

INSPECTION REPORT

CALMORE JUNIOR SCHOOL

Calmore

LEA area: Hampshire

Unique reference number: 116483

Headteacher: Mrs G Herbert

Reporting inspector: Mrs S Browning
1510

Dates of inspection: 24–27 March 2003

Inspection number: 247653

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7–11 years
Gender of pupils:	Mixed
School address:	Calmore Drive Calmore Nr Southampton Hants
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs K Patience
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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1510	Sheila Browning	Registered inspector	Art and design	The school's results and pupils' achievement Teaching and learning Leadership and management
			Music	
9561	Husain Akhtar	Lay inspector	Educational inclusion	Pupils' attitudes values and personal development How well does the school care for its pupils? Partnership with parents
23036	Jennifer Nicholson	Team inspector	English	How good are the curricular and other opportunities?
			Physical education	
			Religious education	
25925	Elizabeth Pacey	Team inspector	Special educational needs	Provision for pupils' spiritual, moral, social and cultural development
			Mathematics	
			Information and communication technology	
			Design and technology	
23102	Margaret Haynes	Team inspector	English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calmore Junior School is bigger than most other primary schools nationally, with 263 boys and girls aged 7 to 11. Most pupils come from the local housing estate in Totton to the west of Southampton. The full range of attainment is represented. The percentage of pupils having learning needs, at 28.4 per cent, is above the national average. The number of pupils with statements of special educational need is below the national average. The proportion of pupils eligible for free school meals, at 8.4 per cent, is below the national average. There are very few pupils drawn from minority ethnic backgrounds. Pupils come predominantly from a socio-economically mixed range of homes.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils achieve standards in line with expectations. The overall quality of teaching and learning is good with a high proportion being very good. Pupils' attitudes to learning are a positive contributory factor to the standards achieved. Behaviour, personal development and relationships are all very good. Leadership and management are good overall. The quality and range of learning opportunities are good. Extra-curricular provision is excellent with particular strengths in music and physical education. The school provides good value for money.

What the school does well

- Consistently good teaching leads to effective learning.
- Very effective and calm leadership by the headteacher and good leadership by those in posts of responsibility give the school a clear educational direction. Governors make a very valuable contribution to shaping the direction of the school.
- An excellent range and variety of activities are provided in addition to the good curricular opportunities. The educational provision for pupils with special educational needs is good. Overall, provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils enjoy school and behave very well. Relationships are very good. These features contribute positively to pupils' learning and achievements.
- Parental views of the school are very positive and parental support for the school is good.

What could be improved

- Fine tuning of assessment to inform the next stage of learning and a greater consistency in the marking of work.
- More planned opportunities for speaking and listening to enable pupils to develop and extend their vocabulary.

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 addressed appropriately the issues raised in the last inspection in February 1998. Standards show steady improvement overall over the last four years. Last year (2002), English results showed a substantial improvement. Teaching and learning have improved. The quality of education provided is good. Leadership and management are focused on improving standards and self-evaluation is well established. Monitoring and the use of assessment are supporting and improving progress for average and higher-attaining pupils, although the school recognises the need to build on and refine existing good

practices. The strategic view and monitoring of the school's development are effective. The school ensures a positive learning culture. Parents are strongly supportive. The school demonstrates a secure capacity to improve further.

STANDARDS

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

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

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

School assessment throughout Year 3 indicates that some pupils have lower levels of attainment than are to be expected in English and mathematics. Inspection findings confirm this to be the case in speaking, listening, reading, writing and number skills.

Results at the end of Year 6 in the 2002 national tests were above average in English, average for science and below the national average for mathematics. When compared with similar schools results were above average in English, in line for science and well below for mathematics. However, achievement in mathematics was in line with that in schools where pupils had similar prior attainment in the subject. The trend in test results over the past five years is broadly in line with the national trend. Performance data must be interpreted with caution, however. There is a significant element of movement within the community and it is important to recognise that the data is not necessarily matched to the same pupils and therefore comparison is not secure. The school set challenging targets for improving standards but fell slightly short of them in 2002. Results reflect the very different attainment of pupils within each year group. Current work indicates that standards are average in English, mathematics and science. Standards in art and design, geography, history, design and technology, information and communication technology, music, physical education, and religious education are at expected levels for pupils at the end of Year 6. Instrumental provision and the whole school focus on singing are raising standards for a great majority of pupils. Pupils including those with special educational needs achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. There is a sense of enjoyment in many lessons, which significantly helps pupils' learning. This is a better picture than that at the time of the last inspection.
Behaviour, in and out of classrooms	Very good. Pupils behave well both in lessons and in the playground.
Personal development and relationships	Very good. Pupils respond positively to the wide range of opportunities provided by the school. Relationships are very good.
Attendance	Attendance is good, being above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 quality of teaching is good. Teaching was at least satisfactory in all lessons observed. It was good or better in over three-quarters and very good or excellent in over a third throughout the school and in different subjects. The quality of teaching in English, mathematics and science is good overall. The teaching of the basic skills of literacy and of numeracy is good. The school meets the needs of pupils well. Provision for pupils with special educational needs is good and they are well supported. The teaching ensures that pupils are well motivated and are keen to learn and increase their skills, knowledge and understanding. Overall, the quality of pupils' learning is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides good learning opportunities, as at the time of the last inspection. Extra-curricular provision is excellent.
Provision for pupils with special educational needs	Good. As a result pupils with special educational needs make very good progress. They are very well supported.
Provision for pupils with English as an additional language	There are very few pupils with English as an additional language and none is at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for social and moral development is very good, which is an improvement on the previous inspection. For spiritual and cultural development, it is good.
How well the school cares for its pupils	Good. Pupils are well cared for. Arrangements for supporting pupils' behaviour and personal development are improved since the last inspection.

The school has maintained a good partnership with parents. They have very favourable views about most aspects of the school's work, including what it achieves.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's calm and effective leadership, with the support of senior staff and the governors, has successfully established a purposeful learning atmosphere in which all are valued and where the standards of effort, behaviour and commitment enable pupils to succeed.
How well the governors fulfil their responsibilities	Very good. Governors have an excellent understanding of the school's strengths and areas for improvement and play a clear role in determining its direction. Statutory responsibilities are fulfilled.
The school's evaluation of its performance	Good. There are good systems for monitoring and evaluating the effectiveness of the work of the school, including its own performance and the quality of teaching and its impact on learning.
The strategic use of resources	Good. Financial planning and administration are good. Expenditure is closely linked to the priorities in the school's strategic plan.

Staff are deployed effectively to make best use of their expertise. Accommodation is very good. Resources to support learning and the curriculum are very good. Good procedures are in place to ensure that the school obtains best value for money from its expenditure. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Feel comfortable approaching the school with questions or a problem. • The school expects pupils to work hard and achieve their best. • Children like school. • Children make good progress at school. • The teaching is good. • The range of activities outside of lessons. • Behaviour is good. • Parents are kept well informed about children's progress. • The leadership and management of the school. • The school is helping children to be mature and responsible. • The school works closely with parents • The right amount of homework. 	

A very high proportion of parents are pleased with the school and the education it provides. Inspectors fully support the positive views expressed by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the national tests at age seven show that pupils entering the school have attained standards in those tests that are broadly in line with those expected for pupils at the end of Year 2 in English, mathematics and science. School assessment data throughout Year 3, however, suggests that some pupils have levels of attainment that are lower than expected in language development, reading, writing and number skills. Inspection evidence confirms this to be the case in the areas of speaking, listening, reading, writing and number skills.
2. At the end of Year 6, the 2002 national test results showed that, based on the average point score, pupils achieved above average standards in English, average standards in science and well below the national average in mathematics. When compared with similar schools, results were above average in English, in line in science and well below for mathematics. However, achievement in mathematics was in line with that achieved in schools where pupils have similar prior attainment in the subject. The data suggest that this cohort of pupils made well above average progress in English, above average progress in science and appropriate progress in mathematics based on their prior attainment in Years 1 and 2. The school, up until 2001, consistently met or exceeded its targets. It set appropriate targets for raising standards in 2002. They were almost met for English and fell very slightly short in mathematics at the end of Year 6. The school has very useful value-added data (data that shows the value the school has added to pupils' achievement), based on its on-going analysis of pupils' performance, and is using this to inform predicted targets and refine curriculum planning.
3. There is a significant element of movement within the community and mobility within the school's population of pupils. It is important to recognise that the performance data is not necessarily matched to the same pupils because the make-up of a particular year cohort of pupils alters as they move through the school. Comparisons are therefore not fully secure. The school's trend in test results over time are broadly in line with the rising national trend. Results show steady improvement with the average points score increasing over four years apart from mathematics in 2002. The current Year 6 has some 24 per cent of pupils with special educational needs, however, the school has secure data that shows that in 2003 at the end of Year 6 more pupils are likely to achieve the higher levels than in previous years. The performance data at the end of Year 6 in 2002 indicated that girls are doing better than boys, reflecting the national picture. However, nothing was observed during the inspection to suggest that there is any significant difference in the achievements of boys and girls at the end of Year 6.
4. The school has been concerned about a mismatch between pupil attainment at the end of Year 3 and individual pupils' prior attainment achieved in the national tests at the end of Year 2. As a result, the school has undertaken a lot of statistical research and commissioned independent research bodies to try to identify apparent discrepancies and rectify the differences in performance. The school's detailed analysis of assessment at the end of Year 3 has confirmed a variance between individual pupils' attainment then and their performance in national tests at the end of Year 2. To address the identified gaps in knowledge, understanding and skills, the school uses detailed and informative data to track and predict pupils' progress, and to project outcomes in terms of likely levels to be achieved. As yet this valuable information is not being used consistently to inform day-to-day teaching and learning. The school is very aware of the

need to consolidate its use in terms of raising teachers' and parents' expectations and pupil's standards.

5. As a result of the tests' analysis, the school has provided well targeted support for pupils. Last year, the governing body appointed two part-time teachers to offer additional support in literacy and numeracy across the school, but unfortunately the school has insufficient funding to continue this support for the current Year 6 pupils. There has also been a whole school focus for literacy in 2001/02 and on improving boys' writing. The outcomes of this focus have successfully resulted in substantial improvements. The school is now focusing on raising achievement in mathematics, particularly in complex problem-solving and higher-order skills. The school has rightly focused on addressing underachievement and weaknesses by providing booster work in literacy and numeracy. It is too early yet to evaluate or make a secure judgement on the impact of this support but clear improvements are emerging. The school is monitoring pupils' achievement closely and is sharing this information both with parents and with pupils.
6. Inspection findings indicate that standards are at expected levels in English, mathematics and science at the end of Year 6. Standards in other subjects are at expected levels, with aspects of music, namely instrumental work and singing, being above expectations. Pupils achieve well in sport and physical education in county and national events and championships. Standards are at the levels expected for religious education. Pupils are making gains in their achievement in all subjects.
7. Standards in language development, reading and writing in Year 3 are found to be below those expected for pupils of this age. Younger pupils' use of spoken and everyday vocabulary across the school is limited. They are better at listening than speaking. Their responses to questions are often brief and are not extended. When reading to inspectors, younger pupils' comprehension of the text was not always good, reading was on occasion rather stilted and without expression. As a result of these factors good progress is sometimes hindered in other subjects. Teachers teach sounds and letters in the first two terms of Year 3 but a concentrated and systematic approach throughout the year and into Year 4 is required to better support learning. In general, pupils' spoken vocabulary is limited, and the range of pupils' reading is sometimes limited because strategic monitoring of what is read is not always consistent.
8. The National Literacy Strategy is implemented well and the promotion of literacy across the curriculum is good. Pupils are transferring their literacy skills, especially writing, to other subjects and they are achieving well. Standards in speaking, listening, reading and writing reach expected levels as pupils progress and move up through the school. In different subjects, pupils are encouraged to use specific subject vocabulary appropriately. In mathematics, skills of speaking and comprehension are not always sufficiently supported. In some subjects younger pupils have difficulty in reading with comprehension. Good provision was made for Year 4 pupils when evaluating adventure playground equipment. In history, Year 6 pupils accurately record information relevant to the historical period they are studying. Good opportunities are provided for research and pupils are confident using information and communication technology to support their learning, as for example in English, art and design, geography and history. All pupils are enthusiastic in answering questions although responses are often brief.
9. The National Numeracy Strategy is implemented well. Pupils are transferring their numeracy skills to other subjects and they are achieving well, but their starting points are from a generally low level. Teachers provide activities that are usually matched to pupils' abilities. A strong feature of the teaching is the use of specific mathematical

vocabulary. Pupils' knowledge of numeracy appropriately supports their learning in other subjects, as for example in science, where pupils record temperature data in the form of charts when using thermometers, in art and design where they measure their relief blocks when printing, in design and technology where they price their bridges and present estimates and responses to fictional companies, and in geography where they produce graphs when comparing rainfall and temperature in England and St Lucia. Some pupils use the computer and various graphical programs. In design and technology, pupils consolidate their skills of measurement.

10. Pupils with special educational needs make very good progress. This is an improvement on the previous inspection report. Pupils are very well supported by high calibre classroom assistants during lessons and in group activities. The very positive encouragement and support provided raise pupils' self esteem and enable them to attain high standards in relation to their abilities, both in lessons and over time. The school has too few pupils with English as an additional language to make a secure judgement about their progress, although provision for such pupils is good.
11. The school has a policy in place for the identification of talented and able pupils across the school and has successfully identified pupils in different subject areas such as, art, music and sport. Formally planned opportunities for learning are still at early stages of development. Able pupils are given opportunities to further develop their thinking skills; they are usually well supported and targeted, and achieve well. The co-ordinator carefully monitors their progress with class teachers. The school is aware of the need to develop more challenging expectations for able pupils across the curriculum.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, personal development, and relationships in the school are very good. This is a better picture than that at the time of the last inspection, when these aspects were good. Pupils arrive in good spirit in the mornings, many well before the start of the school day. In their responses to the inspection questionnaire, parents overwhelmingly confirmed that their children like the school and pupils spoken to agreed that this is so. Most listen attentively; interest and concentration are sustained well, and a high level of involvement in learning is evident across activities and throughout the different age groups. For example, in a Year 3 geography lesson, pupils were interested and involved; they responded enthusiastically to the map work and were keen to find more and more places. In a Year 6 mathematics lesson, pupils concentrated hard; applied themselves effectively to the tasks and made good progress in learning about decimals.
13. There is a sense of enjoyment in many lessons, which significantly helps pupils' learning; this was observed in a Year 6 science lesson, where pupils were exploring the link between animals, plants and their habitat. Another example of their enjoyment is their joy of singing in assemblies and music lessons. In a Year 5 music lesson, pupils thoroughly enjoyed the music activity and made very good progress in developing rhythmic skills. Pupils also participate very well in outside lesson activities, for example, in the play and work activities provided before and after school and during the lunchtime. Inspectors observed a dedicated gymnastic rehearsal by girls. Pupils who have specific educational needs or particular circumstances also show good commitment to learning and respond very well to any additional support. Very good relationships and good opportunities for pupils' spiritual, moral and social development positively influence the vast majority of pupils' performance and personal development.

14. Parents, at their meeting with inspectors, spoke of pupils' very good behaviour in the school. They are right. Pupils behave very well in lessons and this supports their learning effectively. They quickly settle down to do the tasks and concentrate well. For example, in a Year 5 mathematics lesson, pupils remained focused on the task and behaved very well, which significantly helped them to learn about 'data-handling'. A small minority of pupils can be challenging but they are managed very well in most lessons. Behaviour is especially very good in the playground, where pupils play together for pleasure. Lunchtime is pleasant. Pupils clearly demonstrate that they understand the impact that their actions have on others. They show good care and concern for others, for example, by following safety instructions in practical activities. They listen to others' contributions attentively and courteously, as was the case during a Year 6 debate about the 'homework'. In fact, respect for feelings, values and beliefs is a strength of the school. Inspectors saw no incidents of any oppressive behaviour. Bullying is not a problem in the school because lunchtime supervisors and members of staff are continually vigilant and effectively apply behaviour procedures. Pupils treat school property, including displays, with care. Exclusions are not a feature of the school.
15. The parents quite rightly feel that their children become mature and more responsible. The school is very successful in developing pupils' personalities. Working together in lesson and outside lesson activities is very well developed. Pupils are respectful. Relationships throughout the school are very good and significantly contribute towards pupils' welfare and learning. This was so in a Year 3 science lesson, where very good co-operation and relationships enabled very good teaching and learning about 'temperature'. Pupils' personal development is very good. Pupils respond positively to whatever opportunities are provided by the school. This may be taking the attendance registers to the office, tidying up their classrooms and working as monitors. They keenly participate in extra-curricular activities, including residential visits. Pupils who take part in out-of-school visits or represent the school in sports competitions organise themselves very well. Pupils willingly take initiative and show responsibility in choosing their work and how to do it, for example in art and design and in the school orchestra.
16. The importance of good attendance and its impact on their children's learning is well understood by most parents. Attendance is good, being above the national average. The school strives to improve performance but is dependent on the collaboration of all parents. Whilst illness accounts for most of the authorised absences, a significant number are due to some parents taking their children on holidays during term time. The unauthorised absence is below the national average. There is no truancy. Punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, teaching and learning are good throughout the school. In three-quarters of lessons teaching is good or better; it is very good in just over a quarter and excellent in almost one lesson in ten. No unsatisfactory lessons were observed. The good teaching is across all year groups and subject areas. Pupils make more rapid progress as they move up through the school.
18. In the core subjects of English, mathematics and science, teaching is at least good. The teaching of literacy and numeracy across the curriculum is good and, as a result, pupils are achieving well. Teaching meets the needs of pupils with special educational needs and higher-attaining pupils well. Overall, good teaching meets the specific needs of the pupils.
19. All staff plan the curriculum together and specific support is identified for all pupils with special educational needs including those with statements of special educational need. Learning intentions are linked to targets in individual educational plans (IEPs) and recorded assessments are made regularly by teaching assistants. Teachers and classroom assistants know these pupils' individual needs very well and ensure that they have a very good understanding of what they need to do. This is an essential component of the good standard of teaching and learning throughout the school. Tasks are well matched to pupils' abilities but do not always focus sufficiently on the needs identified on individual education plans.
20. Characteristics of very good lessons are: that teachers show secure subject knowledge; they teach basic skills well; the use of structured questioning helps pupils to consolidate and build on previous learning; the management of pupils, some of whom can be challenging, is good; teachers' expectations are high; the pace of lessons is brisk with a good variety of well chosen activities and the use of resources is good and well managed. Another good feature of teaching is that teachers use subject-specific language consistently in lessons. Teachers are enthusiastic and as a result they inspire pupils, for instance in mathematics, music and physical education. As a result of these strengths, pupils are achieving well.
21. Some examples of excellent teaching were seen; for example, in a Year 3 mathematics lesson about halving and doubling numbers, the teacher used excellent questioning skills to ensure pupil understanding. In a Year 3 physical education circuit lesson, the teacher paid excellent attention to the correct position for each exercise and, because of the teacher's enthusiasm, pupils worked incredibly hard and achieved good levels of fitness. In a Year 3 religious education lesson, the teacher ensured that excellent learning occurred through the use of stimulating resources and preparation of the classroom in readiness for understanding and experiencing the context of lighting a Paschal candle. In a Year 6 mathematics lesson, about number patterns, formulae and problem solving, the teacher provided stimulating and challenging mental activities to consolidate pupils' learning. In the school orchestra rehearsal, the teachers' excellent knowledge and expertise raised pupils' self-esteem and gave them confidence to improve their performance.
22. The relatively few areas for development in teaching are mostly linked to planning. In daily planning, it is unclear as to how assessment is used to inform plans to move pupils forward to their next stage of learning. The specific needs of pupils with special educational needs are well known to teachers but they are not always formally recorded

in plans. Occasionally lesson introductions are too long, limiting the scope for pupils' oral contributions.

23. Overall, pupils throughout the school achieve well. They have good ideas, and show much interest and enjoyment in their work. Pupils acquire new skills, knowledge and understanding and work hard. Well-matched tasks are set and these reinforce pupils' learning. Information and communication technology is used effectively to extend pupils' understanding. Pupils are generally given good opportunities to discuss and share their views and opinions during summing-up sessions and they are always encouraged to use subject-specific vocabulary. Pupils interact very well with each other. Their intellectual, physical and creative skills are also developing very well. The high levels of participation in extra-curricular activities demonstrate pupils' keenness and the very positive relationships and working partnership that pupils and teachers enjoy.
24. On-going assessment and target setting is significantly improved since the last inspection and is developing well. It is clearly helping to make secure teachers' judgements as to how well pupils are progressing. Assessment procedures and target setting are well established in English, mathematics and science for each year and at the end of each unit. Pupil attitudes are also monitored in all subjects. Consistent and planned systems are not yet in place for day-to-day assessment to be used clearly to move pupils forward to their next stage of learning. The school is aware of this and has plans to address it. Teachers mark pupils' work regularly, although some inconsistencies in approach remain. Pupils say that they find the written comments most helpful and they understand what they need to do to improve their work.

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

25. The school provides good learning opportunities, as at the time of the last inspection. All National Curriculum subjects are securely in place. Statutory requirements in relation to National Curriculum subjects, and the demands of the locally agreed syllabus for religious education, are fully met. The high priority that the school gives to literacy impacts well, as illustrated by the upward trend in English standards. The appropriate priority given to mathematics is also impacting positively, although the rise in standards is less secure than in English. Pupils are given good opportunities to practise and reinforce developing literacy and numeracy skills in other subjects such as religious education and science.
26. The school promotes pupils' personal development well, for example through regular weekly sessions to talk about issues such as bullying, and also through particular whole-school priorities such as the work on understanding intercultural relations. Effective personal, social and health education programmes across the school promote harmonious relationships and understanding of issues such as sex education and awareness of drugs. The school prepares pupils well for the next stage in their education.
27. Learning opportunities are broad and balanced. Detailed termly curriculum frameworks for each year group ensure appropriate coverage of all aspects of each subject. Where a subject is not taught every week but in units lasting several weeks, alternatively with other subjects, the gap between units is not so long that continuity is harmed. Work is often well integrated through a comprehensive topic approach. For example, as well as studying 'The Iron Man' by Ted Hughes as a piece of literature, the topic includes work in design and technology, information and communication technology, and art and design. The extensive school grounds are used very well for a wide range of sporting activities.

The variety of different environments, such as the pond, wild and wooded areas, and chalk and clay mounds extend pupils' learning, for example in science and geography. Through careful lesson planning, the school ensures that the curriculum is accessible to pupils of all ages and abilities. Suitable systems are in place to enable pupils to catch up with class work missed, for example, through extra literacy support or for instrumental tuition. One pupil in four plays a musical instrument.

28. Pupils of all ages enjoy educational visits and field trips such as a walk around Calmore for Year 3, visits to the New Forest and Beaulieu for Years 4 and 5, and residential visits to Ferny Croft for Year 5 and the Grand Union Canal for Year 6, to support work in the classroom. Theatre groups, musicians and focus days such as on Ancient Greece or a Tudor Fayre enliven work in class. Teachers use the local environment to good effect, for example in geography to promote pupils' sense of place. The school offers an excellent range of quality clubs and other activities, which boys and girls attend with great enthusiasm, energy and commitment. Outstanding sporting and musical clubs are open to all pupils, contrary to concerns expressed by some parents, not just to those with evident talent, and make strong contributions to pupils' personal development. 'Booster' and 'springboard' classes enable older pupils to practise and reinforce literacy and mathematical skills. The way that teachers and support staff enrich pupils' learning is a strength of the school.
29. Provision for pupils with special educational needs is good. These pupils are identified early and monitored closely as they progress through the school. The list of special educational needs is reviewed regularly to ensure that it reflects pupils' needs. Staff are quick to recognise the needs and talents of pupils and provide good opportunities for them to have suitably challenging work. Individual education plans identify well the provision for pupils who need extra support in literacy. Because the main thrust of curriculum development has been literacy, insufficient emphasis is currently given to pupils who need support in numeracy. The school is well aware of this and has plans to address the development of numeracy in the near future.
30. The school's good links with the community make positive contributions to pupils' learning and to the life of the school. Local sporting contacts are particularly strong, for example with Southampton Football Club, a basketball team, and coaches for rugby and tennis. Links with other junior and primary schools in the area are also strong through football and netball leagues. The local museum and library service provide artefacts and books to supplement the school's collections. Police officers visit the school to raise awareness about keeping safe, and local clergy and community workers regularly contribute to the daily acts of collective worship. The school places a high emphasis on charitable giving. Most recent features include 'Stop Rabbiting' (a sponsored quiet time), pupils raised in the region of £1200 to support Macmillan nurses. Pupils also raised money through events such as selling biscuits to support Comic Relief and the 'Send a Cow' project in Africa. They donate food and send Christmas hampers and bake Christmas cakes for senior citizens.
31. Links with partner schools such as the neighbouring infant school and local secondary schools are satisfactory. Although suitable induction programmes are in place to support pupils' smooth transfer, plans are in hand to extend these links.
32. Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for social and moral development is very good, which is an improvement on the position found by previous inspection. There is good provision for pupils' spiritual development. Assemblies are calm and thoughtful occasions, which promote very positive and caring attitudes. Stories from the New Testament, such as the wedding at

Cana-in-Gallilee, are retold well and in a way that is made relevant to the pupils and their own experiences. Visiting speakers from local churches are well received by pupils and make a very good contribution to their awareness of the meaning of Easter with its underlying messages of value, change and hope. Religious education lessons make a good contribution to pupils' awareness of various faith groups such as Islam, Judaism and Christianity. In one excellent lesson, a real sense of wonder drew gasps from pupils as the atmosphere of awe created by the teacher culminated in a Paschal Candle being lit in a darkened room. One classroom display depicting thoughts read out in an assembly show some profound thoughts, such as, 'thinking about those who don't have shelter or food' 'if we thought about it we could change their life' 'buy a red nose and change people's lives.' The school provides many opportunities, such as in physical education and music, which lend themselves to an appreciation of talents and beauty.

33. The provision for pupils' social and moral development is very good. All adults working in the school provide very good role models. Adults treat pupils with fairness, which is appreciated by them. Very good relationships founded on self-esteem and mutual respect exist between all members of the school community. Pupils have a very good understanding of the rules that they need to follow, although they are seldom referred to. They are encouraged to consider issues such as stealing and how to improve behaviour, all of which develop a very good sense of right and wrong. Pupils work very well together and provide very good support for one another with comments such as, 'If you need any help you just ask me!' Pupils are encouraged to take responsibility for their actions and for learning. Older pupils take an active role in helping younger pupils, for example in the rugby and authors clubs run by Year 6 for Year 3. All are enthusiastic about raising money for deserving causes in the wider world. Residential visits provide good opportunities for pupils to become independent and develop social skills.
34. The provision for pupils' cultural development is good. An arts and multicultural week promotes pupils' understanding of a wide range of countries and their cultures, such as Senegal, Lebanon, New Zealand and Malaysia. The week includes visiting artists, African drumming and dance from the various countries. Music lessons make a good contribution to pupils' cultural development with a wide range of music from jazz to percussion inspired by African music. Secondary school students visit to share music and clay workshops. Pupils study the work of famous artists and sculptors, such as Henry Moore, and they visit the local Art Gallery. Visits to local museums and opportunities to participate in events such as Maypole dancing provide opportunities to learn about and understand their own cultural heritage. Resources for cultural development are good. The library is well organised and accustomed to obtaining dual texts, for example in Arabic, from the library service as required. There is a selection of dual textbooks in French.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has maintained its ethos of care, reported by the last inspection, and has improved on the arrangements for supporting pupils' behaviour and personal development. Staff know pupils very well and respond quickly to their personal needs. They ensure that new pupils settle into school quickly. Supervision at break and lunch times is good. There are good arrangements to look after unwell pupils. The school provides a secure and supportive learning environment, hence pupils like coming to the school and are able to learn well. Parents confirmed this. The school pays good attention to pupils' needs and provides them with good support; this includes the support for pupils who have special educational needs or have unfavourable circumstances. The day-to-day care by individual staff is good.

36. The headteacher, the designated child-protection officer, is knowledgeable in child-protection issues and keeps others informed of relevant matters. The school has appropriate links with the support agencies. The child-protection practice, including the need to look after the pupils in public care, is good. The school is vigilant about health and safety matters and the staff pay good attention to safety. The site manager helps in assessing any health and safety risks and in ensuring the cleanliness of the buildings. Pupils are guided on matters relating to their well-being and development through the curriculum, including the personal, social and health education programme, and by visiting specialists such as the school nurse.
37. The school is very effective in promoting good behaviour; for example by creating a calm atmosphere, and reinforcing self-control and developing social skills. Timetabled 'circle time' is particularly helpful in this respect. The school's policies on bullying and other oppressive behaviour are well understood and very well regarded by the pupils and the staff. A system of rewards and sanctions, incorporated in the school's behaviour strategies, is consistently applied and works effectively. Pupils know that high standards of behaviour are expected of them and respond positively. The headteacher, together with parents, effectively resolves and monitors any incidents of anti-social behaviour. There is good adult supervision and staff provide pupils with good role models for calmness and respect. All this helps pupils to learn in a stress-free environment.
38. Procedures for supporting and monitoring personal development are very effective. Pupils are generally very well managed in lessons. Standards of relationships are very good and, as a result, pupils work well together and promptly follow instructions. Staff expect pupils to behave well, and this helps pupils to make appropriate progress in their learning. Procedures for recording and monitoring inappropriate behaviour are firmly in place. Pupils' personal development, including behaviour, is monitored through the progress reports, which are regularly checked by the headteacher. The reports, along with rewards and sanctions, help to check any inappropriate behaviour.
39. There is an assessment policy, which clearly sets out procedures for staff to follow. Teachers had training in checking pupils' learning and using this information to improve pupils' performance, though not all are secure in knowledge of levels and how to move pupils to the next stage of learning. The assessment co-ordinator, with the use of software, accumulates data on pupils' standards. This is shared with class teachers who use this information together with that resulting from checking pupils' work to set subject targets. This process involves pupils and their parents. The practice, however, varies and the use of assessment is uneven across the curriculum. The procedures are not always evaluated and used with enough rigour to enable teachers to plan the next stage of learning for each pupil and the means of acquiring it. The school uses the data it has about individuals and groups of pupils to track, compare and predict. The predictions, however, are generic and not always specific to the ability range in the school, for example, higher-attaining pupils and pupils with special educational needs in the school. Such a prediction does not provide a sufficiently rigorous context within which to set appropriate targets for improving each pupil's performance according to their ability and to monitor their achieved progress. Although pupils know their achievement targets, they do not always know what to do to move on to the next level of learning.
40. Assessment procedures are used very well to identify pupils with special educational needs. Their needs are identified clearly on their individual education plans, which are reviewed and updated regularly. Good liaison exists between the school and external

agencies such as educational psychologists, and their advice is used well. Pupils receive very good support from learning support assistants, who monitor their progress well during lessons. However, the information gathered is not always used as well as it might be by teachers and learning support assistants when planning the next stage of learning.

41. The procedures for monitoring attendance are good and the school obtains good attendance. Registration requirements are met and absences are appropriately identified and followed up. Good performance is acknowledged. The school contacts parents when pupils are absent but not always on the first day of an unexplained absence. The school works hard in minimising absences due to family holidays during the term time. Monitoring of punctuality is effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has maintained the good partnership with parents reported by the last inspection. Good liaison takes place on a regular basis, both formally and informally. Parents now have very favourable views about most aspects of the school's work, including what it achieves. They are happy with what the school offers, including an interesting range of extra-curricular activities. They strongly feel that they and their children like the school, which is approachable and receptive. Teaching is good. Pupils are expected to work hard and they learn well. They are of the view that their children are helped to become mature and responsible. Inspectors support parents' favourable views. However, a very small minority of parents feel that their children do not regularly bring adequate work home. Inspection evidence indicates that the use of homework is satisfactory.
43. A very small minority of the parents who responded to the pre-inspection questionnaire felt that the school might work more closely with them. Inspection evidence indicates that the information parents receive is of a good standard, particularly about the work that their children are likely to do. Parents are provided with regular information to enable them to celebrate the achievements and deal with concerns regarding their children's performance. If needed, the school promptly contacts parents by phone. Information is complemented by newsletters, the school prospectus, and the governors' annual report. This meets requirements and is written in an accessible style. There are annual progress reports, which are satisfactory, and meetings for parents to discuss the progress of their children; these are well attended by parents. The reports provide good information about what pupils can do but not what they ought to be doing. Overall, the school works well with parents.
44. Parents contribute well towards their children's learning. They sign a home-school agreement for partnership. Parents feel comfortable about coming into the school, and many do so to support the curriculum. They help in the classrooms, encourage their children to take part in educational visits and accompany these visits. The school's parent-teacher association is actively involved in raising considerable funds to improve the school's resources and support the curriculum. Events and socials are well backed by parents. The impact of parental involvement in the school is therefore good.
45. Parents of pupils with special educational needs are kept well informed and are very pleased with the support and attention their children receive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the headteacher and those in posts of responsibility are good overall. The calm and decisive leadership of the headteacher ensures a very clear educational direction, underpinning the very good and shared commitment of all staff to succeed. She is a very good communicator and ensures that the governors and staff are involved in all aspects of the school. Good procedures are in place to enable staff to discuss and determine future priorities. In this way, the headteacher supports, encourages and enables her staff to achieve well professionally. She is fully aware of the strengths and areas for development within the school and has them under review.
47. The deputy headteacher, who also has a role as a class-based teacher, is supportive, very experienced and committed to moving the school forward. The headteacher and deputy headteacher have undertaken much of the performance data analysis and targeting of pupils. They have successfully processed this into a manageable form for other teachers to use. The headteacher and deputy headteacher work effectively together with the governors and staff.
48. Since the last inspection, the school has effectively addressed the previous key issues. It is aware that it has now reached the stage where fine-tuning of assessment is needed to disseminate best practices consistently across the school. Short-term planning, linking assessment to learning objectives, is firmly in place. Teachers are focused on taking account of the needs of pupils at different levels of attainment and are aware of the need to formalise this in their planning to ensure a whole school approach. The marking policy is adopted and implemented by most staff. Stringent procedures are in place to address the effect of spending decisions on pupils' attainment. Monitoring of the school's development is secure.
49. School improvement and action planning are clear and comprehensive. The school's development plan is a clear document. The priorities for development are good. Good procedures are in place that set defined targets relating to raising standards in the core subjects and providing success criteria. The priorities are well-founded on raising standards, improving teaching, learning, and the curriculum. Good use is made of the advice and support the school receives from the local education authority. This is an inclusive school in which all pupils are valued and the promotion of this is very much an aim of management and all staff.
50. The senior management team, which includes the headteacher, deputy headteacher, and year leaders, work together well. They share strategic issues and review their own year groups effectively. Staff are fully involved with the analysis of performance data and use it to varying degrees to inform their planning. Subject co-ordinators are focused about subject development and are accountable. There is a clear structure in place for subject development. Co-ordinators have undertaken detailed subject analysis of strengths and areas for development and have audited resources. They have collections of work to establish the levels of pupils' work and are very clear about future developments.
51. Co-ordination of special educational needs is good. The co-ordinator is experienced, knowledgeable and provides good support for teaching staff and classroom assistants. Many, but not all, subject policies include references to pupils with special educational needs. Governors responsible for pupils with special educational needs are very well informed about school procedures. The very good communication within the school community has a very positive impact on these pupils.
52. The school's aims and values underpin its work successfully. A rolling programme of policy review is in place. School documentation is of a good quality. The school is very

focused on collating performance data and setting up tracking systems for monitoring pupils' achievement. The outcomes are analysed against national and local data and are then used to inform value-added judgements. All staff are formally and informally observed. As a result, there is evidence that the outcomes are informing school practices.

53. The governing body is very well informed of school developments by the headteacher and through their direct knowledge and experience. Governors provide strategic and secure management and act as critical friends. An excellent example of their commitment is that they started preparing over a year ago to appoint a new headteacher in readiness for the present headteacher's retirement. They considered what challenges the school would be facing in the future and set in motion a research and training programme for all governors so as to ensure their involvement and understanding of the school's future needs. This enabled them to be well informed about the qualities they were looking for when appointing a new headteacher. All governors have benefited from training. They are regular visitors to the school and are directly informed when making decisions. The governors meet their statutory duties. They make a very valuable contribution to shaping the direction of the school. Performance management is effective.
54. The good deployment and support of teaching assistants and of volunteer helpers are contributory factors to the standards achieved. Governors have increased the number of teaching assistants and there is a good level of teaching support. The administrative staff are very efficient and ensure that the day-to-day organisation of the school is smooth.
55. The number of staff is appropriate. Their qualifications and experience enable them to meet the requirements of the National Curriculum. The number of teaching assistants and administrative staff is good. Effective arrangements are in place for teachers who job share. The smooth running of classes is ensured. Several of the teachers are in receipt of bursaries and funded research programmes; the deputy headteacher is also furthering her professional qualifications. Teachers and non-teaching staff show a strong commitment to the school, they are hardworking and dedicated.
56. Accommodation is spacious and meets the needs of the National Curriculum. The school has an attractive and well-resourced library and resource area: a multi-purpose hall; a well-organised information and communication technology suite; design and technology and food technology rooms and a drama/music studio. Shared group areas are used well by pupils and staff. There is good access for wheelchair-bound pupils. Displays about the school celebrate pupils' achievements, they are often interactive, attractive and interesting. The school and surrounding grounds are kept very clean; there are well-marked areas and the site is very well maintained.
57. Resources are good. They are used well and contribute to pupils' learning. Statistics show that the library is widely used; the library co-ordinator has a comprehensive overview of its use. Resources for information and communication technology meet the national target. The school continues to invest in software and associated equipment. Resources are managed well, organised and accessible. The school makes good use of outside resources, for example the local area, visitors and parents.
58. Educational priorities are well supported by the school's financial planning. The governors and the headteacher manage the school's budget effectively. Specific grants are used well for their specified purposes and special educational needs funding is supplemented and put to very good use. Day-to-day financial control and administration

are efficient. There is good use of new technology. Governors apply principles to ensure that they get best value out of the resources. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the existing good and very good features of the school and raise standards further, the headteacher, staff and governors should:

- (1) Build on and fine tune the use of assessment to inform the next stage of learning and ensure a greater consistency in the marking of work by;
 - ensuring that assessment is consistently and effectively used to inform future teaching and learning that enables all pupils to achieve their full potential;
 - ensuring that all staff implement the agreed marking policy consistently. (Paragraphs 4, 24, 48, 66, 74, 80, 94, 102).

- (2) Provide more planned opportunities for speaking and listening to enable pupils to develop and extend their vocabulary by:
 - consolidating the good lesson planning, good practices and teacher skills;
 - providing greater opportunities to develop speaking and listening skills across the curriculum; ensuring that there is a rigorous approach to providing a range of planned opportunities for speaking and listening;
 - building on pupils' knowledge, understanding and skills and using a wider range of vocabulary. (Paragraphs 1, 7, 8, 61, 70).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	16	23	15	0	0	0
Percentage	8	27	39	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Three lessons observed were ungraded for 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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	263
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	43	34	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32 (28)	29 (31)	41 (35)
	Girls	29 (35)	24 (30)	27 (37)
	Total	61 (63)	53 (61)	68 (72)
Percentage of pupils at NC level 4 or above	School	79 (81)	69 (78)	88 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27 (26)	26 (32)	42 (35)
	Girls	28 (32)	26 (31)	29 (37)
	Total	55 (58)	52 (63)	71 (72)
Percentage of pupils at NC level 4 or above	School	71 (74)	68 (81)	92 (92)
	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	243	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	0	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	2	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	6	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: Y3– Y6**

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	21:1
Average class size	26

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	680,016
Total expenditure	712,426
Expenditure per pupil	2,500
Balance brought forward from previous year	97,844
Balance carried forward to next year	65,434

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	0

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

263

Number of questionnaires returned

42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	64	34	0	2	0
Behaviour in the school is good.	44	51	0	2	3
My child gets the right amount of work to do at home.	29	59	10	0	2
The teaching is good.	64	34	2	0	0
I am kept well informed about how my child is getting on.	54	44	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	36	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	42	49	5	2	2
The school is well led and managed.	58	36	0	0	7
The school is helping my child become mature and responsible.	60	34	2	0	3
The school provides an interesting range of activities outside lessons.	60	37	0	2	2

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

ENGLISH

60. Provision for learning in English is good. Standards show substantial improvement since the last inspection. Pupils join the school with standards that fall below expectations, but by the time they leave, at the end of Year 6, standards in all aspects of English meet national expectations. This indicates good progress. Handwriting is consistently good across the school. The good progress that most pupils make as they move through the school is attributable to the quality of the teaching, and the positive impact of the literacy hour, where pupils demonstrate good behaviour and very good attitudes. Pupils with special educational needs make very good progress through effective well-targeted intensive support. Standards in writing during the inspection reflect the average results in 2002 national tests. In 2002, reading standards exceeded the national average but during the inspection they were found to be in line. This may be due to differences in the particular year group. National test results reveal that girls are doing better than boys, reflecting the national picture.
61. Standards in speaking and listening meet expectations by the end of Year 6. Pupils listen attentively to teachers and make relevant thoughtful comments about issues such as whaling, for example. Pupils talk together suitably in pairs about the pros and cons of foxhunting and are confident enough to speak in assembly. Lower-attaining pupils try hard to devise sentences that include connecting words such as 'because', and 'however'. Higher-attaining pupils' presented balanced arguments in a debate about homework. They observed debate conventions, listening courteously to each other and interjecting appropriately. However, across the school, vocabulary is limited, and responses are often brief. As a result, good progress is hindered in other subjects, when pupils explain how they have arrived at an answer in mathematics, for example. Teachers extend pupils' vocabulary effectively for writing purposes, as in the interesting adjectives and adverbs for descriptions, for example, but less attention is given to extending spoken vocabulary. Occasionally, in lessons there is too much teacher-talk and sometimes there are too few opportunities for pupils to talk in an extended way. Teachers do not always plan the development of speaking skills carefully enough, in a structured and systematic way.
62. Standards in reading meet expectations by the end of Year 6. Pupils read accurately, with fluency and some intonation and expression. They enjoy reading and can explain why they like particular authors such as Jill Murphy or Alan Ahlberg. They identify aspects of different characters. Higher-attaining pupils read with confidence and good expression. They have some appreciation of the author's style, and can detect hidden meanings in the text. Lower-attaining pupils read most words correctly, and use their knowledge of sounds effectively to read unknown words. Pupils are familiar with the school library and use a variety of systems to locate specific information in non-fiction books. The range of their personal reading choice can be limited sometimes because teachers do not always monitor the different genres sufficiently well. Teachers note the books pupils have read in reading logs but their reading records lack consistency. To address this, the school is currently trialling new systems to monitor reading. In addition, pupils' books are not always best matched to their abilities, sometimes lacking challenge and sometimes being too hard.
63. Standards in writing by the end of Year 6 are in line with expectations. As a result of teaching, many pupils use a good range of adjectives in their writing, for impact and

effect, for example 'bellow', 'joyful', and 'eerie'. They are beginning to write complex sentences with a basic range of internal punctuation such as speech marks and commas. Higher-attaining pupils write in an extended way, organising the text into paragraphs. Lower-attaining pupils write briefly with basic and generally correct punctuation. As with their reading, they make good use of phonic knowledge to write unknown words. Pupils suitably write for a variety of purposes, for example descriptions, letters, poetry, and instructions. Teachers place a high emphasis on teaching pupils the tools for writing, how to structure a story, for example, and how to write for effect, or in a particular style, but they do not always give pupils enough opportunities to put these skills into practice in an extended creative way. Pupils make good use of their developing literacy skills to support learning in other subjects, such as writing accounts or prayers in religious education or making notes in history. They make appropriate use of information and communication technology, for word processing work for display, for example.

64. Standards of young pupils, in Year 3, in reading and writing during the inspection were below those expected for children of this age. Despite the overall good gains that pupils make from entry to when they leave the school, their rate of progress early on is hindered by the lack of systematic teaching of sounds and letters.
65. The quality of teaching and learning in English is good overall, enabling pupils to make good progress. Some teaching is very good. In the best lessons, teachers expect pupils to succeed. Planning is very detailed and teachers monitor pupils' progress very well. They present challenging tasks, such as scanning information for persuasive text. In general, teachers' subject knowledge is good. They question effectively for a variety of purposes, to check understanding, to extend pupils' thinking or to enable them to make connections with previous learning. As a result of consistently high expectations for handwriting and presentation, standards in these aspects across the school are good. They are a strength of the subject and a significant advantage for recording learning across the curriculum: workbooks are often pleasing to look at. Teachers explain clearly and rephrase important points and instructions so that pupils are clear about the task. Teachers almost always manage pupils in a positive and encouraging way. Relationships are very good. As a result, pupils are interested in their English tasks. They settle to work well and work purposefully. Learning support and classroom assistants make valuable contributions to the progress of lower-attaining pupils in particular through intensive, individual and small group work. Teachers in Year 6 use the setting arrangements to good effect so that learning is moved forward equally well for pupils of differing abilities.
66. Assessment opportunities are not always identified in planning, limiting the impact of the lesson, although learning objectives are clear. In more effective lessons, teachers make the expected learning clear to pupils. They refer back to the key objective(s) from time to time during the lesson, and especially during the plenary saying, as in a Year 6 lesson for example, 'What have we learned today?'
67. Leadership and management of the subject are satisfactory. They are good in the way that data is analysed thoroughly, including by gender, to identify general implications for future teaching based on previous pupils' weaknesses. Suitable assessment systems are in place; they mainly measure pupils' achievements at particular points, for example end-of-year. Individual targets are in place for all pupils, but expectations for what pupils might achieve by the end of a year are not as clear, apart from Year 6. As a result, some opportunities are missed to identify current pupils' next learning steps, and the specific teaching points necessary to move learning forward, to the next or subsequent

level. The school is currently trialling several new initiatives to improve assessment procedures and use.

68. The school enhances the subject well to extend pupils' understanding, to motivate and inspire, as when storytellers or theatre groups visit the school. Resources for learning in English are good. The well-stocked library is used well, for personal borrowing as well as for class research topics, such as finding out about the Aztecs. Systems are well established and pupils across the school are very familiar with its workings, including the computerised records. The library assistant is key to its smooth running – it runs just like a public lending library!

MATHEMATICS

69. Pupils' standards in mathematics are average in the current Year 6. This maintains the picture found by the previous inspection. There is no significant difference in the attainment of boys and girls. Pupils enter the school with below average standards and make good progress. The school groups some pupils in sets for mathematics according to their ability. This is having a positive impact on their learning. Pupils with special educational needs are given very good support in class by learning support assistants and teachers. As a result, they make very good progress. Additional support after school is given to pupils if they encounter specific difficulties. However, insufficient attention is given to planning work specifically for those who have numeracy identified as a special need. More able pupils are withdrawn from one lesson a week to extend their thinking skills. They make the same good progress over time as other pupils, although they make rapid progress in some lessons.
70. Work in mathematics covers the full range of mathematical activities in each year group. A wide range of open-ended investigations stimulates mathematical thinking and encourages interest and enjoyment of the subject. Steady progress is made in number work as pupils progress through the school. Work on shape and measuring is often linked with other subjects such as art and design and technology, and information and communication technology is used to present graphs. However, the use of computers in mathematics is underdeveloped. The school has good strategies for teaching basic mathematical skills and pupils' mental calculations are frequently good. The numeracy strategy is used to good effect. However, pupils' mathematical skills are not always sufficiently supported by skills of speaking and comprehension. They often find it easy to calculate orally, but much more difficult to explain the reasoning behind their work. In one lesson, pupils made rapid progress in the identification of number patterns and formulae. They understood the mathematics very well, but had problems with reading comprehension.
71. Pupils in Year 3 find half and double numbers such as 75 and 9,271 very competently. They make good use of their knowledge of odd and even numbers to check that their answers are sensible. They make good progress in drawing frequency charts and enjoy answering questions about teachers' 'sock sandwiches'. In Year 4 pupils concentrate hard to learn different methods of calculating division and multiplication. The majority apply what they have learnt to simple word problems, but need help unravelling the problems to decide what mathematics to use. Pupils in Year 5 draw accurate graphs that include negative numbers and successfully interpret information from their line graphs. Pupils in Year 6 pupils know basic equivalent fractions and understand square numbers. They identify sequences and patterns well; the most able make rapid progress in expressing patterns as formulae.

72. Learning in mathematics is promoted through activities that pupils perceive as useful, interesting and fun. The use of setting provides an opportunity for teachers to match tasks to pupils' abilities and challenge them appropriately. As a result, pupils succeed and grow in confidence. They show interest and enjoyment in their work, and behaviour and attitudes towards mathematics are good and sometimes excellent.
73. Teaching in mathematics is satisfactory overall, although some excellent teaching was observed. No unsatisfactory teaching was seen. Teachers have good and sometimes excellent knowledge and understanding of mathematics. They use this very well to explain clearly and promote successful learning and self-esteem. No time is wasted in lessons and in the very good and excellent lessons learning is rapid and very well consolidated. Brisk question-and-answer sessions ensure that all pupils are fully included and that teachers check understanding throughout lessons. Relationships of trust and mutual respect create a very positive working atmosphere, which is instrumental in promoting learning and good progress.
74. The co-ordinator provides very good leadership. He uses his exceptional knowledge of mathematics to provide very good support for other staff. His enthusiasm for mathematics is influential in promoting the subject across the curriculum. The collection and analysis of assessment data give a very good idea of which pupils and areas of mathematics may need more attention. However, the use of day-to-day assessment and marking in mathematics is not consistent. Good use is made of homework in mathematics to support the work in class. Resources for mathematics are good and they are used well. However, there is a need for more computer programs to support learning for all ability groups in mathematics.

SCIENCE

75. Pupils' standards in science are average by the end of Year 6. The standards have been maintained since the last inspection. There are no significant differences in the achievement of boys and girls within the school or in comparison to national averages. In the previous inspection the number of pupils reaching the higher Level 5 in national tests was below the national average. It is now in line and this represents a good improvement since the last inspection. Since 1998 standards in science have improved steadily year by year.
76. By Year 6, pupils have a good knowledge of how animals are adapted to survive in their habitat. They recognise that feeding relationships exist between plants and animals in a habitat and describe these relationships using food chains and webs. They understand the predator-prey relationship and use associated vocabulary such as producer, primary and secondary consumers. Pupils in Year 3 understand the use of thermometers and record temperatures. They plan an investigation to find out how quickly temperature changes in two different places in the school. Higher-attaining pupils are developing their understanding that in order for their test to be 'fair' only one variable will change. In Year 4, pupils have investigated using magnets and understand that unlike poles attract and like poles repel. They know that materials that are attracted contain iron, cobalt, and nickel. Year 5 pupils are learning about the human body. They use scientific names for some major organs such as heart, veins, and muscles. They learn that exercise increases the rate at which the heart beats and that after exercise the heart beat will return to normal.
77. The quality of teaching is good. Teachers have a good knowledge of the subject. They are clear about what they want the pupils to learn and how to organise tasks to best effect. They start lessons well by asking questions about previous work, which both

acts as a check of pupils' understanding and as a good reminder of what has already been learnt. They make good use of pupils' answers, whether right or wrong, to encourage and develop scientific thinking and clarify pupils' understanding. They share the learning objectives for the lesson with the pupils so they have a clear idea of expectations. Good use is made of scientific vocabulary. When pupils are working on tasks, teachers circulate effectively giving support where necessary, encouraging and motivating. Time and learning resources are used very well and are organised to provide scientific opportunities for all pupils. Lessons are well structured to ensure skill development and the acquisition of appropriate knowledge.

78. All pupils make good progress in developing their knowledge, understanding and skills in science. Pupils with special educational needs and higher-attaining pupils make very good progress. The most effective learning takes place when pupils are allowed freedom to investigate and when teachers do not tightly control investigations.
79. Pupils' attitudes and behaviour are always very good. Most pupils show good levels of understanding and all are eager to move forward in their learning. Pupils show good collaborative skills and work well in groups and pairs. Equipment is handled safely and carefully, as in a Year 3 lesson where pupils used thermometers to record temperatures. Pupils show inquisitiveness and enjoy investigating.
80. Work in science is planned to include links to other subjects. For example, Year 5 pupils record their pulse rate over a period of time after exercise on a line graph. Year 6 use a computer program to develop their learning about the interdependence of species of marine life. Pupils in all year groups develop their literacy skills when recording their work. End-of-unit assessment is in place. Targets are predicted for pupil achievement at the end of each year and at the end of the key stage. Planned systems are not yet in place for day-to-day assessment to clearly move pupils forward to their next stage of learning. Marking is thorough and includes questions to make pupils think about their work.
81. The curriculum co-ordinator is experienced and knowledgeable. He provides very good leadership and the subject is managed well. He has a good level of expertise and has clear ideas for the development of the subject. A useful scheme of work is in place, which provides work at three ability levels, together with documents to support teaching, particularly in the use of scientific enquiry. The results of national tests are analysed annually and pupils' answers used to identify areas of learning, which need improving and more focused teaching. The co-ordinator has monitored lessons and given feedback to individual teachers and the staff as a whole to help raise standards further.
82. There is a good range of resources to support the curriculum. Good quality displays are seen in classrooms and communal parts of the school.

ART AND DESIGN

83. Standards in art and design meet expectations by the end of Year 6, which maintains the position found by the previous inspection. However, much of the work on display is of a high quality; not only does it successfully celebrate pupils' achievement, it also demonstrates the rich media opportunities. No art lessons took place in Years 3, 5 and 6 during the inspection because the subject is taught as separate blocked units covering half a term. Evidence shows that pupils are consolidating their knowledge and understanding of art and design. They explore and experiment with ideas using a wide range of media and they are developing appropriate skills and techniques. Pupils in Year 3 develop their knowledge and understanding of art from different cultures when they research and explore aboriginal art and make their own dream maps. They study African decorative art when decorating their own small clay pots. As a result, they show a good understanding of different mark-making techniques. Year 4 pupils explore design and have an understanding of different printing techniques such as relief and block printing. Year 4 pupils use the Internet to research influential artists such as Henry Moore. They observe and draw figures in motion and record a series of sketches in preparation for making the high quality clay models on display. Pupils research Clarice Cliff, and their drawings of her ceramic designs are inspired by knowledge of the Art Deco period. Year 6 pupils understand that mood can be expressed through using different colours. Older pupils explore tie-dye and produce T-shirts, book covers and interesting backdrops. They create wax resist profiles of their 'personalities' and show a range of different colour combinations and mood. Pupils work well together. Good links are made to literacy, mathematics and information and communication technology. Pupils are using sketchbooks well to collect and show visual ideas. Together with portfolios they provide a good record of the range of work undertaken.
84. Pupils enjoy art and design and work hard. They are interested and are often stimulated by the teacher's enthusiasm. Pupils with special educational needs are well supported and they make good progress. The quality of teaching in the lessons observed in Year 4 ranged from good to satisfactory. Generic strengths were teachers' knowledge and enthusiasm, good questioning to further and consolidate learning, the use of specific terms and the use of resources. For example, in a lesson about printing, pupils could not wait to transfer their researched designs using information and communication technology to card to make string prints. They observed how they could rotate and change the scale of their designs when using a computer image but noted this was not possible when using a wood block. They enjoyed printing repeat patterns from a stamp. They knew that the stamps were of Indian origin and that they were stylised. They also knew that William Morris had used such designs to influence Victorian textiles and wallpapers. As a result, pupils developed good skills, knowledge and understanding.
85. The planned topics for each year group ensure full coverage of the National Curriculum, including art from non-western cultures that has been integrated into the curriculum planning documents. There are formal assessments at the end of each unit of work. As yet there is no day-to-day system to check on pupils' knowledge and understanding, although there are good opportunities for pupils to evaluate their own and each other's work. The co-ordinator manages the subject well. He provides good leadership and support. He is very aware of the areas to be developed and has already raised the profile of art and design throughout the school. The good range of resources is constantly being added to. The accommodation is good. All classrooms have access to water and very good use is made of the central teaching areas. An arts and multicultural week promotes pupils' understanding of a wide range of countries and their cultures. Secondary school students visit to share clay workshops. Pupils have visited

local art galleries and visiting artists have worked with groups as part of their studies. An art club extends children's achievement by allowing them experience of higher-level activities.

DESIGN AND TECHNOLOGY

86. Standards in design and technology meet expectations at the end of Year 6, which maintains the position found by the previous inspection. Within the subject, pupils attain a high standard of finished items. Models are constructed with great care and decorated very well where appropriate. Pupils' evaluations of their work are satisfactory; some are very good but the quality is inconsistent. The design element of the subject is under-developed. Pupils usually design their project, but few pupils produce good designs that can be referred to for guidance or used successfully.
87. Only one lesson in design and technology was observed during the inspection but other evidence shows that pupils take part in a range of interesting activities. Pupils in Year 3 clearly enjoy their task to design, make and evaluate a mouse house. There is limited evidence of the design process but good use is made of information and communication technology to write evaluations. They make The Lighthouse Keeper's bag to accompany work in literacy, considering whether their bag is seagull proof. Many of the bags are well made and there is evidence of some very good joining materials by stitching. Pupils in Year 4, design make and evaluate adventure playground equipment. Some of the models are very effective. Pupils in Year 5 design cranes to move a cream egg and lift it over a barrier. They have some good ideas and work with great enthusiasm, but their designs are not clear, even posing problems for themselves at times. Year 6 pupils make very good fairground models. They are finished and presented very well and with obvious pride in the work. The designs are satisfactory but do not make the moving mechanisms clear. Pupils work well together to design, make and evaluate bridges. Good links are made with literacy, mathematics and information and communication technology when pupils price their bridges and present estimates and responses to fictional companies. Year 4 pupils are experimenting with books to record their work in design and technology. These provide a very good compact record of the pupils' work and demonstrate satisfactory progress in designing and good progress in evaluating the finished product.
88. Boys and girls work hard and make satisfactory progress. Pupils with special educational needs are given good support in lessons and make good progress. They enjoy their work and demonstrate interest and enthusiasm for it. The pride taken in their finished product is clear. They demonstrate a determination to make effective and well-presented models. Insufficient teaching was observed to make a reliable overall judgement, but that seen was very good. Teachers' knowledge and enthusiasm are shared very well; pupils work thoughtfully and with great concentration. As a result, they develop skills, knowledge and understanding satisfactorily and sometimes well as they progress through the school.
89. The co-ordinator manages the subject well. He provides good leadership and support for pupils and staff. He has a very clear understanding of the strengths and areas to be developed in the subject and has good ideas and plans to improve it. His enthusiasm is instrumental in the pupils' very keen participation in public competitions. There is a good range of resources, which are used effectively and well. The design and technology room is well equipped with tools but is too small and far from classes to be used either for class activities or for unsupervised group activities. The food technology room is well equipped and a good base for cooking.

GEOGRAPHY

90. By the end of Year 6, standards are in line with those expected nationally. Standards have been maintained since the last inspection. Pupils recognise physical processes relating to rivers and appreciate how these can change the character of places. They have a sound understanding of how rivers change over their course. They use technical language such as source, valley, mouth, transportation, estuary, delta and tributary when describing their work about the River Rhone. Higher-attaining pupils explain the effects of erosion. Pupils of all abilities make good progress through Years 3 to 6 in developing their geographical skills.
91. No geography lessons took place in Years 4, 5 and 6 during the inspection because the subject is taught as separate blocked units covering half a term. Other evidence was gained from the scrutiny of pupils' books and work displayed in classrooms and around the school. Discussions were held with pupils in Years 4, 5 and 6. There is insufficient evidence to make a judgement about the quality of teaching across the school. Two lessons seen in Year 3 contained good and very good teaching. Teachers have good subject knowledge and make effective use of well-chosen resources. Lessons are well planned. There is good support for less able pupils to enable them to complete their work successfully and there are challenging opportunities for those capable of higher attainment. Pupils are given opportunities to investigate and explore their surroundings and this is reinforced by the use of maps to stimulate and motivate the pupils to act like geographers. Work is made exciting, interesting and relevant to pupils' lives by focusing on the environment of the school and the local area in which the pupils live.
92. Pupils' attitudes to geography are very good. They enjoy their work and apply themselves enthusiastically to tasks. They co-operate well when working in pairs. Pupils take pride in the presentation of their work.
93. Good links are made between geography and other subjects of the curriculum. For example, pupils in Year 3 use computers to develop their mapping skills. Year 4 pupils develop their literacy skills by giving reasons for and against a bypass at Lyndhurst, showing an appropriate understanding of the environmental issues such as the impact of noise and pollution. Year 5 pupils use information and communication technology and mathematical skills to produce graphs when comparing rainfall and temperature in England with St Lucia.
94. A curriculum overview that contains topics to be studied for each year group ensures full coverage of the National Curriculum and helps to ensure a consistency of work between classes. There are formal assessments in place for units studied. Results of these assessments are used when completing pupils' annual reports to inform parents of their child's achievements. There is a need to develop a formalised system of day-to-day assessment and marking to determine the steps that pupils need to take to improve their learning.
95. The curriculum is enriched by educational visits, for example, a walk around Calmore for Year 3, visits to the New Forest and Beaulieu for Years 4 and 5, and residential visits to Ferny Croft for Year 5 and the Grand Union Canal for Year 6. In discussions, pupils talked enthusiastically about these visits and what they have learnt.
96. The co-ordinator is new to the role but is already having a positive impact on the development of the subject. She has a clear awareness of what needs to be done to develop the provision within the school. She has rewritten the policy. She has

monitored standards and curriculum coverage in her own year group and plans to extend this monitoring across the school.

97. Resources are good and fully support the curriculum. The quality of displays is very good with stimulating questions to arouse pupils' interest and maps, globes and aerial photographs at a level for pupils to look at, discuss and use.

HISTORY

98. By the end of Year 6, standards are in line with national expectations, as they were at the time of the last inspection. In Year 6, pupils have sound factual knowledge of the Roman conquest and occupation of Britain. They satisfactorily use dates and vocabulary related to the passing of time. They understand the reasons for Boudicca's revolt and its consequences. They know about the characteristic features of the Aztec period and society. They compare Aztec society to our own society today. They ask and answer questions, and select and record information relevant to the historical period they are studying. For example, pupils researching human sacrifice were fascinated and incredulous at the beliefs of Aztec time and could compare these to our society. In discussions with pupils in Years 3 and 5, who were not studying history this term, they were enthusiastic when talking about the work in their books. Year 3 pupils could talk about differences between life in Ancient Greece and today. They could compare homes then to now and remember myths and legends. They could also find Greece on a globe. Year 5 pupils had completed attractively presented topic books on the Tudors. They knew and understood the distinctive features of rich and poor people in Tudor times and could compare them. They knew factual details about the life of Henry VIII and his wives.
99. Across the school, pupils of all abilities make good progress in the key elements of the history curriculum. They are developing a sense of chronology, undertaking historical enquiry and developing historical knowledge and understanding.
100. Lessons were observed in Years 4 and 6. The quality of teaching is good. In the best lessons teachers have very good subject knowledge. Through good use of well-prepared resources they stimulate children's interest and curiosity. For example, in a Year 4 lesson about Victorian life, pairs of pupils used well-selected pictures to ask questions and draw conclusions about life in those times. At the end of the lesson, the teacher projected enlarged images of the pictures for pupils to report back to the whole class. In the most effective lessons, pupils are given opportunities to develop their skills of historical enquiry through challenging tasks and discussions. In a very good lesson in Year 6, after researching information to find the main points about their chosen aspect of Aztec life, pupils reported back to others and answered questions. This challenged the depth of their own knowledge through explaining it to others. In the best lessons, time is used well and the lesson is moved forward at a brisk pace. When pupils are working teachers circulate effectively to support and use well-chosen questions to clarify and extend learning.
101. Pupils' attitudes are always at least satisfactory and at times very good and excellent. They are interested in history and are eager to learn. For example, Year 4 pupils are eager to point out the displays of their sketches of Victorian artefacts and talk about the items. Pupils' interest in the subject, throughout the school, is enriched by visits and special events such as a Roman Day. There are links with a number of other subjects. For example, information and communication technology is used for Internet research about topics. Literacy skills are used well to find information from reference books and

record work. Art is studied in relation to Greek pottery. Pupils take part in a Tudor music day wearing Tudor costumes.

102. The planned topics for each year group ensure full coverage of the National Curriculum. There is a need to develop a formalised system of day-to-day assessment and marking to determine the steps that pupils can take to improve their learning. There are formal assessments at the end of each unit of work.
103. The quality of leadership and management of the subject is sound. The subject is well organised with a clear policy. The co-ordinator supports colleagues by giving advice on planning. She ensures that a high level of very good quality resources is available to support topics, including a range of library books that contains both fact and fiction. Displays of work around the school are of a very good quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards in information and communication technology meet national expectations at the end of Year 6. This is a different judgement to the last inspection when standards were judged to be above expectations. However, in recent years the school has made considerable improvements in its facilities, resources and staff training to keep up with rapid developments in computer technology. Provision is good and wide ranging. Pupils in the current Years 3 and 4 are reaping the full benefits of the improvements whilst pupils in Years 5 and 6 have only had two years to enjoy them. As a result, many pupils in the younger classes have gained skills, knowledge and understanding to match many older pupils.
105. The school has a very good level of resources and these are used well to support the development of skills and learning in the subject and throughout the curriculum. Pupils use data handling to draw graphs in geography and word processing in English to write poetry. Pupils research information on the Internet competently in history and art and design. They experiment with the use of different fonts and colours to produce slides for a presentation. Pupils become adept at importing pictures to prepared text to make information leaflets and brochures for science, design and technology and geography. Very good use is made of maps and imported photographs of the locality in geography. Younger pupils use a programmable toy to control movement and direction. Older pupils use logo to control movements on screen and by using a control box to programme movements of a fairground ride. Boys and girls work sensibly together and are very well aware of the value of information and communication technology to support their work. The computer suite enables teachers to teach whole class lessons effectively. Additional computers in other areas of the school provide machines for small group or individual work. Pupils access the machines freely and use them as a matter of course during the school day.
106. Teaching is at least satisfactory or better. Of the four lessons seen, the teaching was satisfactory in two, good and very good in the other two. Teachers have a sound and sometimes good, knowledge and understanding of the subject. They provide good opportunities for pupils to use the computers, although there was insufficient evidence of them being used to support pupils with special educational needs. A digital camera is used well by staff and pupils to support and record work. Two interactive whiteboards have recently been installed and are used effectively by the teachers who have most access to them. However, they are very new and all of their possibilities have not yet been fully exploited. The computer suite is timetabled to ensure that all classes have access to it. Although ventilated there is no air conditioning. When the windows are not opened it can make it an uncomfortable teaching and learning environment.

107. The co-ordinator manages the subject well. He has helped other curriculum co-ordinators to develop the use of information and communication technology in their subject areas by ensuring that a wide range of hardware is available, set up efficiently and fully used. He has reorganised and developed the suite to best effect, and has undertaken the training of teachers and learning support staff. This has all impacted positively on standards. He is well aware of the strengths and areas for development in the subject and has good ideas to maintain momentum and keep abreast of new developments in technology.

MUSIC

108. Standards in music lessons meet national expectations by the end of Year 6. The curriculum is significantly enhanced by excellent additional provision. Because of this, many pupils are able to experience a wide range of music opportunities and thereby build on their music-making skills; for example, one in four pupils play a musical instrument. The school has several extra-curricular music clubs, several recorder groups, a singing group and a school orchestra. As a result, many pupils in the school reach standards that are above expected levels. In lessons observed, Year 3 pupils created a piece of music incorporating a melody and confidently used a wide variety of percussion instruments. They knew the terms and meanings of ostinato and drone. They recognised and clapped to the pentatonic scale. When they performed, they improved and modified their work. Year 4 pupils compared and sang short familiar action songs such as 'Have you ever, ever in your long legged life'. They made links with their topic on the Victorians and watched an extract of the street sellers calls from the film 'Oliver' and then selected and adapted their own musical phrases. Year 5 pupils developed their listening and rhythmic skills. They recognised an extract from the Capriol suite and identified the strings being plucked. They discussed and compared the loud and soft notes and used this information well to develop an appropriate piece linked to their topic, 'The Iron Man'. No lessons in Year 6 were observed due to timetabling arrangements. Evidence shows, however, that they will be involved in a twelve-part rhythm and blues-scats-rock'n'roll transitional unit towards the end of the school year.
109. Pupil's attitudes are very good. They thoroughly enjoy all aspects of music. This is evident from the large numbers who participate in the extra-curricular activities. Pupils care for and share instruments with one another responsibly, and many have their own. Instrumental lessons were also observed in percussion and woodwind and although many pupils are at early stages of learning they made good progress and the quality of teaching was good. Whilst rehearsing, the school orchestra followed directions well and performed 'My heart will go on', 'The Banyan Tree' and 'The Flintstones' with increasing precision. In assemblies, opportunities for ensemble work are well received by the school. Many pupils sight read and demonstrate a good understanding of graphic score and standard notation.
110. Teaching overall is satisfactory with some excellent teaching observed. Teachers are confident and lessons are well planned with a good range of activities to interest pupils and help them to acquire new skills and consolidate their knowledge. Generic strengths are: the good use of questioning to ensure understanding, the good use of resources including instruments, the good organisation and opportunities for listening. Teaching by the specialist music teacher is excellent, her enthusiasm for music is readily shared by pupils. For example, she has successfully focused on improving the quality of singing and has extended the opportunities to play and perform to wider audiences.

School singing practices are enjoyable and learning is made fun. Overall, the subject makes very good contributions to pupils' personal development.

111. The subject is led and managed most effectively. The co-ordinator, a part-time teacher, provides very good leadership and support. She has a secure overview of planning and of the quality of standards, teaching and learning. The co-ordinator ensures that all aspects of the curriculum are covered. She has undertaken a huge amount of monitoring and supports teachers by demonstrating good practices. There are formal assessments at the end of each unit of work. As yet, there is no day-to-day system to check on pupils' knowledge and understanding, but there are good opportunities for pupils to evaluate their own and each other's work. She is very aware of the areas to be developed and has raised the profile of music. There is a very good range of resources, including non-western instruments. Although there is a dedicated music/drama studio, only the door is soundproofed; this can be difficult for group work and disturbing for nearby classes. An additional room is used for instrumental work. An arts and multicultural week promotes pupils' understanding of a wide range of countries and their cultures. Music lessons make a very good contribution to their cultural development, with a wide range of music from jazz to percussion inspired by African music. Secondary school students visit to share music and pupils from Calmore perform to the local infant school.

PHYSICAL EDUCATION

112. Standards in physical education at the end of Year 6 are at least in line with national expectations in lessons seen. In recognition of the school's very good provision and success it has received the Charter Mark Activemark Gold award. The school successfully offers a wide range of sporting and physical fitness activities. Pupils' knowledge and understanding of fitness and health are good across the school. Standards in games are satisfactory. Records show that almost all pupils achieve at least the minimum requirements in swimming by the end of Year 5. The school is very keen to develop all pupils' physical fitness and skills, clearly through the wealth of sporting activities available, both in lesson time and beyond, and the through the dedication, involvement and enthusiasm of the staff. High expectations, together with commitment to improvement and success, characterise this area of the school's work. The achievements of some higher-attaining pupils are outstanding, as in the gymnastics club. Pupils with special educational needs participate in activities, with only occasional modifications, with the same keenness and enthusiasm as other pupils. Physical education makes a strong contribution to pupils' personal development. Standards are broadly similar to those found at the time of the last inspection.
113. Pupils at age 11 have a good awareness of the effects of exercise on their bodies, for example why increased blood flow to the muscles is important. They have a good level of 'attack' in the wide variety of circuit-training activities, for example squats, press-ups, skipping and dorsal lifts. They know why their hearts beat faster after exercise, and aim each session to improve past performance. In basketball, they improve their dribbling and shooting skills through practice in a variety of ways and play a small-sided game with reasonable speed and control. They encourage and support each other in a good-natured way. They reflect on their performance and think about how to improve it next time.
114. Pupils in all year groups are equally keen and enthusiastic about their physical education lessons. They work very hard, and with some endurance, especially during circuit sessions, as they strive to improve their performance. They enjoy being active and energetic. They work well in teams as they urge each other on with unfailing good

temper. Pupils in Year 4 enjoy learning maypole dancing and make good attempts to master dribbling and passing skills in hockey. They look like real hockey players. In Year 3, pupils approach circuits with a rare eagerness and rigour. They perform each exercise with surprising skill and each has a very clear view of personal improvement. Pupils' very good attitudes and behaviour are strengths of the subject.

115. The quality of teaching and learning in physical education is good. On occasion it is outstanding, as in Year 3, when the teacher's expertise and high expectations for achievement and individual success ensure that pupils are inspired to give of their best and perform each exercise as correctly as possible. Physical education sessions are well organised and move at a brisk pace. Teachers have good subject knowledge. Planning is secure. They make good use of direct teaching methods, for example maypole dancing patterns in Year 4. They demonstrate new skills effectively such as dribbling and shooting in basketball. They provide good opportunities for pupils to practise skills, as in hockey in Year 4, and encourage them to evaluate their performance and improve as in gymnastics in Year 5. They demonstrate very good class control and manage pupils in a consistently positive and kindly way. Relationships are very good and pupils and teachers alike enjoy working together.
116. Provision for physical education is very good. An ambitious programme ensures that pupils experience four or five different sporting activities each term. The school's strong commitment to improving physical fitness makes significant contributions to pupils' health and well being. Pupils make good use of counting skills, for example in maypole dancing and when recording pulse rates. They use literacy skills appropriately, as when writing football and other match reports. Information and communication technology is used suitably, for example the digital camera, to record particular achievements. The curriculum is enriched and enhanced especially well by the provision of a very wide range of sporting activities, open to all pupils as well as those with particular aptitudes. Pupils from across the school attend these clubs with great enthusiasm. Teams, for example football and gymnastics, proudly and successfully represent the school at local, regional and national levels.
117. Very strong leadership and well-organised management characterise this subject. The co-ordinator uses his expertise to very good effect, for example to provide secure planning for all aspects and to support teachers by working alongside in class. Monitoring of pupils' learning is underway, for example through talking to pupils about their attitudes to physical sessions. Suitable assessment systems are in place to record pupils' achievements. Useful self-evaluation cards enable pupils to record their improvement in circuits lessons. Resources to support the subject are very good. The extensive well-kept grounds are used very well. Several sporting activities can be run simultaneously, for example the two football pitches allow ample space for both girls' and boys' clubs at lunchtime.

RELIGIOUS EDUCATION

118. Standards by the end of Year 6 meet the expectations of the locally agreed syllabus. This varies from the last inspection, when standards were judged to be good. Differences may be accounted for by differences between year groups. Standards in Years 3 and 4 exceed expectations, standards in Years 5 and 6 are at expected levels. Pupils in Year 6 understand the meaning and significance of the first Easter to Christians. They remember details of events leading up to Good Friday and understand how Jesus might have felt as the days went by. They talk about emotions surrounding other key people, for example the disciples and the Pharisees. Several pupils offer thoughtful reflections about Jesus' betrayal, death, and resurrection. They make

connections with previous learning about the Sabbath in Judaism. They listen carefully to well-chosen pieces of choral music portraying Good Friday and Easter Sunday. With support, they talk about emotions and feelings of spirituality evoked by the music, for example 'a prayerful sound' (Good Friday extract). Pupils of all abilities make valuable contributions.

119. The quality of teaching and learning in religious education is consistently good. Sometimes it is very good. One lesson was outstanding when pupils in Year 3 were enthralled by the powerful enactment of the lighting of the Paschal Candle. They processed round the darkened classroom with individual candles with due reverence and solemnity as if in church. The best teaching stimulates pupils to think carefully about their learning and make connections, for example about the significance of everyday Easter and spring-time symbols, such as eggs, to different faiths, to Christianity and Judaism and also to ancient pagan peoples. Teachers' subject knowledge is good. They create an open and trusting atmosphere where pupils can express developing thoughts and ideas. They pose difficult questions and encourage pupils to ask questions also. They encourage pupils to think about the relevance of learning in religious education to themselves, to write about Calmore's Good Samaritan for example. They value pupils' contributions, which they sometimes rephrase sensitively, to aid understanding. Religious education lessons provide a useful forum for pupils to talk. Pupils are interested in these lessons and listen attentively. They become involved and join in the discussions. They themselves confirm that the subject provides a good opportunity to listen to one another and to talk.
120. Teachers enhance the curriculum appropriately, for example by welcoming a Muslim visitor to talk about aspects of Islam and by visiting the nearby church. Local clergy also visit the school and make valuable contributions to the daily acts of collective worship. Sometimes they use Bible stories that link effectively with teaching in religious education. Visits enhance the curriculum, such as in Year 3 to St Anne's Church and in Year 6 to Winchester Cathedral. An arts and multicultural week promotes pupils' understanding of a wide range of countries and their cultures and beliefs. The subject makes good contributions to pupils' personal development through the range of issues addressed.
121. The subject is well led and effectively managed. Through her recent comprehensive planning review, the co-ordinator ensures that all aspects of the curriculum and the new Hampshire syllabus are appropriately covered. Work samples confirm that aspects of Judaism and Islam are taught, in some depth. Aspects that are re-visited, such as the Christmas and Easter stories, are approached and learning is consolidated from different angles to promote a deeper understanding. Systematic assessment procedures are in place and they are developing well. Monitoring of pupils' attitudes by inspectors revealed positive reactions to the subject. Resources such as choral music are used to good effect. Well-chosen extracts from literature prompt thinking and reflection; for example, following a well-read extract from 'The Lion, The Witch and The Wardrobe' by C S Lewis the teaching drew suitable parallels between the deaths of Jesus and Aslan. County resources are used effectively to borrow artefacts to supplement the school's collection.