

INSPECTION REPORT

NIGHTINGALE PRIMARY SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 116256

Headteacher: Mr S. G. Cooper-Hind

Reporting inspector: Mrs S. Chesters
23196

Dates of inspection: 17th – 20th February 2003

Inspection number: 247630

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Blackbird Road Nightingale Avenue Eastleigh
Postcode:	SO50 9JW
Telephone number:	023 8061 3588
Fax number:	023 8065 3048
Appropriate authority:	Governing body
Name of chair of governors:	Mr K. Bennett
Date of previous inspection:	03/11/1997

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 Science Information and communication technology Music	What sort of school is it? How high are standards? Interpretation of results
9163	Geoff Humphrey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
20875	Jim Howard	Team inspector	Mathematics Geography History	How good are curricular and other opportunities?
11608	Anna Dawson	Team inspector	Foundation Stage Art and design Design and technology	How well are pupils taught?
29263	Florence Clarke	Team inspector	English Physical education	How high are standards? Attitudes, values and personal development and attendance

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nightingale Primary School is in the town of Eastleigh in Hampshire, about six miles to the north east of Southampton. It educates pupils aged from four to 11. There are 250 pupils on roll. This is slightly less than at the time of the last inspection. The school serves a mixed area with most pupils coming from the surrounding estate. Children's attainment at entry is well below average, particularly in social, communication and mathematical skills. Sixty-one pupils claim free school meals. A very small number of pupils come from ethnic-minority groups. Forty-one pupils (one quarter of the school's roll) are identified as having special educational needs. Their needs include communication difficulties, physical disabilities, emotional and behavioural problems and a range of moderate and more severe learning difficulties. Two pupils have formal statements of educational need.

HOW GOOD THE SCHOOL IS

This is a very effective school with many excellent features. It serves its community very well. The good quality teaching, the very good curriculum and very good leadership and management ensure that pupils achieve well. The school is a totally inclusive community in which every pupil is special and has access to all that the school offers. It gives good value for money.

What the school does well

- It enables pupils in all year groups to achieve above average standards in information and communication technology. Standards in art and design are above average in Years 3 to 6.
- It has an excellent headteacher who leads and manages the dedicated and committed staff outstandingly well. Everyone has the same determination to ensure that the school reflects its aims and values in all of its work and that standards rise.
- The quality of teaching is good throughout the school and this results in the pupils learning effectively. The school ensures that this happens through its very good assessment systems and by the very good procedures for monitoring and evaluating all of its work.
- It provides very well for pupils identified as having special educational needs. As a result they make very good progress and achieve their targets.
- It provides a thoughtful and innovative curriculum which provides all pupils with practical and highly relevant opportunities in all subjects. Teachers study very carefully the way in which pupils learn and plan lessons to cater for all learning styles and all abilities.
- It provides very well for children in the Foundation Stage so that they make rapid progress when they start school.
- The school provides excellent opportunities for pupils to develop morally and socially. As a consequence, pupils' attitudes, behaviour and relationships with each other are exemplary.

What could be improved

- Standards in English and mathematics.
- The outdoor area and equipment for the children in the Foundation Stage.
- Attendance – which, despite the school's very best endeavours – remains below average.

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 improvement since it was last inspected in 1997. Standards in English, mathematics and science are rising as a result of good teaching. Teaching was satisfactory, now it is good. All the issues raised in the last inspection report have been very well addressed. The provision for information and communication technology and geography has improved significantly and this has resulted in rapidly improving standards for all pupils in both subjects. The curriculum has been overhauled and is now very good. It has many strengths, including a high focus on giving pupils first hand experiences and practical opportunities in all subjects. Teachers plan carefully to match work to how the pupils learn. This means that all pupils learn effectively and achieve well. The provision for pupils with special educational needs has improved significantly. The school fully complies with the current national Code of Practice. The governors fulfil their role very well and monitor and review the curriculum effectively. Health and safety procedures are now very good.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	E	E	D	C
Mathematics	D	E	D	C
Science	D	E	C	B

Key

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

*Similar schools are those having between 20 per cent and 35 per cent of pupils receiving free school meals.

The table shows the results for pupils of Year 6 who have now left the school. Results in the national tests for 11-year-olds were below average in English and mathematics and average in science. When compared with similar schools, the results were average in English and mathematics and above average in science. There has been a steady upward trend since the year 2000. Results do fluctuate year-on-year because of the varying numbers of pupils in each year group who have specific learning difficulties. Inspection findings show a continuing upward trend in standards in the current Year 6. Standards in English and mathematics are close to the national average. The majority of pupils reach the expected level for their age (level 4) but there are few more able pupils with the potential to reach the higher level (level 5). Standards in science, design and technology, history, music and physical education are average. In information and communication technology and art and design, they are above average.

In the current Year 2, standards are below average in English and mathematics. In science, art and design, design and technology, history, music and physical education they are average. Pupils' information and communication technology skills are above those expected for six-year-olds. This represents good achievement as the majority of pupils start school with low language and mathematical skills. By the end of the Foundation Stage, the majority of children are likely to reach the expectations of the Early Learning Goals in most areas of learning. However, they are not likely to reach the goals set for communication, language and literacy. Even so, because the majority has very low communication skills when they start school, this represents very rapid progress in their first year in school. No judgements are made for geography at either key stage, because not enough evidence was seen during the inspection. Standards in religious education, throughout the school, reach the expectations of the locally agreed syllabus. Across the school, all groups of pupils, achieve well. This is because of the good quality teaching and the very interesting curriculum which challenges pupils of all abilities very effectively. There is no difference in the attainments of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils love coming to school. They are keen to learn and enthusiastic to take part in all of the activities that the school offers.
Behaviour, in and out of classrooms	Excellent. Pupils are polite and courteous to each other and to adults in school. They behave outstandingly well in lessons and around the school.
Personal development and relationships	Excellent. Pupils show great respect for each other and for adults. Relationships are outstanding. Pupils are eager to take responsibility for routine tasks around school and positively enjoy helping the staff.

Attendance	Unsatisfactory. In spite of the very good procedures the school has in place to monitor and encourage pupils to attend school, attendance remains below average. This is mainly due to the persistent absence of a very small number of pupils and a number of unauthorised absences when families take holidays in term time.
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Pupils take great interest in their lessons. They work hard and are happy. They understand very well the effects of their actions on others and show great respect for other people's feelings, values and beliefs.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and it results in the pupils learning well. During the inspection three quarters of the teaching seen was good or better. One lesson in every four was very good or excellent. No unsatisfactory lessons were observed. Teachers plan lessons meticulously to ensure that they match all pupils' learning styles. They share the aims of the lessons well with the pupils at the beginning. In this way pupils understand exactly what they are expected to do and why. As a consequence they achieve well. Literacy and numeracy are taught successfully. High-quality teaching assistants work alongside the teachers. They make a significant contribution to the standards achieved, particularly for those pupils who have specific learning or physical disabilities. Teachers manage pupils' behaviour very well. They reward good behaviour and good work with praise and encouragement. This effectively enhances pupils' learning and also their enjoyment of lessons. When the pace drops, so does the learning, and lessons are not as successful. Occasionally this is because teachers' subject knowledge is not entirely secure and they do not match the work closely enough to the pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school arranges very good practical opportunities for pupils to learn in all subjects. Teachers pay particular attention to how their pupils learn and plan relevant and exciting activities for them. There is a very good range of out of school clubs. Visits greatly enhance pupils' learning.
Provision for pupils with special educational needs	Very good. Pupils with specific learning and physical disabilities make very good progress. This is because of the very good help and guidance that they receive, particularly from learning support staff, to ensure that they achieve their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides outstandingly well for pupils' moral and social development. It provides well for their cultural development and very well for their spiritual growth. The school helps them to become responsible, respectful and helpful members of the community.
How well the school cares for its pupils	Pupils are cared for very well. Staff know the pupils very well and care for their individual needs in a most supportive and sensitive way. The procedures for monitoring and assessing pupils' progress are very good.

Teachers know their pupils well and support and guide them with care and sensitivity. The school works hard to develop a very good working partnership with parents. The quality of information

provided for parents is very good. Parents make a satisfactory contribution to their children's learning. The school involves the community successfully in the life of the school. It works very closely with other schools and this makes a significant impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has a clear vision for the future of the school. A very good management team, who are developing their leadership roles well, and a committed and highly motivated staff, share a strong commitment for ensuring that this vision will be realised.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the strengths and weaknesses of the school. They strongly support the leadership and management and use their personal qualities and professional experience to promote its best interests.
The school's evaluation of its performance	The procedures for monitoring and evaluating the performance of the school and taking effective action are excellent. Arrangements for monitoring the quality of teaching, learning and for developing the curriculum are very good.
The strategic use of resources	The processes underpinning the strategic financial planning are excellent and ensure that the school utilises its available resources effectively and meets the identified development priorities. The principles of best value are very effectively applied.

Accommodation is satisfactory. However, access for the disabled is difficult to some parts of the building and the area set aside for outside learning for the Foundation Stage is unsatisfactory. There is a good number of well-qualified staff to cover the needs of the curriculum. Resources are adequate and used 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"> • The expectation that pupils will work hard and achieve good results. • The positive learning attitudes and good behaviour. • The approachability of staff and the way they listen to concerns and welcome suggestions. • The way the school is managed and continually being improved. • The way their children enjoy school and find learning fun. • The quality of care and pastoral support provided for their children. 	<ul style="list-style-type: none"> • The quality of information provided, particularly about progress, and a closer working partnership between parents and the school. • Better use of homework to support their children's learning.

The inspectors agree with the positive views expressed by parents. The inspectors consider that the way the school works in partnership with parents is very good, particularly in keeping them well informed about their children's progress. The inspectors judge that the use of homework to support learning is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation stage¹

1. The children enter school with a wide range of attainments which vary from year to year according to the percentage of children with special educational needs. The attainments of the present reception-aged children on entry to school, were well below average in social, language and mathematical skills. Most children achieve very well and are on course to attain the goals set in all areas of learning, except in their language skills, where they are likely to achieve below the expected standards. Children with special educational needs make very good progress towards their targets.

Years 1 and 2

2. Results in the Year 2002 national tests and tasks show that standards for the seven-year-olds were well below average in reading, writing and mathematics. These results were below average, when compared with those of similar schools, in reading and mathematics. They were well below average in writing. In science, teacher assessments show that standards were average. Inspection findings show that, for the current group of pupils in Year 2, standards in English and mathematics are below average. In science, they are average. Standards have fluctuated since the last inspection, mainly because of the varying numbers of pupils with special educational needs in each year group and because of the low-level skills with which pupils start school. There is now a discernable upward trend which follows the national trend, and standards are rising. Achievement is good and pupils are likely to reach the targets set for the end of Year 2. Standards in art and design, design and technology, history, music and physical education are average. This is a similar picture to that at the last inspection. Standards in information and communication technology have improved significantly. At the last inspection they were average, now they are above average.

Years 3 - 6

3. The results achieved by 11-year-olds in national tests in the year 2002, although close to average, were below average in English and mathematics. They were average in science. These results in English and mathematics were in line with those of similar schools. In science, they were above the results of similar schools. The overall trend in English and mathematics has been upward, although there have been fluctuations year-on-year. This is mainly due to the high proportion of pupils with learning difficulties in some year groups. Inspection evidence shows that, in the current Year 6, standards are close to the national averages in English and mathematics. In science, design and technology, history, music and physical education, standards are average. They are above average in art and design, which is an improvement since the last inspection. Standards in information and communication technology have improved considerably. At the last inspection they were below average, now they are above average.

Across the school

4. Standards in religious education have been maintained and are in line with expectations of the locally agreed syllabus. No judgements were made in geography, at either Year 2 or Year 6. There was not enough evidence available for in those year groups to form firm conclusions. However, work seen in other year groups indicates good improvement since the last inspection.

¹ The curriculum for children under six, which started in September 2000, which replaces the desirable outcomes.

5. There is no significant difference between the attainments of boys and girls. Pupils with special educational needs make very good progress in their learning. They receive very good support, which enables them to achieve well. They work hard to meet the targets set for them in their individual education plans, and usually succeed. They are supported very effectively in lessons by teaching assistants, who work in very close partnership with class teachers to meet pupils' specific learning and physical needs.

6. Standards are improving in all subjects. This is as a result of the:

- good quality teaching
- successful implementation of the National Literacy and Numeracy Strategies
- high focus placed on improving pupils communication skills
- improvements in curricular opportunities provided by the school
- co-ordinators being delegated more responsibility for managing their subject
- improvements in leadership and management, which now enables standards to be monitored very closely and carefully.

7. The school's focus on teaching the basic skills, needed for pupils to succeed in the tasks set, ensures that the majority of pupils makes good progress and reaches the targets set. All pupils are on course to reach the targets set for them this year. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The exciting and relevant curriculum, throughout the school, ensures that pupils achieve well during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on raising standards.

Pupils' attitudes, values and personal development

8. Pupils' attitudes towards their school are excellent and the school is an extremely orderly and happy community. Almost all parents believe that their children enjoy coming to school. During lessons, pupils are enthusiastic and keen to learn, confident and focused on their work, answering questions and sharing their ideas. Pupils take an active part in all school activities, including the numerous and interesting out of school clubs. Pupils are keen to help. They volunteer to do jobs to help adults and do these conscientiously. Children in the reception class are confident and secure in the school. Pupils' positive attitudes are one of the schools' major strengths, contributing well to the good progress that pupils are making in their learning.

9. Behaviour in-and-around the school is excellent and the pupils respond well to the schools' high expectations. As pupils move about the school, a high degree of self-discipline is evident in their ability to undertake jobs and activities without constant supervision. In the last academic year, no pupils were excluded from the school. Pupils respond well to the good management and teaching in the classrooms. The behaviour of the pupils has a positive effect on the quality of learning in lessons and contributes to the very pleasant atmosphere in school. During lunchtimes and playtimes, behaviour is good and pupils play well together across the age groups, with evident enjoyment. There was no evidence of rough or oppressive behaviour during the inspection, and those pupils spoken to, had had no experience of it in school. When pupils engage in practical and physically interactive classroom activities, they rise to the occasion in an orderly and creative way. The inspection team was impressed by the friendliness and courtesy of pupils, who were anxious to show them around the school and show pride in their work and achievements. Pupils treat books and school property with the greatest respect. Around the school there is no graffiti or litter.

10. Relationships throughout the school are excellent. Relationships between pupils and between pupils and staff are caring and friendly. Pupils work and play well together in pairs and groups. The rapport between teachers and their pupils is built on mutual respect. The

good teaching and classroom management give pupils the opportunity to do their best in a relaxed and supportive atmosphere. Older pupils show care and consideration for younger pupils. Pupils with special educational needs are fully integrated into the life of the school. The fully inclusive nature of the school's community enables all pupils to join in all of the activities that the school offers.

11. Pupils' personal development is excellent. Teachers ensure that pupils in every class have particular responsibilities and pupils carry out these responsibilities conscientiously. Pupils in Year 5 and Year 6 are responsible for many areas of school life. They act as school buddies at lunchtime and playtime. They make a significant contribution to the harmonious attitudes in the playground, through encouraging positive attitudes amongst younger pupils and dealing with minor problems which may occur. The library is open at lunchtime and many pupils enjoy using this for quiet reading sessions. This facility is well organised by the older pupils. Similarly, the computer suite is open at lunch times for a computer club and pupils use this opportunity very well to practice their information and communication technology skills. Pupils enjoy representing the school in competitive sport. The school council meets each week and, on behalf of other pupils in the school, make suggestions for improving aspects of school life. At present, they are preparing to put in a request to the school governors for money to spend on playground equipment. They also are responsible for suggesting ways of raising money for the school's charities. Pupils develop a sense of citizenship and an awareness of the needs of others, through the school's fund raising activities

12. Attendance in the last school year, despite the school's best efforts, was below the national average. Pupils arrive punctually in the morning and teachers ensure that a pleasant brisk start is made to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning is good. There is strength in the Foundation Stage. The children get a very good start to their education because the quality of teaching and learning in the reception class is very good. By the time pupils reach Year 6, they achieve well. This is good improvement since the last inspection when the quality of teaching was satisfactory.

14. The main strengths in the quality of teaching and learning are the:

- development of teamwork among the staff and their willingness to share their expertise;
- very effective support from the teaching assistants who help the pupils particularly those with special educational needs;
- emphasis given to the teaching of personal and social skills and the core subjects of English, mathematics, science and information and communication technology;
- very effective planning and teaching methods
- excellent management of pupils.

15. There are few weaknesses in teaching. No unsatisfactory lessons were observed. On a few occasions where teaching is less effective, the pace of learning is not as great and the teachers' subject knowledge is not as secure.

16. Since the last inspection, there have been many staff changes. The staff have worked hard within the last two years to move towards common objectives of raising standards. The consistency, across the school, in shared teaching objectives is evident in practice, and progress has been rapid. The overhaul of curricular policies and schemes of

work has resulted in pupils systematically acquiring subject knowledge, understanding and skills. Through in-service training, all staff have been trained in teaching methods to maximise pupils' learning. Because the headteacher rigorously monitors teaching and learning, and models lessons for the staff, changes have been consistently and quickly implemented.

17. The very effective implementation of the Foundation Stage gives children a very good start to school. This results in them making rapid progress in all areas of learning. There are effective procedures in place to introduce children to school before entry. The curriculum has a clear focus on developing children's personal, social, emotional and communication and language skills. The children respond very well to this and quickly settle into their new surroundings and routines. Curricular planning is very effectively supported very well by the use made of children's assessed work. Activities are stimulating and inviting, which motivates children to learn. The children benefit from the wide range of planned activities and the help and support of their teachers, nursery nurses and teaching assistants. As a result, the children feel secure and happy. The support for children with special educational needs is very good. Staff share detailed records of children's progress with parents and outside agencies. This is very well co-ordinated and successful. However, when children are not fully supported at home, progress is limited.

18. Apart from teaching lessons, most of the staff freely give their time to organise and run good quality extra-curricular activities. These clubs make effective contributions to the development of pupils' skills in many curriculum subjects.

19. Pupils who have special educational needs are taught very well and make very good progress towards their targets. The teaching assistants form excellent relationships with pupils. The staff are aware of the need to ensure that pupils develop positive attitudes to learning. They take every opportunity to keep pupils involved in learning, by building their confidence and self esteem. In lessons, they encourage pupils to take part in class discussions, giving clear explanations of difficulties and vocabulary that pupils do not understand. When pupils are withdrawn from lessons for small group and individual teaching, methods based on practical activities are well thought out. For example, pupils learning about adjectives in Year 4, made good progress and enjoyed describing the feel, smell and taste of strawberries.

20. Staff focus on teaching the basic skills of reading, writing and mathematics. They use the correct technical terms and vocabulary for each subject. Literacy and numeracy are planned well following the national frameworks. Work is tailored effectively to meet the needs of all the pupils in the class. Teachers' assessments of pupils' progress are used very well to target individuals and groups of pupils. Consequently, pupils with varying attainments and starting points make good progress. Pupils' knowledge skills and understanding of literacy and numeracy are extended very successfully through the very good links teachers make with other subjects. Priority is given to developing pupils' personal and social skills. The staff know the pupils very well and treat them all with equal respect. Pupils ask questions and seek solutions to their problems freely, knowing that their opinions are valued and that their questions will be answered. There has been very good improvement in the teaching and learning of information and communication technology. Improved resources and training for teachers have been instrumental in raising standards. Because the skills are taught in the computer suite and computers are provided in all classes, pupils apply their skills well in all subjects. Thus they make at least good, and often very good, progress.

21. A major strength in teaching is the methodical approach teachers use to match work to the learning styles of the pupils. Pupils are challenged well as soon as they enter classrooms in the morning. A short series of problem-solving activities, or 'Brain Gym' helps pupils to quickly warm up for the daily activities as well as to practise their basic skills. The

teachers frequently vary their approach to teaching and learning. In lesson introductions, teachers ensure that visual presentations and practical resources are used to capture the interest of all pupils. Activities are interesting and varied; pupils listen to their teachers very well and remain involved in their learning, for long periods of time. Pupils are challenged well to design solutions to problems set and evaluate the effectiveness of their work. The Year 6 pupils comment that they enjoy these challenges which test their skills and learning. For example, in a design and technology lesson to build boats, pupils chose their materials and resources and tested their boats' fitness for purpose in a nearby swimming pool. There is as strong belief that learning should be fun and based on practical and first hand experiences wherever possible. For example, to further pupils' history skills, they are investigating the 'Roman' road marked out on the school field and discovering the artefacts buried there. Pupils optimise their learning with links planned between subjects. This enables pupils to practise their basic skills and understand the similarities and differences between subjects. Thus, their learning makes sense. For instance in a study of the Romans, pupils in Year 4 role-play their learning about the differences in lifestyles between the Romans and Celts. In Years 3 and 4, design and technology and history are combined as pupils design and make Roman bread bowls.

22. Teachers' management of pupils is outstanding. There are excellent relationships between pupils and staff. The staff have high expectation of pupils' work and behaviour. Staff, pupils and parents are clear about what is expected. Pupils respond very well because their lessons are interesting and they want to learn. Because the staff effectively check all pupils' learning and concentration frequently, pupils do not fall behind. Consequently, little time is wasted in checking pupils' behaviour. Boys and girls work equally well together. Care is taken that all pupils have equal opportunities to participate in every aspect of school life. The staff are sensitive to the different cultural backgrounds of the pupils and plan work that includes pupils' cultural experience and expertise for the benefit of others. Homework is organised to reflect pupils work in school. This enables pupils, when they are helped at home, to extend their learning. A homework club and access to computers at lunchtimes help pupils to complete work on time and develop their research skills.

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

23. The school provides a very imaginative and thoughtful curriculum. It is broad and balanced and fully meets the requirements for the teaching of the National Curriculum and religious education. This represents a very significant improvement since the time of the last inspection, when aspects of the curriculum were judged to be weak. In the last few years curricular requirements have changed quite radically. The school has adapted very well; it has successfully introduced the national frameworks for the teaching of literacy and numeracy, and adapted its planning to ensure that other subjects are still taught in sufficient depth. Teachers make good use of the structures of the national strategies to provide effective teaching in these key areas.

24. The activities for the children in the Foundation Stage are interesting, varied and very well matched to their individual needs and attainments. There is a very good emphasis placed on developing their social and language skills. This makes a significant contribution to the children's achievement and the life of the school.

25. The quality of planning is good and schemes of work in all subjects clearly identify what should be taught at particular times in a pupil's time in the school. This ensures that knowledge is developed systematically. Major strengths of the curriculum are 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 pupils explored various styles of writing through their study of the Tudors. Year 3 and 4 pupils designed and made Roman bread bowls as part of their study of that period in history. Other pupils used the Internet to research the volume of everyday sounds, in decibels. They displayed their findings using spreadsheets and a variety of graphs. Their science work on sound was then related to their study of different types of musical instruments. Note taking is taught to help pupils to organise their written work, and library skills are developed through many subjects. Pupils' work in science and design and technology provides opportunities for accurate measurement and recording.

26. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education are carefully planned and form important parts of the school's curriculum. Sex education and drugs awareness are appropriately taught. Citizenship is promoted well through the School Council. The school supports a number of charities. Each year, the pupils choose one charity to be a main focus. This year a children's cancer charity, based at Southampton Hospital, will benefit.

27. The school offers pupils a rich and varied curriculum. Activities are planned that stimulate and excite the pupils. The imaginary, proposed development of a training ground for Southampton Football Club was used as a stimulus for pupils to consider the impact on the local community, as part of Year 5's geography work. Similarly, the 'discovery' of Roman artefacts on the school field helped pupils to a deeper understanding of how historians classify, and use, first-hand evidence. Pupils' interest in learning is stimulated by a range of visits, and Years 5 and 6 pupils benefit from a residential visit. Visits have included the London Eye, Swanage Nature Reserve, HMS Victory and the Mary Rose. Efforts are made to make learning exciting. 'Special Days' are a feature of the curriculum. A 'Book Week' gave pupils the opportunity to dress as characters from their favourite books or stories and, on another occasion, the whole school had a Diwali Day'. The exciting variety within the curriculum is a major factor in pupils' excellent attitudes to their work.

28. The school provides a wide range of extra-curricular activities. These are enjoyed by pupils and valued by parents. They include choir, recorders, gardening and soccer. Learning outside the normal school day is very well catered for. In addition to a Homework Club, there are clubs for art, French and information communication technology. A regular pattern of homework reinforces what pupils learn at school. The school runs football and netball teams that compete in local leagues.

29. The school offers all pupils equal access to the curriculum. Teachers plan to take account of the range of ability 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. Interestingly, the school endeavours to discover whether pupils learn visually, aurally or kinesthetically. Teachers adopt tactics to cater for groups according to their preferred method of learning. There is no definitive evidence for the effectiveness of this approach, as yet. However, the excellent behaviour and attitudes to work of the pupils indicate that they enjoy learning and find their work stimulating and relevant.

30. The school provides very well for its pupils with special educational needs. It has very good diagnostic systems which, very efficiently, identify individual needs. Pupils who have emotional and behavioural difficulties receive very good help and support, through the behaviour policy. If their problems are compounded by learning difficulties, then this is addressed by clearly defined individual educational programmes, matched very specifically to their needs. Pupils' needs vary from physical disabilities to a wide range of severe and moderate learning problems. The school addresses these needs very effectively and enables pupils to achieve well, in relation to the targets set for them. The school matches

the prescribed needs of those pupils with statements of special educational needs very well indeed.

31. The school has good links with the community. This contributes effectively to pupils' learning. Use is made of the locality to extend pupils' experiences and knowledge. Visits are arranged to the local church. A range of visitors comes to the school to speak to pupils on a variety of subjects. Links have been established with local businesses. Their support has provided plants to brighten the school environment.

32. The school has developed very good links with partner institutions. A local playgroup is based in the school, and the close links with the neighbouring secondary school have resulted in regular assistance from a mathematics teacher and a pianist. These close links benefit the school and help to ease pupils' transfer at eleven.

33. The school's provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the previous inspection, when it was good. Daily acts of collective worship are held in school. Their quality is always good and, at times, excellent. The school's mission statement is fully reflected in its daily life. Most parents agree that the values and attitudes that are promoted have positive effects on their children's personal development, and this was confirmed during the inspection.

34. The provision made for spiritual development is very good. The school's governing principle is firmly based upon respect for self and others. School and class assemblies give pupils valuable insights into the spiritual aspects of life, through personal prayer and reflection. As part of their personal and social education and religious education, pupils are provided with good opportunities to think about their own feelings and emotions and how they impact on other people. They do this through themes, which include friendship, and their own special interests and attachments. Attractive areas are provided outside classrooms, where pupils can engage in work on their own. Spiritual moments in worship and in religious education lessons are often enhanced by the lighting of a candle. In one lesson, pupils were observed reverently acting out incidents from the life of Jesus. A sense of wonder and appreciation of the value of treasured items was encouraged, as was apparent throughout the week of the inspection, when staff and pupils shared and spoke about things that meant a lot to them.

35. The school's provision for moral development is excellent and rooted in the aims of the school. The promotion of sound moral values permeates all aspects of the school. Adults provide pupils with a very good example in respecting and valuing others. Class rules are negotiated at the beginning of the year and displayed in classroom. Sanctions are recorded in the schools' behaviour policy but are rarely needed. Christian values are promoted, often through stories about the life of Jesus. Good work and behaviour, in terms of the effort made, is celebrated in lessons and regularly rewarded in assemblies.

36. Provision for social development is excellent. Pupils' self-esteem and confidence is boosted through praise and through giving them important responsibilities within the school community. Pupils are provided with very good opportunities to make a formal contribution to school life, through the pupils' School Council. Representatives from each class meet with a teacher on a weekly basis, to discuss issues affecting the school or groups of pupils. The residential visits involve pupils taking part in adventurous activities. This encourages independence as well as providing pupils with opportunities for social interaction.

37. Provision for cultural development is good. The planned curriculum for religious education ensures that the beliefs and ideas of Christianity and other major world faiths are taught well. Pupils attend services at the local Anglican Church. Other subjects also develop pupils' cultural awareness. Pupils develop an understanding of what life was like in

Roman or Tudor times. They study the work of a range of artists and listen to the work of various composers. Initiatives such as themed lunches on, the Caribbean, the rainforest, Divali or Sikhism, introduce pupils to aspects of other cultures such as music costume dance and food. Pupils' develop their knowledge of their local culture through field trips to Eastleigh, Lyndhurst and the Beatrice Royal Art Gallery. Pupils experience live theatre through visits to the Nuffield theatre in Southampton and from theatre groups who visit school. They also have opportunities to perform, when they take part in a "Recorder Extravaganza" with other local schools, a musical concert at a local secondary school and their own school production of 'Joseph and the Amazing Technicolour Dreamcoat'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Pupils are very well cared for at Nightingale, a view strongly shared by the parents at the pre-inspection meeting and those who returned questionnaires. Teachers and support staff know the pupils very well and care for their individual needs in a most supportive and sensitive way. The excellent support for pupils' personal development, coupled with a rigorous assessment and monitoring of academic progress, is very successful and ensures that all individuals are encouraged and motivated to do as well as they are able to.

39. There is rigorous attention to all matters relating to health and safety. There is an effective health and safety committee that ensures that appropriate risk assessments are undertaken, regarding the use of the school premises and for all school trips. There are regular evacuation drills, and fire-fighting and electrical equipment is routinely tested. There are very good arrangements for the provision of first aid. Meticulous health and safety records are maintained.

40. The headteacher has wide experience with child protection issues and has successfully managed some very harrowing and emotionally demanding cases during his time at the school. Members of staff are very alert to the needs of vulnerable pupils. The school co-ordinates its work with social services and other external agencies very effectively.

41. There are excellent procedures for achieving good standards of behaviour. The strength lies in the consistent approach across the school, with excellent strategies for making sure that pupils' concentration and learning are not adversely affected by occasional incidents of poor behaviour by those who find it difficult to comply with school rules and expectations. The school responds with great skill and sensitivity to the complex needs of these pupils, a number of whom have special educational needs, and ensures that everyone is included in all the opportunities provided. Excellent use is made of incentives and rewards. Any incidents of bullying, or of pupils showing a lack of consideration towards others, are dealt with promptly and firmly.

42. Through the application of rigorous procedures the attendance rate has risen steadily since the last inspection but still remains below the national average for all primary schools. Families who take their children on term time holidays have a significant impact on the above average levels of absence.

43. The procedures for assessing children's attainment in the Foundation Stage are very good. An initial assessment on entry to school provides the starting point for the staff to plan work that is very well matched to the children's needs. Records are detailed and informative and frequently updated. There is a very good liaison with parents and outside agencies for children with special educational needs to ensure that they make the best possible progress.

44. The procedures used by teachers to assess and monitor pupils' progress are very good. The strength of this very good practice emanates from the rigorous and continuous

programme of evaluation and testing conducted by the school, particularly in reading, writing spelling and mathematics, and the way in which this information is used to influence the curriculum and modify lesson planning to meet pupils' learning needs.

45. All pupils know their individual targets and these are often referred to within lessons. For example in one mathematics lesson, in a combined Year 3 and 4 class, individual pupils were told that, if they were successful by the end of the lesson in interpreting three dimensional information from two dimensional drawings, they would have reached their next numeracy target. This use of assessment information to detect weaknesses in pupils' knowledge and understanding, and to move them on when it is time, helps pupils of all abilities with their learning and makes a significant contribution to the successful progress that is being achieved by everyone in the school.

46. Much has been achieved since the last inspection. The quality of care and support provided for pupils has improved. Standards of behaviour have been raised, and the teaching and curriculum content has been focused with greater accuracy on the needs of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents who attended the pre-inspection meeting and returned questionnaires expressed some very positive views about the school. They consider that it expects their children to work hard and achieve good results. They are pleased with the positive attitudes to learning, good behaviour, the approachability of staff as well as the way they listen to concerns and welcome suggestions. They appreciate the way in which the school is managed and is continually being improved, the way in which their children enjoy school and find learning fun, and the quality of care and pastoral support provided for them. The inspectors agree with all of these positive views.

48. Some parents would like to see an improvement in the quality of information provided, particularly about their children's progress, and would like a closer working partnership between parents and the school. Others feel that there could be a better use of homework to support their children's learning. The inspectors consider that the school works hard to develop a very good working partnership with parents and carers. The home-school agreement clearly defines the school's expectations of the way it, together with parents and pupils, contributes to the teaching and learning partnership. The inspectors judge that the use of homework to support learning is good

49. The home-school visits, before the children start school, are beneficial to the children, parents and the staff. They provide opportunities for staff, children and parents to meet and discuss queries and arrangements for entry. This provides a smooth and confident introduction to school for the children. Many children soon start to read and write. There are home-school reading diaries and clear directions for helping children learn at home. However, not all parents support learning at home, and this adversely affects their children's progress.

50. There is a regular flow of information about all aspects of the curriculum, termly topics, and the activities that take place in the school, as well as about the many visits to places of geographical, historic and cultural interest. Parents are welcomed to participate in special school assemblies. They are also welcome to join many of the events and visits, and often do. For example, parents joined the trip in January to ride on the London Eye.

51. Annual progress reports provide good quality information on pupil progress, with individual targets being set for English, mathematics, science and information and

communication technology. Pupils also have an opportunity to write their own comments on their year's work, and these can provide revealing insights into learning attitudes and thinking skills. For example, one Year 5 pupil wrote; "In science we have been working on the body which I didn't like at all. I did enjoy our science work on animals and learnt what living things need."

52. The annual reports are supplemented by a very effective interim summary report that is issued at the half-year point. There are regular, well attended, consultation evenings and the school welcomes informal consultation at any time of the year - and often initiates additional meetings. The use of the home-school diaries, to track reading progress, is developing well.

53. There is no formal parents association but groups of parents do organise successful social events and fund raising activities for the school. Many volunteer as 'helping hands', when the school has need for help with improvement and maintenance projects. The impact of the parents' involvement on the work of the school is good and the contribution that they make to their children's learning, both at home and school is satisfactory. The partnership between school and parents, and the quality of information provided, has been effectively maintained since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides excellent leadership and has a clear vision for the future of the school. He is an able administrator and communicator, who provides clear direction in the way in which the organisation of the school can best support the most effective teaching and learning. He motivates, inspires and enthuses his staff, and pupils, to give of their best. While retaining a personal interest in, and detailed grasp of, all school issues he delegates responsibility extremely well and empowers his management team and staff by encouraging them to participate in all aspects of school management, planning and development.

55. The support and contribution of the senior management team is very good. They are developing their leadership roles well and have a shared commitment to raise standards even higher, through the implementation of clearly identified priorities and initiatives. As a result of the very good leadership the whole staff operate as a highly motivated team, with a strong commitment to a further improvement in standards and to ensuring that the headteacher's vision for the future is realised.

56. The governors have a very good understanding of the strengths and weaknesses of the school. They are, therefore, well positioned to support the leadership and management and use their personal qualities and professional experience to promote the schools best interests. Governors' committees meet regularly to monitor, evaluate and support all operational aspects, including health and safety, buildings, staffing, curriculum and strategic financial planning. They fully comply with the statutory duties and requirements expected of them and play their full part in shaping the future direction of the school.

57. The school secretary works hard, and very effectively, to ensure that daily routines run smoothly. This leaves classroom staff free to focus their attention on lessons. Her cheerful and obliging manner helps to sustain the good relationship which the school has with the parents and the community. It also enhances the happy atmosphere which characterises the school.

58. The school has very effective financial management systems. The processes underpinning the strategic financial planning are excellent and ensure that the school utilises its available resources effectively, and meets its identified development priorities. The

principles of best value are very effectively applied. Specific grants are used for their dedicated purposes. Good use is made of new technology for school administration, and to support teaching and learning. This is a very effective school that provides good value for money.

59. The procedures for monitoring and evaluating the performance of the school and taking effective action are excellent. As a result, the arrangements for monitoring and evaluating the quality of teaching, learning, developing the curriculum and the school self-review process are very good. Curriculum co-ordinators, many of whom are fairly new to their posts, are developing their roles well and help to support the development of the curriculum and quality of teaching in their subjects. The leadership and management of special needs are very good and contribute to the school's aspirations for those pupils who receive additional support. There is a wide range of assessment information to track pupils' attainment and support the drive for higher standards. The Foundation Stage has been very successfully implemented. All staff work together successfully with shared goals. The high expectations set by the subject leaders for pupils' work and behaviour are major contributory factors towards their achievements and positive attitudes.

60. The very good match of teachers and support staff to the demands of the National Curriculum contributes successfully to the quality of teaching and learning. The school places a high priority on providing for their continuous professional development. There is very good investment in appropriate training for teachers, classroom assistants, lunchtime supervisors and administrative staff, and this ensures that they are effective in their role and demonstrates that they are highly valued. There are very good induction and mentoring programmes to support newly qualified teachers and those who are new to the school.

61. The accommodation is satisfactory and fully supports the delivery of the National Curriculum. The school is housed in two separate buildings, one that provides for the reception class and Years 1 and 2 and the other for the rest of the year groups. The good features of the accommodation are that there are two halls, both equipped for indoor physical education, one also being used as an assembly and dining hall. There are also dedicated classrooms for information and communication technology, music, special educational needs and a library. All classrooms are of good size for the number on role and well equipped. The buildings are well maintained and cleaned to a high standard. They are a credit to the caretaker and her staff.

62. The unsatisfactory features of the accommodation are that there are no appropriately equipped, outdoor play facilities for reception children, to enable them to develop their motor skills. Access to parts of the school is difficult for the few pupils who have a physical disability. The younger pupils' are also required to walk between the two buildings for assemblies and at lunchtime, and this is not ideal during inclement weather. The school is located on a large open site, with very good provision of hard surfaced and grassed areas that provide for outdoor physical education, games and recreation. There is also an open-air swimming pool, for use during the warmer weather.

63. The provision of learning resources is satisfactory. Resources for art and design and design and technology are very good. For all other subjects resources are adequate. The weaknesses in the provision are the computers in the information and communication technology suite. They are now aging and struggling to meet the increasing demands being placed on them by the rapidly developing cross curricular use, a strong feature of the curriculum provision in the school. The school library, which is not centrally located, is not effective enough in promoting pupils' interest in literature.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) improve standards in literacy and numeracy as outlined in the school strategic plan by:
 - focusing on spoken language, to extend pupils' fluency in English
 - improving pupils' confidence and accuracy with number in mathematics
(paragraphs: 16, 85, 86, 88, 89, 90, 93, 99, 100, 101, 103)
- (2) improve the outdoor play provision for the children in the Foundation Stage
(paragraphs: 63, 80, 82)
- (3) seek ways to improve attendance.
(paragraphs: 12)

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

- involving parents in their children's education
(paragraph: 17, 22, 49, 67, 73, 89)
- promoting children's love of reading and interest in books
(paragraph: 63, 90)
- improving access to parts of the building for those with physical disabilities.
(paragraphs: 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

Number of discussions with staff, governors, other adults and pupils

49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	21	14			
Percentage	7%	32%	37%	24%			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	250
Number of full-time pupils known to be eligible for free school meals	N/A	61

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

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

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	25	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	19	19	22
	Total	30	30	35
Percentage of pupils at NC level 2 or above	School	77 (55)	77 (61)	90 (71)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	18	22	22
	Total	29	35	36
Percentage of pupils at NC level 2 or above	School	74 (52)	90 (71)	92 (81)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	30	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	22
	Girls	24	22	26
	Total	40	42	48
Percentage of pupils at NC level 4 or above	School	71 (63)	75 (51)	86 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	26	25	28
	Total	46	46	50
Percentage of pupils at NC level 4 or above	School	82 (61)	82 (63)	89 (80)
	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	247	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	20
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	175.5

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	633313
Total expenditure	627411
Expenditure per pupil	2265
Balance brought forward from previous year	84865
Balance carried forward to next year	90767

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	7	2	0
My child is making good progress in school.	60	33	5	1	1
Behaviour in the school is good.	53	41	4	0	2
My child gets the right amount of work to do at home.	39	44	14	2	1
The teaching is good.	59	34	3	2	2
I am kept well informed about how my child is getting on.	41	38	18	2	1
I would feel comfortable about approaching the school with questions or a problem.	59	34	4	2	1
The school expects my child to work hard and achieve his or her best.	60	36	1	1	2
The school works closely with parents.	40	42	14	3	1
The school is well led and managed.	57	35	4	1	3
The school is helping my child become mature and responsible.	52	39	6	1	2
The school provides an interesting range of activities outside lessons.	51	33	10	1	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The Foundation Stage refers to children who are under six years of age in their reception year. The children enter school in a reception class or a mixed reception and Year 1 class. There are 39 children of this age. Most of them have had some pre-school experience within a nursery class or a playgroup. The majority enter school with skills that are well below those normally expected of this age, in their personal, social, emotional, language and mathematical development. The children get a very good start to their education. They make rapid progress in all areas of learning.

67. There is very good improvement since the last inspection. The children are achieving very well in response to the care that the staff take of them and because of the very good quality teaching. The learning support assistants are very well deployed to meet the needs of the children. All children are included in all activities and the staff ensure that they do their best to succeed. There is good partnership with parents, most of whom, help their children in learning to read and write. When children are not supported well at home, their overall progress is not as great.

Personal, social and emotional development

68. By the end of their reception year, most children are on course to attain the nationally expected goals. The children are achieving well because of the good teaching and support that they receive from the staff.

69. Children quickly settle into their new surroundings, and into the school and class routines. The older children help to take care of the children at playtimes, and the Year 1 children are good role models in helping the new children settle into the expected routines. They soon make friends and learn well to take turns and share their resources through such activities as acting out the roles of the Knave and Queen of Hearts. Most become independent quickly. With a little help from the staff, the children get themselves ready for playtimes and physical education. At the end of each session, they help to tidy away their resources. The majority of children listen to, and follow, instructions successfully, often concentrating on their tasks for long periods of time. The children behave very well and are eager to learn new skills.

70. The quality of teaching and learning are very good. The staff are sensitive to the individual needs of the children and consistently build children's self esteem, as they reinforce learning through positive comments. Social skills are developed very well. During outside activities, staff encourage children to take part in team games or to work together in small groups or with a partner. The children respond very well to the high expectations that are set for behaviour. Consequently, the children know what is expected of them, and they are happy and feel secure.

Communication, language and literacy

71. The children achieve very well, but despite their very good progress, most are not likely to attain the expected Early Learning Goals by the end of their reception year. They make very good progress in their learning because they are taught and supported very well both individually and when they work in small groups.

72. The children enjoy sharing their ideas and thoughts about their work with others. They listen very well to their teachers. All children follow instructions very well and enjoy

class discussions and activities. They are encouraged to plan and evaluate their work together. This prompts children's thinking and speaking skills. The staff encourage children to talk and extend their vocabulary and understanding during discussions. Most enjoy reading or looking at books such as 'Jack and the Beanstalk'. The children develop successfully their understanding of punctuation and expression in reading. Most begin to read simple words, and the higher attaining read simple sentences and phrases. Writing skills develop very well. The majority know nearly all of their letter sounds. The most able begin to write sentences formed with recognisable words. However, a significant minority of children, whilst they know a few letters and sounds, have not yet begun to read and write.

73. The quality of teaching and learning is very good. Effective questioning and very good quality teaching extend the children's learning successfully. The relationships between the staff and the children are excellent. This encourages the children to think clearly about their work and the answers that they give to questions. Great emphasis is placed on developing children's understanding of key words and vocabulary. There are frequent planned opportunities for class discussions and individual and group talk. The staff constantly build children's self-esteem. This helps them to have the confidence to take part in activities, such as role-play. This extends children's imaginative thinking and language. Outdoor activities, such as a Bear Hunt, and games for letter recognition, enable children to develop physical skills and increase their understanding of the world around them. Reading homework, when it is supported by parents, contributes well to children's literacy skills

Mathematical development

74. In their mathematical development, most children are on course to attain the goals that are expected by the end of the reception year. The children achieve very well because of the very good teaching and support that they receive.

75. Most are developing skills of counting and solving simple mathematical problems. Most know how to count to twenty. Many recognise their numbers to twenty. A few higher attaining recognise some numbers beyond twenty, whilst the lower attainers work towards recognising and using numbers to ten. With help, most of the children are learning to add and take away two numbers. Nearly all of the children recognise simple shapes and most know how to make a repeating pattern of two shapes or colours.

76. The quality of teaching and learning are very good. The children enjoy their work and are keen to learn. They enjoy varied and interesting activities. For example, in one lesson on subtraction, the teachers and children role-played how many tarts were stolen by the Knave of Hearts and how many were left. Throughout the day, there are very well planned opportunities for children to develop their knowledge and understanding of mathematics, both indoors and outdoors. For example, by counting objects found in the water tray or by sorting small apparatus. Playground markings, in a number line, help children develop their understanding of the sequence and value of numbers to twenty. The children's learning is securely developed, based on activities successfully planned from, and leading into the National Curriculum. Mathematical vocabulary is taught very well. The practical approach to teaching mathematics ensures that the children are fully engaged in their learning. Learning is very well assessed and used very effectively to match the activities to the individual attainments of the children.

Knowledge and understanding of the world

77. In their knowledge and understanding of the world, the majority of children achieve very well because the activities are very well planned and taught. The majority are on course to attain the expected Early Learning Goals, by the end of the reception year.

78. The staff provide a wide range of activities that extend children's developing concepts in science, design and technology, history, geography and information and communication technology. Children use the computers independently. Their achievement is excellent and they attain standards that exceed the Early Learning Goals, and are working within the lower levels of the National Curriculum. They use the delete key, space bar, change from lower to upper case, and change the size of their letters as they write a simple sentence. Children successfully use skills in designing and making, as they build and construct models from construction materials or recyclable materials. A small group of children combined and joined recycled materials to make cars and rockets with well defined features. Children enjoy investigating the properties of materials. They observe and report on changes in sand, when water is added or changes in dry materials, as they make jam tarts. The outdoor environment is used successfully to observe the changing seasons, and living things such as plants and insects. Visitors into school, such as the local police, and visits beyond the immediate school environment to, for example, a farm, extend children's knowledge and understanding of the wider world.

79. The quality of teaching and learning is very good. Teachers plan a wide range of interesting and motivating activities to arouse children's curiosity and promote their investigational skills. The class assistants are deployed very well helping individual and groups of children to ensure that all succeed. Occasionally, where teaching is less effective, the teachers' subject knowledge is less secure and the pace of learning is slower.

Physical development

80. In physical development, the quality of teaching and learning is very good and the majority of children achieve very well. Most are on course to attain the expected goals by the end of their reception year. The children enjoy their physical exercise. Activities are planned very well. However, the lack of provision and resources for outdoor play in a secure area restricts the development of children's skills.

81. There are well planned activities to develop children's manipulative skills. Many children handle small apparatus, such as jig-saws and construction kits, confidently. They use malleable materials, such as playdough and dough, with increasing control. In physical education lessons the children have learned to follow instructions very well. They have a good awareness of space and move around the hall sensibly. In a dance lesson, the quality of their movements as they listened to, interpreted and reflected the mood of classical music was impressive. For example, children describe music as snowflakes falling or fairy music. They gently twist and twirl in time to the music. Children work in pairs very well, as they use small apparatus to develop their skills of batting and bowling. All children enjoy physical exercise. They listen intently to instructions, keen to do their best. Because their response to learning, and their behaviour, is excellent they make rapid progress. In dance, their progress is excellent.

82. The quality of teaching and learning overall is very good. All staff take care to ensure that all children, with the support of staff when necessary, take a full part in lessons and achieve as well as they can. Relationships between the children and the staff, and each other, are very good. The children's enjoyment in learning is obvious, as they demonstrate new skills. Lessons are generally planned very well with appropriate attention given to exercises to warm up and cool down. Children demonstrate their skills and evaluate their own performances. The staff are very good role models and clearly demonstrate the skills to be learned. Consequently, most lessons move along at a very good pace. Good attention is paid to health and safety issues in all activities. As there is no provision, nor sufficient resources, for a secure outdoor activity area, children do not get sufficient opportunity to develop skills such as balancing, climbing and controlling wheeled toys. This is unsatisfactory. The school has already identified this deficiency. The staff make the best

possible use of the outside resources at their disposal, when planning children's daily activities.

Creative development

83. The children's achievement is very good as a result of the high quality teaching. The majority is on course to attain the Early Learning Goals, by the end of the reception year. The staff provide a wide variety of activities and introduce the children to such techniques as colour mixing, cutting and sticking as they make models with play dough and recycled materials. The children paint self-portraits with increasing accuracy. They work individually and in small groups. They quickly learn to share their resources and materials and develop good social skills. The children use their imaginations well, as they take part in role-playing the characters from the well-known rhyme of 'the Queen of Hearts'. The children choose their own characters and, with well-timed prompts from the staff, successfully work together as they take on the role of the Queen, the Knave or a soldier in the Queen's castle. The children's musical development is good. They know a range of nursery rhymes and songs linked to their current nursery rhyme topic. The children respond very well to what they see, hear and touch. Activities, such as walks in the immediate environment around school, promote their learning about the wider world and stimulate their investigations about sound. This helped when they made musical instruments.

84. The quality of teaching and learning are very good. Before children choose their activities, discussions with staff focus their thinking; for example, on the characters they are going to role play. They are taught very well to empathise with the characters' feelings, actions and personalities. As children concentrate on their activities, the staff constantly extend their ideas and language skills, and encourage them to cooperate with others. At the end of each session, children recount to others what they have learned. This leads to making rapid progress.

ENGLISH

85. Standards of work seen during the inspection in literacy for Year 2 and Year 6 pupils are close to the nationally expected level. Standards attained in the most recent National Curriculum tests were well below average at the end of Year 2 and below average at the end of Year 6. Standards have improved since the last inspection but do not fully reflect the school's efforts to raise standards nor the progress being made. Taking into account that, on entry to the school, many pupils have poor language skills, are unable to express themselves clearly, and have undeveloped listening skills, pupils achieve well. Clear and achievable targets, informed by accurate assessment of need, together with effective teaching, enable pupils with special educational needs to make very good progress. Pupils mostly have good listening skills but standards in speaking are below the nationally expected levels at ages seven and 11. Speaking skills are not developing as well as listening, reading and writing skills.

86. The school has made very good improvements in English in recent years. This is due to good management, driven by the school's own aspirations. The key developments are the improvements in teaching, which is now consistently good and the effective use of assessment. Teachers use formal and informal assessment to guide their planning very effectively. This ensures that the needs of all pupils are met. The National Literacy Strategy has brought a consistent structure to literacy lessons and to planning. At the same time, the school has maintained its vigorous attention to writing, through the development of a good programme for handwriting, spelling and extended writing. As a result, performance in these areas is improving. All of these developments are secure and form a strong basis for continued improvement.

87. The quality of teaching and learning are good overall. Pupils show an eager commitment to learning. They respond enthusiastically to the subject and settle to their tasks with interest and sustained concentration. They work in an orderly and responsible manner, and collaborate successfully in shared activities.

88. Pupils have good listening skills but their speaking skills are less developed. When required to explain something at length, they often lack confidence and struggle to find the appropriate words to communicate their meaning. Pupils have good and frequent opportunities to collaborate in pairs or groups, on a range of tasks. They develop good skills in solving problems, sharing resources and negotiating different roles without dispute. Teachers use questioning well to check recall and understanding of previous learning, with the result that pupils' skills in listening to questions and answering them relevantly develop well. However, questioning is less frequently used to stimulate thinking and promote thoughtful and reflective extended answers. Teachers successfully develop pupils' subject specific vocabulary, particularly in science. In English, they ensure that new vocabulary is explained. This reflects in pupils' written work, but the words are insufficiently reinforced in discussion or speech. Although pupils engage in activities such as 'hot seating', opportunities for pupils constructively to develop their expertise in speaking for formal and informal purposes are not consistently planned or used. For example, opportunities are often missed at the end of literacy lessons, when pupils could present their work and explain their new learning to the rest of the class.

89. The school's strategies for teaching reading are largely successful. Good planning, teaching methods, resources and uses of assessment lead to good achievement in reading. Systematic work on basic skills, within the literacy framework, leads to steady development of confidence and competence. Pupils learn an increasing range of strategies for reading new material. Good homework routines encourage parents to play a part in their development. Those who support their children, contribute to their progress. By the age of seven, many pupils recognise frequently used words on sight and apply phonic strategies to read unfamiliar words. They begin to respond well to stories and talk about the main characters and events in the books that they read. In a very good lesson, Year 1 and Year 2 pupils made very good progress because of the teacher's thorough understanding of how children learn to read. As they shared a 'big book', the teacher helped pupils correctly to identify speech marks, capital letters and full stops. Pupils used these well to make sense of what they read. The teacher also helped to bring the text to life, by promoting pupils' perceptions of the characters in the story. Group activities put appropriate emphasis on developing the basic phonic skills of low-attaining pupils, while helping more-able pupils to develop other reading strategies.

90. By the age of 11, most pupils have become independent in their reading and have developed satisfactory levels of literal understanding of books. However, pupils' ability to interpret and draw inferences from texts is less developed. Pupils' knowledge of well-known children's authors is generally very limited, and pupils in Year 6 read the same range of books as much younger pupils in the school. Pupils are introduced to extracts from good quality texts in their literacy lessons. This is effective in improving the quality of subsequent writing activities but teachers are less successful in stimulating pupils to explore the texts further for themselves. Teachers of Year 5 pupils concentrated, in well-organised and detailed ways, on surface features of poems, for example onomatopoeia and rhyme. However, they did not relate these to the quality and effect of the poems in order to encourage a deeper awareness of the variety and appeal of narrative or rap poetry. Pupils' research skills are developing well because they are used well in subjects such as history and geography.

91. The achievement of pupils in writing is below that expected. Therefore, the school has developed effective systems to monitor and promote progress in all aspects of writing. For example, having identified weaknesses in extended writing the school has investigated the problem, adopted a relevant strategy and successfully improved its work in this area.

92. Most seven-year-olds write in a consistently joined and legible style. Many pupils communicate meaning in writing, at a simple level, especially when they are writing about familiar experience in their own lives or retelling familiar stories. Average and more-able pupils use correctly full stops and capital letters and, sometimes, speech marks. They are able to spell frequently used words correctly and make reasonable attempts at more difficult words. In an effort to extend pupils' ability to write imaginatively the school has recently developed a range of activities, which includes dramatic role play, a study of simple narrative techniques and close attention to lively and effective language. This initiative has already led to an improvement in the quality of many pupils' imaginative writing; such as when they write about themselves engaging in a variety of adventures based on the story of 'Jack and the Beanstalk' or explaining the source of mysterious footprints. 'Maybe it was a wizard dancing round the classroom'.

93. By the time they are 11, all but a few pupils write fluently in a fully joined script, although the presentation is not as good as that of younger pupils who have benefited from the new handwriting programme. Spelling however, despite the schools' efforts, is relatively weak and only the more-able show a secure grasp of common letter strings and patterns. The school has identified this and, in an attempt to raise standards, has introduced a spelling programme in Year 6 which is based on different learning styles. Many 11-year-olds write skilfully in a variety of styles. They use figurative language, for instance, 'clouds looking as if part of the deep ocean' and, taking on the role of Catherine of Aragon, write letters to Henry VIII, to persuade him not to carry on with the divorce. They write information texts about the rainforest, arguments about school uniform and instructions on how to make 'Pukka Pizzas'. They add humour to their newspaper reports to interest and engage the reader. More-able pupils produce long and well-controlled narratives. Their work shows a good understanding of how to vary sentence structure and word choice for different effects, and of how to engage the audience by the use of dialogue and point of view.

94. The most significant progress in writing occurs in the good and very good lessons which promote pupils' understanding of how to vary their writing to suit different situations. As they share and discuss together what they read, teachers lead pupils to see the features and structures of different kinds of writing and to understand how they work. Teachers then help pupils to use these features and structures creatively as bases for their own imaginative and factual writing. In this way, pupils learn to transfer skills between reading and writing, and to understand and control, different types of writing. For example, pupils in Year 4 wrote poems in the style of Kit Wright's "The Magic Box". Their varied uses of his irregular verse form show good understanding and control of its operation. One pupil wrote:

I would put in the box.
A family that I love
And all the animals
Including a polar bear.

95. In an imaginative and well-prepared lesson with the same class, the teacher guided the pupils in their appreciation of the layout, structure and purpose of informational texts. She not only gave clear instructions for the work to be done but, by appreciative and constructive reception of their ideas, developed pupils' confidence, so that they were well prepared to practise a variety of skills, such as note taking and drafting, in preparation for producing their own informational text.

96. The school's successful approach to literacy development is beginning to influence work and support learning in other subjects. Pupils' attitudes to their work are outstanding. They work very hard and consequently achieve well. Factual texts used in literacy lessons often relate usefully to pupils' work in other subjects. Pupils write in science and history with a growing awareness of the uses of language and the ways of organising information, that typify writing in those subjects. Good use is made of information and communication technology to 'publish' good work for display. Year 6 pupils' work on writing reports was effectively reproduced in a newspaper format. It is also used as a means to develop editing skills. The uses and development of literacy skills through other subjects is consistent throughout the school.

97. The subject is led and managed very well. The co-ordinator monitors planning and, with colleagues, analyses work, particularly writing, done by the pupils. This ensures that teaching meets National Curriculum requirements and keeps a check on pupils' progress. The school's very thorough analysis of national and optional tests helps to identify areas of teaching and learning for the schools' strategic plan. This is having a good effect on the quality of teaching and learning. The co-ordinator has introduced pupil interviews to discuss writing targets. This lets pupils know exactly what is expected of them. Pupils respond positively to these interviews.

MATHEMATICS

98. Current standards of seven and 11-year-olds are below those expected nationally. There has been a clear improvement since the previous report, which judged standards to be broadly average. At that time, the results of the national tests for seven year olds showed that 54 per cent reached the standard expected for their age. This figure has now risen to 90 per cent. Similarly, the results for 11-year-olds reaching the expected standard have risen from 54 per cent to 75 per cent. However, fewer than average pupils reach higher standards and this affects the overall judgement on attainment. Standards are comparatively higher in other years; Year 5 pupils are attaining the level expected for their age. The variation in standards between different year groups is directly attributable to the proportion of pupils with special educational needs.

99. Throughout the school pupils achieve well in relation to their abilities. There are several factors that contribute to this; the introduction of the National Numeracy Strategy has given a clearer focus to lessons and the overall quality of teaching has risen. 'Setting', whereby pupils are taught in groups, based on their prior attainment, has been introduced in some years. 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. Pupils with special educational needs progress well. These pupils are well supported by classroom assistants. Teachers are sensitive to the needs of the range of ability within their classes and plan accordingly.

100. Pupils follow 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 opportunities are taken to consolidate knowledge through work in other subjects. In science, for example, pupils use a variety of graphs to present the results of their findings and older pupils use spreadsheets as part of their information and communication technology work. In the last year, the school has focused on developing pupils' investigative and problem solving skills. This has helped to raise standards.

101. Younger pupils learn to recognise numbers and to place them in the correct order. They read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and begin to understand place value. By the time they are seven, almost all pupils have a basic understanding of number and a good recall of addition and subtraction facts. However, many pupils lack confidence in working with number. They work to a good standard, when under the direct supervision of their teacher, but make needless errors when working on their own. Pupils name common two- and three-dimensional shapes, and most describe their properties, using correct mathematical terminology. Pupils present data accurately, in the form of a block graph, for example, to show the results of a survey of their Christmas presents. Teachers plan work that is well matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand.

102. The standard of mental mathematics is improving. The school places great emphasis on this and it forms an important part of every lesson. Standards in numeracy are rising because pupils are encouraged to think mathematically. Teachers encourage pupils to explain their thinking although many find it difficult to articulate clearly. Teachers encourage pupils to know number facts 'by heart', and older pupils employ a range of appropriate strategies to solve problems.

103. By the time they leave the school, pupils of average ability achieve the expected standards for their age in all areas of the subject. The good rate of progress is attributable to the consistency of the teaching, most of which is good, and to the planning of the curriculum, which ensures that knowledge is developed systematically. The school has successfully introduced the National Numeracy Strategy, and this is increasing pupils' skills and confidence in working with number. Pupils have a good mathematical vocabulary, which they use increasingly 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, plotting co-ordinates accurately. They apply their mathematical knowledge to their work in other subjects.

104. Pupils' attitudes to learning are excellent; a further factor in the good achievement. Pupils enjoy the subject and work with enthusiasm. Almost all sustain concentration appropriate for their age, and older pupils demonstrate very high levels of perseverance and concentration. Pupils form excellent relationships and work extremely 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.

105. The quality of teaching of mathematics is good. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. Very 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 achieve well. The quality of teaching has a direct bearing on the good rate of learning. Teachers have a clear knowledge and understanding of both the subject and the requirements of the National Curriculum. Teachers question pupils effectively, set a brisk pace and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary, so that pupils use it with increasing accuracy and understanding. Teachers' expectations are realistic, and work is set that motivates and enthuses the pupils.

106. The National Numeracy Strategy is providing a clear structure for the systematic development of knowledge and understanding and teachers implement it well. Good use is made of resources and visual aids to help pupils' understanding. The principle of partitioning was very clearly demonstrated in a Year 1/2 lesson, through the use of numbered cards.

Teachers' very good organisation and classroom management contribute to the effectiveness of the teaching. This was illustrated in a Year 2 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. Teachers make good links with work in other subjects. In a Year 5 lesson, the teacher reinforced understanding of 'rotation' by reference to pupils' activities in a physical education lesson. All lessons contain some good direct teaching, and teachers strike an appropriate balance between mental and written mathematics. Lessons have a clear purpose and objective. Teachers mark work carefully, and make clear to pupils how their work could be improved. Teachers encourage the use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately.

107. Leadership of the subject is good. Priorities for development are identified and used to formulate an action plan. The effectiveness of teaching has been evaluated through lesson observations and pupils' work and teachers' planning is monitored on a regular basis. Overall, the school has made good improvements since the time of the last inspection and is well placed to develop further.

SCIENCE

108. Inspection evidence shows that standards in science have been maintained since the last inspection and are average, by the ends of Years 2 and 6. Pupils achieve well in all aspects of the subject.

109. By the end of Year 2, pupils have a sound knowledge of some of the properties of a variety of materials. For example, they predict which materials would make a good waterproof cover for an umbrella. They make sensible predictions and understand that there may be different solutions to problems.

110. Many Year 6 pupils know a range of scientific facts and have a clear understanding of key principles and ideas, including prediction and fair testing. Improvements have been achieved by providing pupils with more opportunities to carry out investigations and experiments for themselves. Older 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, in a Year 5 lesson, pupils suggested materials which might muffle the sound of an alarm clock. They discussed confidently, though in many cases with limited vocabulary, why they thought that cotton wool would muffle the sound. One pupil suggested that freezing the clock would reduce the volume. Other pupils were not so sure that this would be effective. As a result they suggested how to test this theory and carry out a fair experiment.

111. 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. There is no significant difference in the attainments of boys and girls. The improvement in pupils' attainment is 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. This is good improvement. In the most productive lessons:

- teachers explain the scientific ideas well in simple terms, so that pupils understand
- teachers have good subject knowledge
- teachers plan practical tasks which allow pupils to experiment and test their predictions

- teachers plan ways for pupils to record their findings, which concentrate on the scientific concept and do not become reading and writing exercises
- pupils respond by trying hard and concentrating well
- pupils enjoy investigating and use previously gained knowledge to test their theories
- lesson plans take account of what pupils have previously learned, and build on this
- teachers move from group to group, helping, challenging, clarifying and moving pupils onto the next task. This gives pupils the confidence to participate in the discussions and to offer their own ideas.

112. Pupils' attitudes are excellent. They 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. Pupils sustain interest throughout lessons, and take pride in their achievements. Their behaviour is excellent, and they help and support each other very effectively.

113. The procedures for assessing pupils' learning and for tracking their progress are very good. Teachers have very good systems of monitoring pupils' work and use the data which they collect very well to provide work at levels suitable for each individual. They plan lessons carefully, paying great attention to how individual pupils learn. The curriculum is very good. The use of literacy in science develops pupils' technical language and vocabulary well. Opportunities are planned into recording activities so that pupils use their literacy and numeracy skills. For example, teachers encourage pupils to read instructions and to create graphs of their predictions and results. Teachers devise very good ways for pupils to record their findings, so that they can concentrate on the scientific concept and recording does not become just another writing lesson. Information and communication technology is used very effectively. For example, pupils use sensors to help in their experiments and they use computers for data logging and to present their findings.

114. The co-ordinator has a very good knowledge and understanding of the subject and of the needs of the pupils. She is very clear about the need to sustain the recent good developments in pupils' enquiry skills and is determined to pursue higher standards. Resources are satisfactory and used well. Learning is also enhanced by the very good quality displays around school. These are designed carefully to show the progression of skills that the pupils acquire as they move through the school.

ART AND DESIGN

115. By Year 2, pupils' achievement is satisfactory and they attain the nationally expected standards. By Year 6, pupils achieve well and attain above average standards. The subject is managed effectively. As no lessons were observed, there was insufficient evidence upon which to make a judgement of the quality of teaching. There is a good curriculum that provides a systematic development of pupils' knowledge, skills and understanding. The subject is enriched by visits made to art galleries and by the pupils' topic work that is linked with other subjects.

116. By the end of Year 2, pupils have practised their skills, using a wide range of materials such as paint, clay, textiles, chalks, pastels. When using paint, they learn successfully how to mix colours, such as green, purple and orange, from the primary colours of red, blue and yellow. Pupils enjoy painting. They work confidently from their imaginations, as they produce well-proportioned portraits. Their work is often linked to other subjects. For example, they study pattern and shape, as they print Rangoli patterns. Pupils develop effectively their skills in information and communication technology, as well as art

and design. For example, they make their own design in the style of Mondrian using the symmetry tool within the computer program to create symmetrical pattern and pictures.

117. By the end of Year 6, pupils have built on their previous knowledge and have been introduced to new skills and knowledge, through purposefully structured activities. They acquire skills of working with materials and tools, systematically throughout the school, and are encouraged to express their ideas and feelings. They work well collaboratively, learning from one another and making improvements as they work. Pupils learn about the different styles and techniques of famous artists, such as Seurat, experimenting with painting techniques to develop their own style of drawing and painting winter landscapes. By Years 3 and 4, pupils are using a wider range of materials to draw, paint, model and print. They mix two colours well to produce a range of darker and lighter shades of paint. Their understanding of a range of artists' work makes a positive contribution to their cultural and spiritual development. For example, pupils in Year 6, in their study of Hinduism, draw and colour circular 'Mandelas', used in meditation and made to reflect their own personalities. In Year 4, pupils study the work of L S Lowry and use their drawing and painting skills successfully to create their own representations of industrial landscapes. In their study of modern art, pupils study the work of Andy Warhol. Most have learned Warhol's techniques successfully, and use pastel and paints to develop in their own pictures of John Lennon and Lisa Minnelli, in the artist's style.

118. The curriculum is relevant and interesting. Often two or more subjects are combined. For instance, pupils in Year 4 observed the effects of moving water, listened to poems and music about water. These become the inspiration for their paper and thread collages, depicting the sea. Music lessons are often combined with art, as pupils listen to different types of music and then express their feelings and moods in paintings and drawings. Pupils in Year 5, stimulated by legends of mythical beasts, use their imaginations productively to design and make three-dimensional masks of high quality. In Year 6, pupils design and make clay relief models of rainforest creatures. They research their designs adding to their geographical understanding. By Year 6, pupils' drawing skills are particularly well developed. They use pencils very effectively when drawing glass containers and bottles. They use light and shade to good effect. However, they find it difficult to talk at length about their work.

119. When asked about their work, the pupils say that it is interesting because they like to be practical and it makes a change from writing and they learn about other subjects. Their work is very accurately detailed, and reflects their pride and effort.

120. Art and design is managed well. At present there is a temporary subject leader who gives clear direction for the future. There is a costed action plan and a good framework for assessing pupils' work. There are useful portfolios and displays of pupils' work by which staff monitor standards and pupils' progress. The work on display around the school creates an attractive and stimulating learning environment. Good improvement has been made since the previous inspection. Standards were then average at the end of both key stages. There has been good improvement in the standards in Key Stage 2. This is because the scheme of work has been revised and the quality of teaching and learning is regularly monitored. A visit from a potter and planned visits to the local art gallery, linked with pupils' topic work, greatly enhances learning. This also makes a positive contribution to pupils' spiritual and cultural development. Resources are of very good quality and quantity and are easily accessible.

DESIGN AND TECHNOLOGY

121. Evidence from pupils' work and from discussions with pupils and staff indicates that, by Year 2 and Year 6, pupils attain average standards and they achieve satisfactorily. As only one lesson was observed, there was insufficient evidence to make a secure judgement on the quality of teaching. However, there are strengths in the management of the subject, in the curriculum and in pupils' attitudes to their work.

122. By the end of Year 2, pupils are given a worthwhile range of experiences that enables them to design, make and evaluate a variety of objects. The youngest pupils explore a range of materials, as they make models from construction materials, clay and recycled materials. Pupils develop their spiritual and cultural attitudes successfully, for example, they make diva lamps and use them to in Circle Times, as they consider personal thoughts and feelings. They apply their knowledge and understanding appropriately as they work on their nursery rhyme topic. For example, they use rolled newspaper and paste to create their favourite characters from nursery rhymes. They choose their own resources and materials to finish their models, and evaluate their success against their original designs. Pupils learn about joining techniques, as they use textiles and patterns successfully to make glove puppets.

123. By the end of Year 6, pupils have built on their previous knowledge and understanding. In Years 3 and 4, pupils design and make replica Roman clay bread bowls. They draw and annotate accurately their initial designs considering the purpose. In Year 5, pupils are challenged well to design and make bread. They consider its appeal to other pupils and use healthy ingredients, such as sun-dried tomatoes and cheese. In Year 6, pupils develop further their design skills by making a healthy pizza. The pupils drew detailed plans of what they needed to make and package a healthy pizza. They evaluated the nutritional content and used their mathematical skills well as they measured and made their box containers. However, designs are not always recorded with enough precision, for example, using accurate measurements. Pupils are encouraged to use a digital camera to record the making of their models and to aid their evaluations.

124. Pupils say they enjoy the practical work. During the lesson observed, their social skills were developed well, as they took turns in recording and sharing resources and listened to the opinions of others. Pupils with special educational needs were supported very well, by the staff and other pupils, and achieved very well. When asked about the subject, pupils say that it is fun. They enjoy outdoor and practical activities and the freedom to design their own projects.

125. The curriculum motivates the pupils to learn because it is often linked to their work in other subjects and it is relevant to their experiences. For example, after a walk in the nearby woods, pupils observed the properties of natural materials around them and made natural structures in the style of Goldsworthy. They have designed and made 'survivor' tents, testing out the effectiveness of their work by camping in the school grounds. Their work linked to other subjects, such as history and science contributes well to pupils' cultural development; for example, their Victorian box rooms, Ancient Egyptian burial chambers, menus for a Tudor banquet. Pupils have applied their science skills well, by making switched circuits to light their models, and by testing the temperature of their thermal insulators.

126. The subject is well managed. There is a policy and scheme for the subject based on up-to-date guidance. A useful portfolio of pupils' work demonstrates standards and their development in skills. The subject is regularly reviewed and monitored. The ongoing assessment of pupils' work ensures that they acquire systematically the skills and knowledge required. The school has very good quality learning resources that are appropriately organised and accessible to all. Consideration is given to safety issues and

pupils are trained to use equipment safely. There has been good improvement in the curriculum and resources since the last inspection.

GEOGRAPHY

127. It is not possible to make a secure judgement of attainment in geography, as insufficient evidence was available during the inspection. Evidence was primarily gained from discussions with teachers and pupils and from a scrutiny of teachers' planning. The last inspection report indicated that the geography curriculum did not meet the requirements of the National Curriculum. There is clear evidence that this is no longer the case. The school provides a broad and stimulating curriculum with an appropriate balance between the development of skills and acquisition of factual knowledge. Pupils study the geography of their locality and learn about countries around the world. In addition, they learn the skills needed to make use of maps, globes and reference books. An annual residential visit gives pupils an opportunity to experience an area different from their own.

128. Pupils learn the fundamentals of map making and are introduced to the use of symbols to represent particular landmarks and features. They make simple maps, both real and imaginary, and describe what they are doing, using appropriate geographic vocabulary. As they move through the school, pupils develop their skills and knowledge. They pinpoint features on a map by specifying co-ordinates. Older pupils understand that areas change over time, and that this can have both positive and negative effects.

129. Pupils speak enthusiastically about their work in geography. In the few sessions seen, they co-operated very well in groups, and made effective and sensible use of the available resources.

130. Although no overall judgement of the quality of teaching is possible, what was seen was good. Teachers plan very thoroughly. In a Year 6 lesson on the rainforest, the teacher had prepared resources extremely well. This enabled her to give an informative introduction to the lesson, during which key points were illustrated on the overhead projector. Teachers provide excellent opportunities for collaborative working and for pupils to develop their speaking and listening skills. The excellent relationships between the pupils and the consistently high standards of behaviour ensure that such sessions are purposeful. Teachers strive to make learning relevant to the pupils' lives and experience. An imagined proposal for a training ground for Southampton Football Club on the school field, was used to stimulate debate on a range of relevant issues and to heighten awareness of environmental change on a community.

131. Teachers make good use of visits to widen pupils' experiences. These have included 'field trips' to study the locality and a trip to France. Teachers adopt a range of strategies to ensure that the objectives of the lesson are achieved. Effective use is made of questioning to probe and deepen pupils' understanding. Learning support assistants make valuable contributions to pupils' progress.

132. The subject co-ordinator is making an important contribution to the continued development of the subject. The curriculum has been modified and pupils' work has been sampled to evaluate content and standards.

HISTORY

133. By the time pupils are seven and 11, standards are in line with those expected for the ages. Despite the changes to the curriculum, which have resulted in less time being

available to teach the subject, standards have been maintained since the time of the last inspection.

134. 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 begin to develop an understanding of why people in the past acted as they did. A growing strength is the development of research skills. Pupils use the Internet, and a range of books and pictures, to discover more about people and events in the past, and to understand that the world in which they lived was very different from their own. Pupils develop a satisfactory factual knowledge of the periods of history that they study. They learn about how we find out about the past and distinguish between primary and secondary sources of evidence. In addition to learning about British and world history, pupils also study the history of their locality.

135. Literacy skills are promoted well through work in history. When learning how to carry out historical research effectively, they are taught the skills of skimming and scanning to locate specific information, and the techniques of note taking. This helps them make sense of the learning. In addition to using books, older pupils utilize their skills in information and communication technology to research further, or to prepare a presentation of their work. Pupils present their written work carefully, taking a pride in its content and appearance. Younger pupils produced good quality writing on the Great Fire of London. In this lesson the teacher had emphasized the importance of the use of suitable adjectives to bring their writing to life.

136. Pupils of all abilities, including those with special educational needs, achieve well. The curriculum is well planned so that knowledge and skills are developed systematically as pupils progress through the school.

137. The quality of teaching is good. 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 and ensure that lessons have a lively pace, which holds pupils' interest. Good use is made of visits to support learning, such as to the *Mary Rose* when learning about the Tudors. Special events are organised, such as an 'Ancient Greek Day'. These events excite the pupils and help to bring the history they study to life. Teachers plan well, often making links that help pupils' learning in other subjects. Year 3 pupils developed their skills in design and technology, by making bread bowls when studying the Romans. There is an emphasis on learning through direct experience. Year 3 and 4 pupils acted as archaeologists, investigating a series of artefacts 'discovered' on the school field. In this session, teachers used questioning very well to guide pupils' thinking and to deepen their understanding.

138. The subject is well led. Priorities are identified and a plan produced to address them. Teachers' planning and pupils' work are monitored, and the curriculum is modified to ensure adequate coverage of all of the requirements of the subject. Although history has not been a particular school focus in recent years, there has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards in information and communication technology are above average for seven and 11-year olds. This is a significant improvement since the last inspection when standards were average at Year 2 and below average at Year 6.

140. By Year 2, all pupils log on and log off computers. They confidently use the return, shift and space keys. Pupils understand how to program a floor robot to follow directions.

They become adept at this and predict directions needed to move a roamer around obstacle courses. Year 3 pupils extend this skill and, using 'Super Logo', predict shapes from written instructions. They use the 'repeat' function to reproduce shapes on the computer. By Year 6, pupils competently use spreadsheets. They organise data successfully, using formulae to provide the information that they need.

141. Older pupils show increased competence using web-sites and CD-ROMs to research information for topics. For example, Year 5 accessed websites to find out about temperatures ranges in cities around the world. They logged this information on a spreadsheet and produced a variety of graphs to show the information that they had acquired. This demonstrated how well they use information and communication technology in other subjects, such as geography. In Science, they have used sensors to take temperature readings and they recognise the accuracy that this technology enabled.

142. Pupils demonstrate excellent attitudes to this subject and speak enthusiastically about their knowledge and experience. Pupils with special educational needs make very good progress, as a result of the skilful support of teaching assistants and the provision of laptops designed to meet individual needs.

143. The quality of teaching and learning is good. Many teachers have very good subject knowledge and use this to advantage to move the pupils' knowledge and understanding of technology forward at a rapid pace. They plan lessons carefully to ensure that all pupils understand what they have to do. They interact with pupils at timely moments during lessons and this facilitates pupils' good achievement. The curriculum is very good and offers pupils very good opportunities to develop their skills through lunchtime and after-school clubs. Learning is also enhanced by the very good quality displays around school.

144. The subject is well led and managed. All staff have completed a training programme, and the co-ordinator has audited future training needs. The school is aware that, although the computer suite has been successfully installed and is very effectively used by the whole school, it does overheat quickly. Thus, it is not an ideal environment for pupils to work in for long. The computers are also outdated and, because they are so well used, are beginning to be unreliable. The school has identified this problem and has developed an action plan.

MUSIC

145. Standards at the ends of Year 2 and Year 6 are average. However, some of the work seen during the inspection was above average, particularly in the pupils' composition work. This is good improvement since the time of the last inspection.

146. Music plays an important part in school life. Teachers choose a wide range of very interesting music to augment many parts of the school day. They carefully select mood music as a stimulus for art lessons. For example, pupils produced detailed drawings inspired by Ennio Moricone's music for the film 'The Mission'. Dance lessons are enhanced by the sensitive way in which teachers use music. Depending on the theme, they use classical or pop music to enthuse and motivate the pupils. As a result, the pupils achieve well and show very great interest in their work.

147. Pupils sing tunefully and enthusiastically. In assemblies, they all join in and sing spiritedly, adding joy to the occasion. Teachers help pupils improve their performances by encouraging them to breathe well, to sit or stand up straight and to listen to each other as they sing. Thus, their diction is clear and they sing confidently, with good pitch and rhythm.

148. In Years 1 and 2, teachers encourage pupils to build up their musical skills step by step. Pupils learn to understand simple scores and to follow a conductor. They listen to music and are encouraged to talk about how sounds can be made. Younger pupils often find it difficult to articulate their ideas but the practical nature of lessons helps them to successfully demonstrate their knowledge and understanding of their work.

149. The quality of teaching and learning is good and often better. In an excellent lesson in Year 5, the enthusiasm and confidence of the teacher inspired the pupils to compose beautifully accurate sound pictures to match paintings of water features. This work was linked to their work in geography and science. It was clear from their compositions that, not only did they have a good grasp of dynamics and timbre, but that they could precisely match this to their knowledge of the various parts of the water cycle. Their work reflected thundering waves in a storm, waterfalls and gently rippling streams with remarkable accuracy. This was a model lesson. The lesson was planned and prepared meticulously. It enabled all pupils to participate at their own level and to contribute to a performance. There was time for pupils to reflect and to evaluate their compositions. Consequently, pupils learned outstandingly well, performed at well above average levels and thoroughly enjoyed the whole experience.

150. In an unusual Year 6 lesson, pupils performed to a good level and realised their ability to adapt rhythm and pitch, by using body percussion. The teacher demonstrated, with a broom handle, how a beat could be maintained whilst other rhythms and patterns were introduced in parts. At first, the pupils found it difficult to work in three or four parts and maintain a pulse, but with practice they became very good. The outcome was a performance by twelve individual groups coming together as one band. They worked together exceptionally well and shared their thoughts and ideas very sensibly. This resulted in a good quality performance.

151. The subject is well led and managed. The curriculum is well organised and fully covers all National Curriculum requirements. Resources are good and greatly enhanced by the discrete music room. This is well-organised and provides a stimulating environment for lessons.

PHYSICAL EDUCATION

152. Attainment matches that expected nationally at the ends of Year 2 and Year 6. All pupils, including those with special educational needs make satisfactory progress. Standards identified in the report from the school's previous inspection have been maintained. Because of the school's very good provision for swimming, attainment in this area is very good and all pupils swim the nationally expected 25 metres, by the time they leave the school.

153. During the inspection, it was possible to observe games and gymnastics in Years 1 and 2, and gymnastics and dance in Years 3 to 6. Pupils in Years 1 and 2 have a good understanding of the need to warm up muscles before physical exercise and most have a good understanding of the need that others have for a 'safe space'. Pupils learn to throw, to catch and to bat a ball. In a gymnastics lesson, they follow instructions carefully when travelling across apparatus. They create and perform linked movement sequences which require controlled changes of speed and direction. Pupils perform a variety of jumps and land safely. In gymnastics, Year 6 pupils demonstrate good skills as they create and perform a sequence of movements, using a variety of apparatus based on flight. They show a clear awareness of the importance of start and finish positions as they develop more complex sequences. In dance, Year 6 pupils, work purposefully in small groups to the specific theme of the rainforest. They collaborate productively to combine spontaneous

individual ideas into synchronised group performances, suited to the character of the music, 'The Rain Dance'.

154. The quality of teaching is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. A feature of all the lessons observed is the very good quality of teachers' lesson management skills. They organise activities efficiently and make effective use of demonstrations and resources.

155. In lessons which were satisfactory, some shortcomings restricted the quality of pupils' learning. For example, although teachers praise pupils' performance, they do not always state specifically what it is that the pupil is doing well. Pupils are not sufficiently encouraged to evaluate, and hence improve, their own performances or given enough opportunities to evaluate and learn from other pupils' performance. In the very good dance lesson in Year 6, the teacher inspired a high level of interest. Instruction, description and demonstration, questioning and feedback and evaluation were used well, so pupils knew what was expected and worked hard to achieve it. The resulting enjoyment and quality of learning, in new skills, creative effort, pace of work and sense of achievement were visible throughout the lesson.

156. Pupils are enthusiastic about physical activity. They change quickly and quietly and dress appropriately for lessons. They work responsibly in pairs or larger groups, maintaining interest, concentration and, when required, strenuous effort. Behaviour is very good and all pupils understand and observe safety procedures.

157. The subject is managed effectively and there is good coverage of all aspects of the National Curriculum. Resources are very good and used well. The school benefits from its own outdoor heated swimming pool which is used by all pupils, throughout the summer months. One member of staff is a swimming instructor and all teachers have the lifesavers' qualification. There are two good halls. The extensive grounds have good hard surfaces and grassed areas, which provide ample scope for running, orienteering and problem-solving activities, as well as a full range of sports and games. The curriculum has good breadth and balance. It is enhanced by a variety of lunchtime activities and after-school clubs. The school also benefits from instruction in Karate given by members of Southampton Football Club. The residential visits provide opportunities for outdoor and adventurous activities, and pupils have opportunities for experience in competitive games.

RELIGIOUS EDUCATION

158. Standards have been maintained since the last inspection. At the ends of Years 2 and 6, they meet the expectations of the locally agreed syllabus. The subject enhances pupils' spiritual and moral development very well, because teachers make very good links between these areas. For example, they give pupils time to reflect about how their actions affect others, in religious education lessons as well as in assemblies and Circle Times. This helps pupils to make connections between what they learn from religious beliefs and how they live their own lives. Pupils respond very well to this approach. This is evidenced in the excellent way in which they behave around school and in the very great respect that they afford each other and adults.

159. Pupils are not always able to articulate their feelings adequately but they demonstrate, by their actions, their understanding of teachings from other religions. Teachers, wisely, do not focus on recording what pupils learn in religious education. They allow pupils time for practical discussions and opportunities to share their ideas through art, drama and music. For example, Years 3 and 4 discussed the meaning of 'I am the Light' as they re-enacted The Last Supper. Thus, while pupils' knowledge of the major religions of the

world is at an appropriate level for their age group, their depth of understanding and ability to relate this to the 'real world' is above what can be expected for their age.

160. Younger pupils reflect on what makes a good friend and relate this to the people who met Jesus. They learn the story of Jesus and the tax man. Teachers encourage pupils to think about what they would do to help a friend. They help pupils to reflect quietly by lighting a candle so that they focus their thoughts on the flames. Older pupils extend their knowledge and understanding effectively because of the good quality teaching that they receive. Teachers plan very well and incorporate many opportunities for pupils to celebrate festivals from a number of religions and cultures. For example, pupils enjoy Diwali and know well the story of Rama and Sita. They know how Hindus celebrate the colourful festival of Holi. Pupils say that they enjoy these lessons and learn much from their teachers' guidance.

161. The subject leader has a clear view of the development of religious education. She has tailored the locally agreed syllabus and the government guidelines well, to match the needs of the school. Staff are currently trialling new planning and the impact of this will be reviewed, once the first year has been completed. Resources are adequate for the current curriculum. Pupils' learning is greatly enhanced by visitors to the school and by visits to the local church.