receive mixed messages of what is expected of them. A small number of pupils then become confused and lose interest in the tasks set. This impacts negatively on their own learning and, very occasionally, on that of other pupils in the class. In most instances, teachers quickly address the situation. However, when not checked, the pace of the lesson dips and pupils' learning is unsatisfactory. In such lessons, teachers are unable to meet the aims they have planned and pupils do not achieve sufficiently well.
22. The quality of day-to-day assessment is good. It is used to adjust planning for the next lesson efficiently. Teachers mark pupils' work in a supportive manner but evidence within the marking, of what the pupils need to do next to improve, is not always clear. Homework is used satisfactorily to supplement and support work done in class.

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

23. The curriculum is broad and balanced and fully meets the requirements for the teaching of the National Curriculum and religious education. This marks a significant improvement since the time of the last inspection, when the balance of the curriculum was judged to be a weakness. The school has successfully introduced the national frameworks for the teaching of literacy and numeracy. Teachers make good use of the structures of the frameworks to provide effective teaching in these key areas. The quality of planning is good and schemes of work in all subjects clearly identify what should be taught at particular stages in a pupil's time in the school. This ensures that knowledge is developed systematically. A developing strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another. Literacy is promoted through work in history, for example when Year 6 pupils explore various styles of writing, through their study of World War II. The evacuation of Dunkirk was used to develop high quality report writing and letter writing was explored through imaginary letters from evacuees. Spreadsheets are used to help prepare a budget for an imaginary party. Research and library skills are developed through a number of subjects. Pupils' work in science and design and technology provides opportunities for accurate measurement and recording.
24. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education are carefully planned and form an important part of the school's curriculum. Sex education and drugs awareness are appropriately taught. Citizenship is promoted well through the School Council and through personal, social, health and citizenship lessons.
25. The school offers pupils a rich and varied curriculum. In addition to the National Curriculum subjects and religious education, pupils also have the opportunity to learn a musical instrument. Pupils' interest in learning is stimulated by a range of visits. Pupils from Year 4 onwards benefit from residential visits. These have, in the past, included Stubbington Field Study Centre and Cherbourg. Efforts are made to make learning exciting. 'Special Days' are a feature of the curriculum. Year 6 pupils recently held an 'Evacuees Day' and a 'Victorian Day' is planned for Year 5. A 'Book Week' gave pupils the opportunity to dress as characters from their favourite books and stories.
26. The school provides a wide range of extra-curricular activities. These are enjoyed by pupils and valued by parents. They include choir, recorders, chess, stamp collecting and soccer. Learning outside the normal school day is very well catered for. In addition to a Study Club, there are clubs for mathematics, Spanish and information and communication technology. A regular pattern of homework reinforces what pupils learn at school.
27. The school offers all pupils equal access to the curriculum. Teachers plan to take account of the range of ability and competence in English of their pupils, and to ensure that all are able to access the curriculum according to their needs. They make good use of the in-class support provided for pupils with special educational needs and those learning English as an additional language.
28. The curriculum for pupils with special educational needs is good. Teachers plan lessons carefully to ensure that pupils receive tasks which suit their particular needs. They, and the support staff, work alongside these pupils in lessons such as mathematics to give extra support. This input enables pupils to tackle their work with

confidence, and gain an increasing sense of independence. Similarly, the school provides well for pupils at an early stage of acquiring English. These pupils receive good support, including some from bi-lingual support staff when necessary.

29. The school has good links with the community. These contribute very effectively to pupils' learning. Good use is made of the locality to extend pupils' experiences and knowledge. Visits are arranged to local places of worship. A range of visitors comes to the school to speak to pupils on a variety of subjects. The school's involvement with Southampton Football Club provides opportunities for pupils to receive additional specialist coaching.
30. The school has developed very good links with partner institutions. There is effective liaison between the school and the adjoining infant school. The close links established with the local secondary school help to ease pupils' transfer at the end of Year 6.
31. Provision for pupils' spiritual development has improved since the time of the previous inspection and is now good. The school helps pupils to develop spiritual awareness in many areas of the curriculum and particularly in religious education, personal and social education and assemblies. Teachers also present acts of collective worship which offer opportunities for stillness and reflection. They enable pupils to consider a range of themes such as what makes them happy and what God means to them. Most pupils listen carefully with a sense of reverence to prayers. Teachers value pupils' questions and give them space for their own thoughts and concerns. For instance, pupils are frequently asked to reflect on what they have achieved in lessons. On several occasions during the inspection pupils were observed expressing delight and appreciation of things presented to them, such as objects relating to school life in Victorian times and a figure of a clown which a teacher said was especially important to her. The school also gives pupils opportunities to understand human feelings and emotions and their impact on people. It does this through initiatives such as having a drama specialist to work with pupils, exploring the thoughts and feelings of others, for example those of children involved in World War II.
32. Provision for moral development is very good. It is promoted very successfully through its positive behaviour policy. There is an effective scheme of rewards and sanctions, which is clearly understood by the pupils. Pupils are reminded of the need to consider the effects of their behaviour on others and class rules are clearly displayed. Good behaviour and achievement, in terms of effort made, as well as the quality of the work, is celebrated and rewarded. Respect for others' needs, interests and feelings, as well as positive caring relationships, are central to the school's ethos. Adults provide very good models of these attitudes which are readily followed by most pupils. There are opportunities to explore moral issues through class discussion. Year 4 pupils considered how to correct wrong situations, with the teacher emphasising the responsibility and bravery that this often involves. Year 6 pupils discussed social evils, such as vandalism and stealing motorbikes, concluding that everyone is responsible for their own actions.
33. Provision for social development is very good. Praise is used frequently to improve self-esteem and confidence, with the result that pupils are conscious of their own worth. When pupils made shields illustrating, for example, objects, places and people that are important to them, these were carefully displayed around the school and in a "We are special " book. Social skills are also developed when pupils engage in evaluating each other's work. One teacher advised pupils that they should give explanations for their comments and make alternative suggestions. When pupils did

this, the teacher referred to their "constructive advice". The staff are very effective models of social behaviour because they show genuine respect for others and promote very good relationships. In lessons, group and paired work is well organised to promote collaborative and co-operative skills. The residential visits undertaken by Years 4, 5 and 6 pupils encourage independence. Through these visits pupils take part in adventurous pursuits and develop social interaction outside of school. The school successfully fosters a sense of citizenship by raising funds each year for a variety of charitable causes. Year 5 'biscuit bakers' sell their products and the profits go to Leukemia Busters and the RSPCA. Pupils engage in a project on litter. They suggest ways of reducing pollution in the school environment. The school ensures that pupils have opportunities to assume responsibilities in school. Year 6 pupils play an important role in the school, by answering the telephone at lunchtime. Year 5 pupils act as play assistants at playtime in the neighbouring infants' school. Opportunities are provided for pupils to represent the school in competitive sport. The school council "acts as a voice for all pupils". Their brief "to discuss how the school could be improved" resulted in money being allocated to providing a projector for information and communication technology and to reseeding a quiet outside area. They also demonstrated social concern, in allocating £50 to provide stationery to enable the children in a Nigerian school to write to the Oakwood pupils.

34. Provision for cultural development is satisfactory. Pupils visit the art gallery and museum in Southampton. However, opportunities to discover more about the rich maritime heritage of their local area are not fully exploited. Pupils are developing an understanding of the ways in which earlier societies, such as the ancient Egyptians and the Victorians, have influenced our lives today. They gain a more immediate understanding of the effects of World War II, when they listen to a personal account of what life was like at that time. There are opportunities for pupils to appreciate the richness of other cultures when they learn about major world faiths and about the lives of people in different parts of the world. The provision was recently enhanced when a parent spoke to pupils about aspects of her Hindu beliefs and about the differences between a Christian and a Hindu wedding. She also loaned her wedding dress and other items for an attractive display of aspects of Hindu culture. There is also a school link with children in a Ugandan village. The school is planning visits to a multicultural centre, so that pupils gain more first hand experience of places of worship and customs of different cultures in our society. Pupils study the work of a range of artists and listen to the music of various composers. They experience live theatre through visits to the Nuffield theatre in Southampton and, within the school, they are introduced to traditional pantomime and the art of puppetry when they are visited by local theatre groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The procedures for child protection and pupils' welfare are good. Pupils feel safe in school. They know that they can ask for help when needed and rely on any member of staff. Pupils and parents agree that any instances of bullying or anti-social behaviour are dealt with quickly and fairly. All the parents answering the questionnaire feel that their children are expected to work hard and achieve the best that they can, in a caring and supportive atmosphere. These favourable opinions are supported by inspection evidence. A member of the governing body conducted a survey of pupils' beliefs and their knowledge of personal health and safety education. The results are very positive and are supported by inspection evidence.

36. The headteacher is responsible for child protection. The policies and procedures follow the guidelines laid down by the authority. There is close liaison with the education welfare officer and community police. All teaching and support staff know whom to approach with any concerns. The headteacher's development plan includes provision for extended training for all staff.
37. Pupils from different ethnic and cultural groups are fully included in school activities. Inspection took place during the holy month of Ramadan. Pupils fasting and praying are treated with respect and support by their peers. The school makes provision for other forms of religious instruction during whole school religious assemblies.
38. Pupils' health and safety are a priority. There are an appropriate number of trained first aid personnel on site, whenever pupils are in school. The governing body takes a close interest in these matters and includes members who have appropriate practical knowledge. The local education authority's health and safety advisor has completed a survey of the school since the new headteacher took up post. This report is imminent. Parents at the pre-inspection meeting state that there is a high level of care and support for ill or injured pupils. Evidence during inspection strongly supports this opinion. The area set aside for pupils to recover or wait for collection is under close supervision and provides privacy for pupils. This is an improvement since the last inspection, when this provision was criticised. A pupil with severe mobility problems receives daily treatment in a separate room, set aside for this purpose. The overall day care for this pupil is very good, although the construction of the school precludes access to many parts of the building.
39. Procedures to promote and support good behaviour are very good. The majority of pupils respect the positive policies which encourage good behaviour and concentration on work. Classroom and lunchtime support staff are trained in their application. The senior lunchtime support assistant and deputy headteacher will shortly attend further, off-site, training. Behaviour strategies are in the individual education plans of those pupils, where it is appropriate.
40. The school has very good procedures for staff to follow up absence and lateness. Administration staff monitor attendance and punctuality closely. Registration in the morning and afternoon complies with statutory requirements. There is close liaison with the education welfare officer. However, statistical analysis of attendance and patterns of absence is hampered by the long delay in providing the school with computer software, although this is widely available elsewhere.
41. The school has worked hard since the last inspection to develop procedures for assessing the attainment and progress of its pupils. Assessment in English and mathematics is thorough. This represents good improvement since the last inspection. Good procedures for checking pupils' rate of learning are developing in science, information and communication technology and other non-core subjects. However, they are not complete nor fully implemented in all subjects.
42. Good use is made of the information that is gathered in English and mathematics. Performance in the national tests has been analysed to identify areas of learning that need development. This information is used well to set learning targets for individual pupils. This is good improvement since the last inspection. However, the school has identified that there is more work to be done.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents continue to hold the school in high esteem. A very large majority of parents at the inspection meeting, and those answering the questionnaire, feel that the school places a high priority on partnership. Inspection evidence supports these views. Parents commented that the home-school agreement, shared with the adjoining infant school, makes them feel part of the ongoing progress of their children.
44. A small number of those parents with children in Year 3 have some concern about their children's introduction to the school. The school recognises their concern and has taken appropriate action already.
45. There are very good links with parents. Inspectors met members of the parent forum. There is strong evidence of mutual respect between staff and forum and a shared desire to move the school further forward. There is also a strong parent-teacher association, called the 'Oakwood Schools Association'. The association is very active in raising funds for the schools and divides the money equally between both. The new headteacher is keen to consult with the 'OSA', to ensure that money raised is spent on projects approved by both parties.
46. The information for parents is very good. There are three opportunities each year for parents to meet teachers to discuss their children's progress. There are regular newsletters. They, and annual reports, are of very high quality. The reports contain information on pupils' achievements and targets for progress. This is a further improvement on the good standards reported previously. The governors' annual report to parents exceeds statutory requirements. The prospectus is due for reprinting to bring it up to date.
47. A member of the governing body and the mathematics co-ordinator worked together with class teachers to produce a mathematics evening for parents. This was very well received and enjoyed by parents. Pupils, chosen at random, displayed new methods of learning to parents in all year groups. The parent forum indicated a strong desire for another similar evening.
48. Unfortunately, delays in receiving security clearance continue to bar some parents who used to provide much valued classroom support. These parents have been waiting since before the beginning of the academic year for security clearance to resume classroom support. Therefore, the potential for parental involvement in their children's learning in school is very good, but it is currently inaccessible.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management are very good overall. The new headteacher has made a significant impact within the relatively short time since her appointment. She has a very clear understanding of what needs to be done to improve the school further. Her deputy ably supports her and shares her commitment to high achievement. Together, they manage the school effectively and ensure that the school's stated aims are fully reflected in its work. The effect of this very good leadership and management has been significant in the good progress that the school has made recently in many areas of its work. Whilst all members of staff recognise that progress has been made, they are united in their determination to pursue higher standards throughout the school.

50. At the time of the last inspection, governors were not able to make 'secure judgements about the school's progress because 'they did not receive sufficient information on the impact of actions taken'. This is no longer the case. Governors now have a very good understanding of the school's strengths and weaknesses. They carefully monitor the progress of school improvement, through their committees and in regular meetings of the full governing body. They now receive very good quality information through detailed reports and have very good opportunities for discussions. All statutory requirements are fully met.
51. The previous inspection report maintained that 'the monitoring and evaluation of performance was at an early stage of development'. Some observation of teaching and learning had taken place but it was 'not sufficiently systematic to secure judgments on strengths and weaknesses'. The monitoring and evaluation of the school performance is now very good. The new headteacher has created an ethos in which all who work in the school feel valued and are able to make a contribution to school development. Staff and governors share the view that systematic, regular and accountable monitoring is a key feature of school improvement. A school improvement team of senior staff has been formed to ensure that new strategies and procedures are implemented consistently across the school. A new management structure is also in place, and subject leader responsibilities have been reviewed. This has been effective in promoting communication and consultation, and has also been successful in monitoring progress and implementing change.
52. The headteacher, senior staff and local education authority inspectors regularly monitor the quality of teaching and learning. These observations are carefully recorded and form the basis of professional development meetings with teaching staff. Information gathered from this work in all classes gives the headteacher a very good view of the strengths to be shared and weaknesses to be remedied. Inspection evidence shows that this is already having an impact on the quality of teaching and learning.
53. The day-to-day management of the school is effective. The school secretary is hardworking and efficient, and enables teachers to focus on their work in the classrooms, rather than spend time on routine administrative tasks. Day-to-day financial control is good, and information and communication technology is used well for administrative purposes. Information given to governors contains good detail. It enables them to fulfil their monitoring role and have an oversight of the school's financial position. Overall, financial planning is satisfactory. The current school budget is almost fully dedicated and there is little money set aside to support long-term developments. The new headteacher and chair of governors have identified this weakness. They are addressing this concern by a careful and rigorous analysis of all spending. This will result in a long-term strategic action plan for the next financial year that is fully costed with systems to ensure best value for money on future spending. The school makes effective use of grants, and funding allocated to supported pupils with special educational needs has been deployed in line with statutory requirements.
54. The school has very appropriate priorities for development. The new headteacher is working with staff and governors to develop a new strategic action plan that takes account of the progress already made by the school, and sets new and challenging targets for improvement.
55. Teachers are well deployed, and the match between teaching qualifications and subjects taught is good. Job descriptions clearly identify both general and specific

responsibilities. The non-teaching staff make valuable contributions to the smooth running of the school, and support teachers' work effectively. Resources are satisfactory overall. Staff use resources well to enhance pupils' learning. Good quality arrangements for professional review have been implemented and form part of the school's performance management strategy. The quality of the provision for staff development is now contributing positively to school improvement and high staff morale.

56. The accommodation is bright, clean and well decorated. Good use is made of areas to display pupils' work and other items of educational value. There is a spacious library and a kitchen. During inspection, pupils used the kitchen to make Christmas cakes, with help from a member of the administration staff. The main entrance is welcoming and has displays of work and photographs of staff and members of the school council. There are separate playgrounds for upper and lower class groups and a large, shared, green field area. Improvements have taken place since the last inspection. The school now has a new computer suite which is already having a positive impact on pupils' learning.
57. As reported after the last inspection the accommodation overall is satisfactory and permits the delivery of the curriculum. Although modern, it suffers from design faults. The stage in the main hall is high and restricted by pillars that effectively render it useless other than for storage. Despite enlarging some of the classrooms, the size of some rooms does inhibit the teaching of some subjects. It is still difficult to gather pupils on the carpet areas for plenary sessions in lessons. Space in most classrooms is cramped. Teaching staff work very hard to overcome these problems successfully. Access for physically impaired staff or pupils is difficult. The school has a tractor lift for wheelchair access to the main hall but access to the upstairs classrooms remains impossible. Feasibility studies are underway to provide a full lift service in future. The only toilet for physically impaired persons is on the ground floor.
58. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the standards achieved, show that the school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- share the very good and excellent practice and expertise so that all teaching is brought up to the standard of the best
- ensure the good assessment procedures now in place are fully and consistently implemented throughout the school
- fully implement the behaviour policy to ensure that the behaviour of a significant minority of pupils does not adversely effect learning.

(paragraphs, 4, 12, 13, 15, 18, 21, 32, 35, 39, 41, 42, 44, 64, 65, 70, 72, 78, 80, 82, 83, 120)

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

- to explore and identify opportunities through the curriculum for pupils to develop their cultural awareness.

(paragraph 34, 98, 126)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	20	17	10	1		
Percentage	11%	37%	31%	19%	2%		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	281
Number of full-time pupils known to be eligible for free school meals	N/A	35

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	70

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	39	38	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	36
	Girls	31	33	36
	Total	57	61	72
Percentage of pupils at NC level 4 or above	School	74 (69)	79 (66)	94 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	28	25
	Girls	23	26	25
	Total	42	54	50
Percentage of pupils at NC level 4 or above	School	55 (66)	70 (71)	65 (76)
	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	252	2	
White – Irish			
White – any other White background	5		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	4		
Mixed – any other mixed background	3		
Asian or Asian British - Indian	2		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	4		
Black or Black British – Caribbean	2		
Black or Black British – African	2		
Black or Black British – any other Black background	2		
Chinese	4		
Any other ethnic group	1		
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13.1
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	14
Total aggregate hours worked per week	212.8

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	8.7
Number of teachers appointed to the school during the last two years	8.6

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

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	750,203
Total expenditure	738,451
Expenditure per pupil	2,328
Balance brought forward from previous year	17,530
Balance carried forward to next year	28,897

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	281
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	41	55	2	0	2
Behaviour in the school is good.	28	57	5	3	7
My child gets the right amount of work to do at home.	28	53	12	5	2
The teaching is good.	41	50	2	0	7
I am kept well informed about how my child is getting on.	24	64	7	5	0
I would feel comfortable about approaching the school with questions or a problem.	62	36	0	0	2
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	36	50	9	0	5
The school is well led and managed.	45	47	0	0	8
The school is helping my child become mature and responsible.	47	48	0	2	3
The school provides an interesting range of activities outside lessons.	33	50	12	0	5

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

ENGLISH

60. Standards in the present Year 6 are average. This is a good improvement since the previous inspection, when standards were judged to be below average. In the 2002 national tests at the end of Year 6, the results were average. In the four years prior to 2002, results have been consistently below, or well below average. Over the last two years, the school has introduced measures to improve the provision for English in the school, in order to raise standards. These measures include:

- extra time being allocated to literacy;
- an emphasis being put on the development of pupils' writing skills;
- the implementation of a new spelling and writing programme.

Concerns about boys' performance have been addressed by the co-ordinator, working on a writing based project with boys who have been identified as underachieving. These measures are proving to be effective and inspection findings, and the school's performance in the recent national tests indicate that standards are now improving.

61. Throughout the school, the development of pupils' speaking and listening skills is good. Pupils of all ages are given opportunities to answer questions posed by their teachers. They are frequently asked to discuss their ideas with other pupils in the class. Activities to develop aspects of spoken language are a feature of many lessons. For example, Year 6 pupils interviewed a visitor about his experiences as an evacuee. Year 5 pupils demonstrated interactive dialogue between a Victorian mill owner and a child worker. Pupils have opportunities to participate in planned discussions in lessons, for instance, when Year 6 pupils were invited to consider whether to interpret Dunkirk as a success or a failure. They extend their formal speaking skills to a wider audience when they present their work at assemblies. As a result, by the time they are in Year 6, most pupils are articulate and readily give explanations and express opinions about issues that arise in lessons. The emphasis put on using the correct terminology in English and in other subjects such as mathematics and design and technology also helps pupils to develop their spoken language skills.

62. Standards in reading are in line with national expectations, except in Year 3 where they are well below average. Average and lower ability pupils are very hesitant readers and have a limited range of reading strategies. By the age of 11, a few pupils are very fluent readers and are very knowledgeable about books. Generally these are pupils who receive very good support at home. One Year 4 pupil spoke very perceptively about how she distinguished between friendly and unfriendly characters in the Harry Potter stories, referring to the way in which they were presented and the language that they used. Most pupils read accurately and with understanding of the literal meaning. The ability to interpret and draw inferences from texts is less well developed. Although the school works hard to inculcate a love of books and reading through, for example, the book week and book fairs, the range of books that pupils choose to read, and say they enjoy, is quite limited. Pupils in Year 6 are generally reading the same range of books (such as the "Horrible Histories" and Roald Dahl stories) enjoyed by much younger pupils in the school. However, the good quality books chosen for the literacy lessons, together with very effective teaching strategies are having a beneficial effect on the way pupils respond to texts in lessons. This is

likely, over time, to extend their interest and enjoyment of a wider range of books outside school. Pupils throughout the school recognise and appreciate the narrative strategies used by the author and the way in which language can evoke nuances of character. Pupils of all attainment levels know how to find information in reference books, using the contents and index. Average and higher attaining older pupils are familiar with scanning techniques. Most pupils accurately describe how to locate non-fiction books using the Dewey system, although they are not often required to put this skill into practice. They generally choose non-fiction books by browsing.

63. Standards in writing are in line with national standards, except in Year 3 where analysis of work done indicates that they are well below average. Although a reasonable number of literacy topics have been covered, the work generally is of a poor quality. Even the work of the higher attainers is untidy and sometimes consists of less than one line. Average ability pupils cannot spell some common words. They use capital letters and punctuation incorrectly. Marking is very detailed but there is no evidence that pupils subsequently correct their work. The school correctly identified writing as a priority for development and has implemented effective strategies that are already having an impact on the quality of pupils' writing. The impact of constructive marking strategies, writing targets and focussed assessment is helping to improve the quality of pupils' writing. It raises pupils' awareness of what it is that they are trying to achieve and helps them to focus on this. By Year 6, pupils have made good progress in the development of their writing skills. Higher attaining pupils and those of average ability write in correctly punctuated sentences and structure their writing correctly in paragraphs. Spelling is usually correct and pupils use expressive vocabulary. They understand the importance of engaging the reader's attention when writing narratives. In an account of Dunkirk, one pupil began "From the battle torn shores and the blood stained beaches of Dunkirk....." They construct sentences containing relative clauses. Lower attaining pupils recognise relative clauses in texts and construct sentences containing these, with the support of the teacher or learning support assistant. In the lessons observed, pupils used these skills to compile biographical and autobiographical reports. Handwriting skills throughout the school are satisfactory.
64. The school effectively plans for the promotion of pupils' literacy skills in all other subjects. In information and communication technology, Year 6 pupils have created a multimedia presentation about World War II using, to good advantage, both history and literacy skills.
65. Teaching observed in the literacy lessons ranged from satisfactory to excellent. Most teachers have a good knowledge and understanding of the subject. The teaching is lively and successful in engaging the pupils' interest. Teachers maintain very good relationships with their pupils, which promotes very positive attitudes towards learning. Teachers use questioning well to check recall and understanding of previous learning and to promote thoughtful reflective answers. The learning objectives for lessons are always specific and are shared with the pupils. This results in pupils being clear about the purpose of the tasks which they are given. They are frequently encouraged to evaluate their own progress against the expected learning at the end of lessons. The excellent and very good lessons showed a high standard of organisational and teaching skills, presenting material in an attractive and interesting manner, and rousing genuine enthusiasm and motivation in the pupils. In each lesson, the teacher moved smoothly from a general explanation of the learning objectives and proposed content of the lesson, through a lively and detailed engagement with word, sentence and text level work, to well planned, purposeful group and individual activities. This led to an interactive plenary session, which gave

satisfying shape and purpose to the whole lesson. In content, manner and teaching style, organisation, balance and class involvement and control, these were very effective lessons, providing a rewarding learning experience for the pupils. Staff effectively support pupils with special educational needs in lessons, as they do those at an early stage of acquiring English. As a result, these pupils make good progress.

66. Management of the subject is very good. There is provision for regular staff development. The co-ordinator has produced a detailed action plan for the development of the subject, which has taken into account analysis of data and exam scripts, classroom observation of individual teachers and work sampling. Library provision is generally satisfactory,

MATHEMATICS

67. At the time of the last inspection standards were judged to be below the national average. Since that time, there has been a considerable improvement. Current standards are well above those expected for eleven year-olds. This reflects the most recent national test results. Results have improved each year since 1998. There are several factors that have contributed to this;

- the very effective implementation of the National Numeracy Strategy has given a clearer focus to lessons;
- the overall quality of teaching has risen;
- '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. Pupils make good progress in these sessions, benefiting from the smaller classes and this is further aiding the improvement in standards.

68. Pupils enter the school with broadly average attainment. Although pupils in Year 3 made at least satisfactory progress in the lessons observed during the inspection, this is not reflected in the work in pupils' books. Over time, the progress of Year 3 pupils is considerably lower than that of pupils in other years. In Years 4, 5 and 6 pupils make rapid progress. Pupils with special educational needs, and those with English as an additional language, also progress well. These pupils are well supported by classroom assistants. Class teachers are sensitive to the needs of the range of ability within their classes and plan accordingly.

69. Pupils receive a well-balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy, and some opportunities are taken to consolidate knowledge through work in other subjects. Science work provides scope for accurate measurement. Design and technology reinforces pupils' knowledge of angles. However, work in this area could usefully be further developed.

70. The standard of mental mathematics is good. The school places great emphasis on this and it forms an important part of every lesson. Standards in numeracy are improving because pupils are encouraged to think mathematically. Teachers encourage pupils to know number facts 'by heart', and pupils are able to employ a range of appropriate strategies to solve problems.

71. By the time they leave the school, pupils of average ability are confident with number. The very good rate of progress is attributable to the consistency of the teaching, a substantial proportion of which is very good or excellent, and to the planning of the

curriculum, which ensures that knowledge is developed systematically. The school's very effective implementation of the National Numeracy Strategy has increased pupils' skills and confidence in working with number. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and older pupils know their multiplication tables. Pupils learn to make sensible estimates and to check the reasonableness of their answer. They understand area and volume, and most calculate them accurately. Pupils create and interpret data in a variety of graphs.

72. Pupils' attitudes to learning are good. These positive attitudes are a further factor in the good progress achieved. Pupils enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, whilst older pupils demonstrate very high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. The standard of presentation is good and teachers set high standards in this area. However, the behaviour of a minority of pupils can affect progress. Most teachers deal very effectively with this challenging behaviour, but occasions were observed where the school's procedures were not implemented.
73. The quality of teaching of mathematics is very good. This marks another very significant improvement since the last inspection. At that time, teaching was judged unsatisfactory. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. Good use is made of classroom assistants to support lower attaining pupils. Teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make good progress. The quality of teaching has a direct bearing on the very good rate of progress that is achieved. Teachers have a sound knowledge and understanding of both the subject and the requirements of the National Curriculum. They explain clearly, question pupils effectively, set a brisk pace and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary, so that pupils are able to use it with accuracy and understanding. Teachers' expectations are realistic, and work is set that motivates and enthuses the pupils. The National Numeracy Strategy is providing a clear structure for the systematic development of knowledge and understanding and teachers implement it well. Teachers use questioning skilfully to gauge and deepen understanding. Their very good organisation and classroom management contributes to the effectiveness of the teaching. This was illustrated in a Year 5 lesson. Although the teacher was working with one group, she remained alert to the needs of others. Consequently, she was able to intervene appropriately when clarification was necessary. All lessons contain some good direct teaching, and teachers strike an appropriate balance between mental and written mathematics. Lessons have clear purposes and objectives. Teachers mark work carefully, and make it clear to pupils how their work could be improved. Teachers make good use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately.
74. Although only in post since the start of this year, the mathematics co-ordinator is playing an important role in the continuing development of the subject. Priorities for development are identified and used to formulate an action plan. The effectiveness of teaching has been evaluated through lesson observations and an analysis of work and teachers' planning is monitored on a regular basis. Careful analysis of test papers has identified strengths and weaknesses, and the curriculum modified accordingly to address identified areas for development. Systems for monitoring pupils' progress are very good and information is used very well to plan for the future.

Overall, the school has made very good improvements since the time of the last inspection and is well placed to develop further.

SCIENCE

75. Inspection evidence shows that standards in science are average by the end of Year 6. Although standards were reported as average at the time of the last inspection, results of the national tests at the end of that year showed that pupils were below the national average and had been so since 1998. Since then, standards have improved year on year. The numbers achieving both the expected level 4 and the higher level 5 have increased. In the most recent tests in 2002, pupils' performance in the national tests was in line with the national average, and with those of schools in a similar context. The greatest improvement has been made in the numbers achieving the higher level 5. Overall, there has been good improvement in test results since the last inspection, and the drive to improve standards is proving successful.
76. Pupils now achieve satisfactorily in all aspects of the subject. Consequently, by the end of Year 6, many pupils know a range of scientific facts and have a clear understanding of key principles and ideas, including prediction and fair testing. When the school was last inspected, pupils' skills in investigation were judged to be "limited" and progress in that aspect of their work was "unsatisfactory". This is no longer the case, and pupils' science enquiry skills are now average. Improvements have been achieved by providing pupils with more opportunities to carry out investigations and experiments for themselves. Most Year 6 pupils understand how to make a test fair, and appreciate that a prediction is an initial idea, which may be modified later when all the information has been gathered and analysed. For example, they explain, using scientific terms, how to measure the rate at which solids dissolve in water. They identify the variables and design tests to measure them. Year 5 pupils understand that soils have air trapped in them, suggest ways of comparing the amounts of trapped air in samples of soil and check their hypotheses by experimentation. The younger pupils know that soil is made up of particles of different size, and that it can vary from sample to sample.
77. Those pupils with significant learning difficulties achieve well in relation to their individual education programmes. This is because of the good support that they get in class from good quality teaching assistants. Similarly, the good support given to pupils from different cultural heritage backgrounds enables them to achieve well. There is no significant difference in the attainments of boys and girls.
78. The recent improvement in pupils' attainment is also linked to improvements in the quality of teaching and learning. This was judged to be satisfactory overall at the last inspection. The quality of teaching and learning is now good. However, this is not consistent across the school. The best teaching was seen in Years 4, 5 and 6. This was due to the challenging nature of the tasks that were set, and the good opportunities for practical experimentation. For example, Year 6 pupils discussed what happened when solids were added to water. The teacher challenged the groups to make general statements about their results and draw a simple conclusion. One group suggested that the experimental results would only be valid if they could be repeated and the same results obtained. As a result, pupils acquired a very clear understanding of the experimental method. The answers that the pupils gave to the teacher's well-judged questions revealed the detailed knowledge that many pupils had acquired. However, the quality of learning for the Year 3 pupils was unsatisfactory. The principal weakness in these lessons was the unsatisfactory behaviour of a

minority of pupils, a lack of pace and insufficient challenge, particularly for higher attaining pupils.

79. Overall the teaching is good. In the most productive lessons:
- teachers explained the scientific ideas well in simple terms so that pupils could understand
 - teachers are able to do this because they have very good subject knowledge
 - the work was very well matched to pupils' differing abilities and provided a high level of challenge for groups of all abilities
 - pupils responded by trying hard and concentrating well
 - lessons plans took account of what pupils had previously learned, and built on this
 - teachers moved from group to group helping, challenging, clarifying and moving pupils onto the next task. This gave pupils the confidence to participate in the discussions and offer their own ideas.
80. Pupils' attitudes are good overall, but are not consistent across the school. The majority listen attentively and concentrate well. Collaborative working in pairs or small groups is a positive feature of teaching and learning, and makes a good contribution to pupils' social development. Most sustain interest throughout lessons, and take a pride in their achievements. Pupils' behaviour is good, and they help and support each other. However, the youngest pupils in Year 3 were unsettled, did not listen carefully to the teacher, and found it very difficult to listen carefully to each other when reporting back to the class.
81. The monitoring of pupils' performance is good overall. The procedures for assessing pupils' learning and the tracking of their progress are good. Teachers make good use of the information which these provide, to plan future lessons and to guide curriculum planning. Work is marked carefully. Periodic tests or other assessments are made as each unit of the programme of work is completed. Test results are analysed in detail, and the information obtained is used to inform the planning of the science curriculum. For example, the coordinator is developing a system for the on-going assessment of pupils' enquiry skills, so that teachers have all the information that they need to identify the skills which pupils need to develop next.
82. The curriculum is good. The use of literacy in science develops pupils' technical language and vocabulary well. Numeracy skills are used well, and opportunities are planned into recording activities. Pupils are given ample opportunities to use these skills, for example in reading graduated scales or creating graphs of their results. The use of information and communication technology is satisfactory, and there are plans to develop the use of sensors and provide opportunities for data logging.
83. Leadership and management are good overall. The coordinator has a very good knowledge and understanding of the subject and of the needs of the pupils. Considerable time is now spent improving the quality of planning, monitoring the outcomes of pupils' work and providing additional curriculum time to boost aspects of science. The impact of this can be seen in the improvement in standards by the end of Year 6. The coordinator is very clear about the need to sustain the recent good developments in pupils' enquiry skills across the school, and is determined to pursue higher standards throughout the school.

ART AND DESIGN

84. Standards have been maintained since the time of the previous inspection, when they were in line with national expectations. Teachers are careful to plan activities in such a way as to promote the full inclusion of all pupils.
85. Planning for the subject is good and designed to develop pupils' skills over time. Pupils in Year 6 have explored ways of conveying movement in their work and have made satisfactory drawings, recording figure shapes and movement in sport. Year 3 pupils draw nativity figures, using their experience and imagination and record the colours which they will use when they make clay models from their drawings later in the term. The pupils are aware of the importance of design in the production of the finished product. They have generally chosen appropriate material but the drawings show a low level of skill. Year 4 pupils have produced their own imaginative designs for a chair for a particular occasion. Working collaboratively, they have produced three-dimensional scale models of their design from paper, card and tubes. They have used a variety of techniques to stiffen the paper and card to make their good quality models. Year 5 pupils have looked at the work of a variety of artists who have used still life subjects to convey ideas and feelings. In the lesson observed pupils successfully selected and arranged objects, as they might be in a still life picture.
86. Teaching in the two lessons observed was satisfactory. Good features of both lessons were the lively and pleasant manner of the teacher and the very good relationship with the pupils. Teachers share the lesson objective with the pupils and help them to recall previous work. Pupils were enabled to work collaboratively. Opportunities were given for pupils to evaluate their own and each other's work. In the Year 5 lesson, pupils made good progress in the latter half of the lesson when the activities were more relevant to their interests and abilities. Initially, many pupils found it difficult to suggest reasons for liking or disliking a still life arrangement in a picture. In a Year 3 lesson, the work that the pupils were required to do was insufficiently challenging for many of them.
87. The subject is well managed. The co-ordinator has clear views as to how the teaching of art should be developed throughout the school. The school's programme of work is based on nationally approved guidelines tailored to the needs of the school. Pupils' progress is assessed on completion of each unit.

DESIGN AND TECHNOLOGY

88. Standards of attainment are in line with national expectations and have improved well since the time of the previous inspection, when they were below average,
89. By the time they are in Year 6, pupils have a good understanding of the design process and have developed appropriate making and evaluating skills. This is because they have had regular, well-structured tasks to help them develop their skills. Year 3 pupils have learned about stiffening materials and making stable structures, and have explored different methods of joining. They have used these skills to make good quality photo frames. The work done, by Year 4 pupils, making money containers, gave them the opportunity to develop a structured view of the design and making process. Pupils analysed existing purses to note significant design features which make them suitable for their purpose. They produced their own designs to make prototypes out of paper. Year 5 pupils have used a combination of materials to produce attractive working musical instruments. Year 6 pupils have been learning about techniques which can be used to reinforce and strengthen structures and have experimented with different methods of joining.

90. Pupils' attitudes to the subject are positive. They draw their design and write out the processes with care. They take pride in the finished product. They work well together and, in the lessons observed, engaged in sensible discussion about the tasks they were involved in. The subject makes a good contribution to literacy, when pupils discuss what they are doing, carefully label their diagrams and write out evaluations of their work. Numeracy skills are developed when pupils measure materials for photograph frames. There was no evidence that information and communication technology is used to develop the subject.
91. Teaching is very good. Pupils engage in interesting activities which effectively develop their skills in the subject. A Year 6 lesson began with the teacher conducting an enthusiastic survey with the pupils of what they had been doing in their project on shelters. The teacher carefully rehearsed pupils' previous ideas and the vocabulary that they needed before moving into a practical consideration of creating a weight bearing structure. Greatly motivated, the pupils volunteered many suggestions which the teacher skillfully directed and co-ordinated towards pupils carrying out their own very successful investigations into techniques for reinforcing and strengthening structures. Year 4 pupils made very good progress in making prototypes of their designs for a money container because of the teachers' clear instructions and demonstrations.
92. The co-ordinator ensures that a good range and quality of materials is maintained. She has produced an action plan for the subject identifying priorities over the next two years and has monitored the subject through work sampling.

GEOGRAPHY

93. There was insufficient evidence to make a secure judgement about the standards achieved in geography or the quality of teaching and learning. Geography was only being taught in Year 4, and all other classes had been concentrating on history, since the start of the school year. Evidence was obtained from a scrutiny of pupils' work in Year 4, and by talking to teachers and the older pupils.
94. The quality of teaching and learning, in the one lesson seen, was very good. Attitudes to learning were very good, pupils were eager to participate in the activities, and they co-operated very well. This was due to the teacher's very high expectations of work and behaviour of all groups of pupils, including those with special educational needs and those who speak English as an additional language. Pupils described and contrasted how places change over time, by studying maps of their own locality. They identified features from old maps and interpreted geographical signs and symbols. All pupils had work that was well matched to their individual needs, and they participated fully in lessons. The higher attainers were challenged well, with questions that made them think hard. There were no significant differences between the achievements of boys and girls. Conversations with some of the oldest pupils in the school show that they have a secure understanding of how water affects the landscape, and how settlements differ and change over time.
95. The subject is led well by a recently appointed coordinator. She has a clear view for the future of the subject and is currently working on plans to develop it further. The monitoring of short term planning and work sampling has begun, and a detailed action plan has been written. This sets out priorities for development for this year. Staff now evaluate their medium term planning, and this information has been used to change

the curriculum. For example, the unit of work on “Improving the Environment” has been changed in the light of the comments made by Year 4 teachers. Resources are satisfactory, and opportunities for the use of information and communication technology are being successfully developed.

HISTORY

96. Standards of attainment exceed those expected for the pupils’ ages. This marks an improvement since the time of the last inspection.
97. Through their work in history pupils develop a good sense of the passage of time. They distinguish between events that took place in the recent past and those that happened long ago. They are developing an understanding of why people in the past acted as they did. They make good use of the school library to develop their research skills. Pupils use a range of books and pictures to discover more about people and events in the past, and by the time they leave the school, they distinguish between historical fact and legend. They relate stories that they have heard, for example about Florence Nightingale. They understand that the world in which she lived was very different from their own. Pupils develop a good factual knowledge of the periods of history that they study. They discover how we learn about the past, and distinguish between primary and secondary sources.
98. Although work in history contributes to pupils’ cultural development, this is an area that could be developed further. The rich historical and naval traditions of the area are largely unexplored. The school has recognized this as an area for development and has plans to amend the curriculum accordingly.
99. Literacy skills are promoted well through work in history. In learning how to effectively carry out historical research pupils are taught the skills of skimming and scanning with which to locate specific information, and the techniques of note-taking to record what they learn. Different styles of writing for particular purposes are taught. Year 6 pupils produced very good quality report writing in a report of the evacuation from Dunkirk. Pupils showed understanding of how to develop writing which will hold the reader’s attention. Pupils present their written work carefully, taking a pride in its content and appearance.
100. The use of information and communication technology is being increasingly developed to support work in history. Year 6 pupils prepared a PowerPoint presentation, illustrating their work on World War II. This combined text with graphics and incorporated sound effects.
101. Pupils of all abilities and from all backgrounds, including those with special educational needs, make good progress throughout the school. The curriculum is well planned so that knowledge and skills are developed systematically.
102. At the time of the previous inspection, the quality of teaching was judged to be good. Standards have been maintained since that time. Lessons are well prepared and teachers strike an effective balance between the direct teaching of facts and pupil activity. Teachers make good use of available resources. They ensure that lessons have a lively pace which holds pupils’ interest. A major reason for the high standards achieved is the success of teachers in bringing the subject to life and making learning exciting. Good use is made of visits to support learning. Special events are organised, such as an Egyptian Day and a Victorian Day. A local historian has visited the school to talk about the process of mummification.

103. Although only in post since September, the co-ordinator has made a good start. Areas for further development have been identified and action planned to address them. Resources are supplemented by using the facilities of the Hampshire History Centre. The school has made good progress since the last inspection and is well placed to further improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. By the end of Year 6, pupils achieve standards that are in line with those expected nationally for pupils aged 11 years. This is an improvement on the findings of the previous inspection, when standards were judged to be unsatisfactory. Previously, the lack of sufficient computers of good quality reduced the opportunities for the pupils to practise their skills regularly, which limited the rate at which all groups of pupils were able to learn.

105. The school is very aware of the deficiencies in information and communication technology (ICT), and effective action has been taken. All of the unsatisfactory elements have been addressed well. The action taken includes:

- the provision of a new computer suite
- revisions to the medium and long term subject plans to include a wider coverage of ICT skills
- the formal monitoring of teachers' planning and the sampling of pupils' work at the end of each half term
- the monitoring of teaching and learning by the co-ordinator and the local authority inspector
- an audit of staff expertise to identify area of strengths and weakness;
- the introduction of weekly ICT lessons for all classes.

106. Pupils now achieve well as results of these improvements, and standards in some aspect of the subject are above national expectations. For example, the older pupils are achieving good standards, when using Publisher and PowerPoint presentations.

107. Those pupils with significant learning difficulties achieve well in relation to their individual education programmes. This is because of the good support that they get in class from good quality teaching assistants. Similarly, the good support, given to pupils from different cultural heritage backgrounds, enables them to achieve well. There is no significant difference in the attainments of boys and girls.

108. The quality of teaching and learning seen during the inspection was very good overall. This is an improvement on the findings of the last inspection. The teachers' very good subject knowledge enables them to match the activities to pupils who work at different rates. Teachers give clear instructions to the class, and skilfully ensure that all pupils are involved. The pupils respond very well to the teachers' high expectations of their work and behaviour. They respond very positively to challenges, answer questions enthusiastically and concentrate very well on the tasks.

109. Opportunities for ICT have been identified within the planning of most subjects. For example, pupils use word processing skills to present their writing in English. Pupils know how to change the quality of text, redraft their work, and merge graphics to illustrate their writing. There are some good examples of older pupils using

Publisher and PowerPoint presentations. In mathematics, pupils have used spreadsheets to manage information and have used data handling software to create pie charts and graphs.

110. Pupils confidently use the Internet to research information for projects, for example in art and design, geography and history. Pupils have researched the work of Klee, Matisse, Picasso and Pissarro. They have experimented with different paint effects and have drawn pictures in the pointillist style. Internet access and the use of the Internet have increased since the building of the new computer suite, and pupils' skills in using and adapting the information have also improved.
111. The leadership and management of the subject are good. The priorities for development outlined in the subject improvement plan are detailed and appropriate. The new scheme of work is of good quality and is based on government guidelines. The coordinator is also developing good quality assessment arrangements to support curriculum developments. The new computer suite is already having a positive impact on standards, although the size of the room causes some difficulties in teaching and learning particularly for the older pupils.

MUSIC

112. Staff and pupils enjoy their music in this school. Standards have been maintained since the time of the last inspection. They are average for 11-year-olds. Teachers plan a good range of opportunities for pupils to compose and to experiment with musical ideas. All pupils, whatever their ability or need, achieve well.
113. Music plays an increasingly significant part in the life of the school; for instance, in setting the mood for assemblies. It is used well to enhance the spiritual and cultural life of the school. For example, pupils are encouraged to listen to music from a variety of cultures and play instruments from around the world. Pupils learn songs from other countries and cultures. For example, Year 5 mastered an African song with a strong ostinato accompaniment.
114. The very knowledgeable and enthusiastic subject leader is determined to raise the profile of music throughout the school even further so that it plays an important role in all aspects of school life. She has planned very good cross-curricular links to enhance other subjects. She guides and advises her colleagues very well and inspires them with her enthusiasm. Thus all teachers teach their own classes with confidence and the pupils achieve well. Provision is enhanced greatly by having a discreet music room which is of good size and well organised although not easily accessible for disabled pupils.
115. Pupils sing tunefully. They enjoy performing. The school philosophy, that music is a subject to be enjoyed, rubs off on the pupils and they take part in lessons enthusiastically. For example, in a lesson with a focus on tempo and dynamics, Year 6 pupils successfully developed rhythms and clapped them quickly and slowly and loudly and softly, following a conductor.
116. The quality of teaching and learning is good. Teachers use correct technical terms such as 'dynamics' and 'tempo'. They encourage pupils to discuss why a conductor is important and why certain instruments will represent certain sounds well. For example, Year 3 worked in groups to develop sound effects to represent the words of poems. They discussed and shared their ideas very well, organised

themselves efficiently and, with practise, performed their sound poems proudly. They appraised and evaluated their own, and others', work using good vocabulary.

117. The school offers pupils opportunities to learn to play a variety of instruments. It has a good working relationship with the peripatetic music service, which provides a good variety of instrumental tuition. The contributions made to assemblies and productions by the pupils who take up these opportunities are greatly valued.

PHYSICAL EDUCATION

118. It is not possible to make an overall judgement of standards in physical education, as not all aspects of the subject were observed during the inspection. Games lessons were observed and, in these, standards were in line with the national expectations for the pupils' ages. This is in line with the judgement made at the time of the last inspection. In addition, one dance lesson was observed. Here, standards were high. 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.

119. In games lessons, pupils are taught ball skills, such as throwing and catching, and basic tactics, such as finding space to receive a pass. Year 5 pupils learn to swim and some swim twenty-five metres by the time they leave the school. Less than half achieved this standard last year and the school has plans to further develop the skills of teachers in order to raise standards. Outdoor and adventurous activities are catered for during residential visits. The school has both boys' and girls' soccer teams and last year the boys' team won a citywide tournament.

120. The quality of teaching and learning in games lessons is satisfactory overall, but is rarely better, because pupils are not 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 made an activity particularly successful, would enable other pupils to develop the skills of evaluation more effectively. In the most effective 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. The quality of teaching in the dance lesson observed was excellent. A teacher who has achieved Advanced Skills Teacher status taught this lesson. She struck an ideal balance between guiding pupils and allowing them to explore their own ideas. The skills of evaluation were developed very well in this lesson and the teacher ensured that pupils, working in pairs, developed their sequence of actions into a performance that successfully interpreted both the music and the words of the song being used.

121. All teachers pay due attention to safety issues, particularly in the safe use of available space. All lessons observed included appropriate activities for 'warming-up' at the start of the lesson and 'cooling down' at the end.

RELIGIOUS EDUCATION

122. Standards have been maintained since the last inspection. They meet the expectations of the locally agreed syllabus. In line with the school's strong stance on educational inclusion, all pupils have equal access to all areas of religious education.

Parents are aware of their right to withdraw their children from religious education lessons, and from assemblies.

123. By the age of 11, pupils develop a good knowledge and understanding of Christianity. They appreciate the significance of certain periods in the year, such as 'Advent', and confidently explain what the Advent candles signify. Building on previous experience, older pupils extend their knowledge of other world faiths. Studies of Hinduism look at various aspects of the religion and compare them with Christian traditions. For instance, pupils compare Hindu and Christian marriage ceremonies and find many similarities as well as differences. Very good quality displays, such as 'One World Many Beliefs', enhance pupils' learning and understanding very effectively.
124. Evidence, gathered from lessons, pupils' work and from discussions with them and with staff, shows that the overall teaching of religious education is good. The lessons seen during the inspection were very good. All pupils, including those with special educational needs, make good progress as they move through the school. The use of information and communication technology is, as yet, under-developed in the subject. On the other hand, good links are made with other subject areas, such as art, history and literacy. For instance, pupils listen attentively and with respect. They are eager to discuss what they know about religious education, in particular Christianity, confidently volunteering their opinions.
125. Pupils' work in religious education extends beyond the subject and has taken root in pupils' personal, social and moral development. Their spiritual development is successfully promoted in assemblies and in their daily lives, as pupils are given opportunities to reflect upon the world around them and on their work. Very good links made to personal, social, health and citizenship lessons help reinforce what pupils learn in religious education. They make sensible and sensitive comparisons about the way Jesus lived with moral and social issues that effect life today. For example, Year 6, discussed, with vigour and passion, strategies which would help solve local problems of crime and vandalism.
126. The subject leader has a clear view of the development of religious education. She recognises the important part that this subject plays in promoting the spiritual, moral, social and cultural development of the pupils. This is encouraged through contemplation and reflection, considering moral dilemmas and comparing religious traditions found here with those found in other cultures. However, this area could be further developed in order that opportunities, particularly for cultural development are not overlooked. The resources for religious education are satisfactory and used well.

