

INSPECTION REPORT

WESTBOURNE PRIMARY SCHOOL

Emsworth

LEA area: West Sussex

Unique reference number: 125858

Headteacher: Mr Neil O'Boyle

Reporting inspector: Mrs Carole Skinner
23160

Dates of inspection: 20th-23rd January

Inspection number: 248716

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Westbourne Primary School
Name of chair of governors:	Mrs M Velton
Date of previous inspection:	November 1997

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INFORMATION ABOUT THE INSPECTION TEAM

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9588	Tony West	Lay inspector	Educational inclusion including racial equality.	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23434	Marie Gibbon	Team inspector	English, art, history, music, English as an additional language.	How good are the curricular and other opportunities offered to pupils?
14596	Tony Fiddian-Green	Team inspector	Mathematics, geography, physical education, religious education, special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbourne Primary School caters for 187 pupils between the ages of four and 11. Although there are similar numbers of girls and boys overall, there are significant imbalances in Years 3 and 5. It is smaller than most primary schools. At the time of the inspection, eight children were attending part-time and 18 full-time in the Reception class. Approximately two per cent of the pupils come from minority ethnic groups, which is broadly average. Four pupils speak English as an additional language, all of whom receive some additional support. Twenty-seven pupils (14 per cent) are on the school's register of special educational needs, two of whom have statements. This is similar to the national average. Most of these pupils have minor to moderate learning difficulties. Eighteen pupils (ten per cent) are eligible for free school meals, which is broadly average. The turnover of pupils is similar to that seen in most schools: in the previous year, 15 pupils joined the school and eight left it at times other than those of the usual admission or transfer. Attainment on entry to the school is below average, particularly in communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a good school with a number of very good features. The very good leadership and management provide clear direction for the school's continuing development. Pupils in Year 6 achieve higher than average standards in most subjects, but those in English remain at average levels. The quality of teaching is good throughout the school and helps pupils to achieve well. The school gives good value for money.

What the school does well

- Pupils in Year 6 achieve good standards in most subjects.
- The leadership and management of the school are very effective in determining priorities for improvement and implementing strategies to raise standards.
- Overall, the quality of teaching and learning is good; it is very good for children in the Reception class.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development which is reflected in the pupils' very positive attitudes and behaviour and in the excellent relationships that exist throughout the school.
- The school works well in partnership with parents, who are very supportive and appreciative of what the school provides.
- There are very good arrangements to ensure that pupils of different gender, ability, ethnic background and level of fluency in English are included equally in all aspects of school life.

What could be improved

- Standards in English, which are not as high as most other subjects in Year 6.
- Attendance, which was well below the national average in 2001/02.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since it was last inspected in November 1997. Standards in Year 6 have risen in all subjects except English, art, music and history. Good improvement in the leadership and management of the school has been a key factor in improving the quality of teaching and learning and raising standards. The introduction of target setting for individual pupils and systems for tracking their progress have also helped to raise standards. The analysis of test data and rigorous monitoring of the quality of teaching and learning have been important factors in the school's improvement. The re-organisation of the school into seven classes, combined with improved curricular planning, has ensured that pupils acquire skills, knowledge and understanding in appropriate progression from year to year. The provision for information and communication technology now meets statutory requirements and pupils achieve well, despite having a lower than average number of computers in the school. A major building and refurbishment programme has helped to create a very attractive and well-organised environment which stimulates and promotes effective learning. The school has a very good capacity for further improvement.

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	C	C	D	D
mathematics	D	A	C	B
science	E	A	C	C

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

Standards in mathematics and science were higher than those in English in 2002 because more pupils reached Level 5 (above average). However, the school had already identified aspects of reading and writing in which pupils were not doing as well as they should be. It has introduced a number of measures to raise standards in those aspects, which are already beginning to have a positive effect. The trend in the school's performance in national tests has been lower than that seen nationally over the past five years. However, the small numbers of pupils involved (12 pupils took the tests in 2002) makes statistical comparisons unreliable. The school has set very challenging targets for 77 per cent of the pupils in Year 6 to reach Level 4 in English, and 82 per cent in mathematics in the national tests in 2003, and is on course to achieve these. Inspection findings indicate that standards in the current Year 6 are average in English, and above average in mathematics and science. Standards are lower in English because fewer pupils are on course to reach Level 5 than in mathematics and science. Pupils also achieve above average standards in all other subjects except history and music, where they are average. There are no significant differences in attainment between boys and girls. Overall, pupils make good progress and achieve well.

In Year 2, standards are above average in mathematics, science and art. Attainment in reading is average, but that in writing is below average. Standards are average in all other subjects. Achievement is good in Years 1 and 2. Children in the Foundation Stage reach at least average standards in all areas of learning, except writing, by the end of the Reception year. They make good progress overall, and achieve very well in personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very well-motivated and enthusiastic about learning. They show great interest in lessons and are eager to make a contribution to discussions.
Behaviour, in and out of classrooms	Very good. Pupils show respect and concern for others and behave very well in lessons, at playtime and around the school.
Personal development and relationships	Very good. Pupils enjoy taking responsibility for jobs around the school, and show high levels of initiative and maturity. Relationships between pupils and with adults are excellent and contribute greatly to the positive ethos of the school.
Attendance	Unsatisfactory. Although many of the absences recorded are attributable to a few pupils who were absent on extended overseas visits, there are still many other pupils who take holidays in term time.

TEACHING AND LEARNING

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

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

Some good teaching was seen in every class, and there was no unsatisfactory teaching. In the Reception class, the teacher and assistant provide pupils with a rich and varied range of experiences and place a very good emphasis on personal, social and emotional development. This provides children with a very good start to their education. There is a high proportion of very good teaching in Years 5 and 6. The strongest features of the teaching throughout the school are the excellent relationships between teachers and pupils and teachers' very good skills in managing pupils, which help to create a very positive atmosphere in lessons. Work is mostly planned well to match the capabilities of lower, average and higher achieving pupils in each class and there is effective provision for pupils with special educational needs. The quality of teaching in English, including literacy, is satisfactory, but there are insufficient opportunities for pupils to sustain writing at length and, occasionally, more able pupils are not expected to work at a high enough level. In mathematics, the quality of teaching is good and numeracy skills are taught well across the curriculum. All teachers have high expectations of the pupils, and this helps pupils to acquire knowledge, skills and understanding at a good pace. Pupils are well motivated and show good levels of interest, concentration and independence, because teachers use a varied range of teaching methods, and achieve a good balance between imparting knowledge and enabling pupils to learn through enquiry and work things out for themselves. Teaching assistants work very well in partnership with teachers and provide valuable support for pupils in lessons. A relatively weaker aspect of the teaching is the marking of pupils' work which is inconsistent in quality between classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, varied and interesting and curricular planning is good. There are effective strategies for teaching numeracy and all other subjects are planned effectively. Provision for literacy is sound and there is evidence that it is improving. The Foundation Stage curriculum is very good and very well matched to children's needs and aptitudes. Provision for extracurricular activities is very good. There are very good procedures to ensure the curriculum is socially inclusive.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in literacy and numeracy in lessons, where teachers and assistants work with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. The needs of the pupils with statements of special educational need are well met and annual reviews identify appropriate priorities for further improvement.
Provision for pupils with English as an additional language	Good. Teachers provide appropriate materials for the few pupils who are at the early stages of learning English to help them understand the work in each subject. The friendly family ethos of the school ensures that all pupils who speak English as an additional language are fully involved and included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. Spiritual development is promoted well through religious education and assemblies. Moral development is fostered very well through stories, discussions of issues and the consistent implementation of agreed rules and

development	expectations. There are very good opportunities for pupils to work as a team and to take on responsibilities. Pupils learn to appreciate cultural diversity through geography, music, art and religious education.
How well the school cares for its pupils	Very good. There are very good arrangements for ensuring pupils' welfare and for monitoring and improving their behaviour and attendance. Good procedures for assessing pupils' attainment and progress ensure that teachers base their planning on a thorough knowledge of pupils' needs and capabilities. Teachers set targets for individual pupils to achieve and track their progress carefully from term to term.

The school works well in partnership with parents and they, in turn provide good support for the school. These factors have a positive influence on the quality of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy head provide excellent leadership and very clear direction for the school. This has helped to create a very strong team spirit and shared commitment amongst all staff and governors. The aims of the school are reflected strongly in its very positive ethos. The school development plan provides a very useful tool for bringing about improvement in both the short and long term.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory duties well and play an effective role in shaping the future direction of the school. They have a good understanding of the school's strengths and weaknesses and work closely with the headteacher and staff to address identified areas for improvement.
The school's evaluation of its performance	Very good. There is a very strong commitment to self-evaluation amongst all staff and governors. Rigorous procedures for monitoring the quality of teaching and learning and the detailed analysis of performance data contribute significantly to raising standards. The school's procedures for appraisal and performance management are exemplary and form an integral part of school development planning.
The strategic use of resources	Very good. Resources are used very well to support and enhance learning. Financial management and administration are very good. The headteacher, administrative officer and finance committee monitor expenditure rigorously and undertake regular reviews to ensure that the school is achieving best value for money. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum.

Staffing levels are good and teachers and assistants work very well together as a team. The accommodation is good and enhances learning. The school is well resourced as a result of careful, well-targeted budgeting.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well managed and led. Their children enjoy school. They feel comfortable approaching the school with questions or problems. The teaching is good. The school has high expectations of their children. The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> A few parents do not feel that the school keeps them well informed about their children's progress. A small number of parents are dissatisfied with the range of activities that are provided for pupils outside lessons.

The inspection team fully agrees with the positive views expressed by the majority of parents. In addition, inspection findings show that the school provides a very good range of extracurricular activities. Inspectors agree that the information given to parents in their children's annual reports, although satisfactory, lacks sufficient detail. Although the reports list pupils' achievements, they do not always show how well pupils have achieved or how they can improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is below average for their age, and many have limited skills in communication, language and literacy when they start school. The quality of teaching and learning is very good in the Foundation Stage, and this helps the children to make good or very good progress in all areas of learning. They are on course to achieve average levels of attainment by the end of the Foundation Stage in most aspects of their development. This is similar to the findings of the school's previous inspection. However, by the end of the Reception year, standards in writing remain below average. Children make particularly good progress in their personal, social and emotional development because this area of learning is seen as the most important to give them a good start to their education. Children participate well in all activities and form excellent relationships with adults and other children. They enjoy listening to stories, rhymes and songs, and listen attentively to the teacher and assistant when they are talking. Children develop a sound understanding of number and shape and enjoy taking part in role-play and other creative activities.
2. In the national tests for Year 2 pupils in 2002, the pupils' results were above average in reading and mathematics, and well above average in writing when compared to all schools and to similar schools. This represents a substantial improvement in standards compared with the 2001 results, especially in writing. However, over the past five years, results have fluctuated significantly from one year to the next as there have been wide variations in the composition of different year groups. Relatively small numbers of pupils also tend to exaggerate differences in results. The findings of this inspection show that standards are average in English; they are average in speaking and listening and reading, but below average in writing. Standards are lower than in 2002 because there are fewer higher attaining pupils in the year group and more pupils with learning difficulties. The school continues to focus on raising standards in reading and writing, and evidence from the lessons seen and the pupils' work shows that the strategies being used are beginning to have an impact. The Robophonics programme, for example, is helping pupils to improve their knowledge of sounds and letters from Reception onwards. Standards in mathematics are above average because the National Numeracy Strategy is being implemented well and all pupils are working at the expected level for their age. Compared to the findings of the previous inspection, standards are similar in English and higher in mathematics. The school has set its own challenging targets for pupils to achieve in 2003.
3. In science in Year 2, teachers' assessments in 2002 showed that standards were well below average at Level 2 and average at Level 3. The school identified over-cautious assessment as the reason for this and has addressed this through training. The inspection findings show that standards in the current Year 2 are above average. There is a strong emphasis on teaching experimental and investigative science and a good balance between investigations, acquiring knowledge and recording findings. This has contributed well to the rise in standards. In Year 2, standards are also above average in art because there is good teaching of skills and opportunities for pupils to practise and refine these. In all other subjects, standards are similar to those seen in most schools. Compared with the findings of the last inspection, standards are higher in mathematics and science; in history and information and communication technology, standards were judged to be above average in the previous inspection, whereas they are now in line with national expectations. Standards in other subjects are

similar to those seen in 1997. Overall pupils achieve well in Years 1 and 2 because good teaching builds well on the good foundations laid in the Reception class.

4. In the national tests for Year 6 pupils in 2002, the pupils' results were below the national average in English and below the average for similar schools. In mathematics, they were in line with the national average and above average compared to similar schools, while in science they were in line with both the national average and that for similar schools. This represents a fall in standards compared with the 2001 results. However, there were only 12 pupils in the year group in 2002, which makes reliable year-on-year comparisons difficult. Over the past five years, results have fluctuated significantly from one year to the next. The school's analysis of the national test results has found that the composition of each year group has been a significant factor in these differences. The findings of this inspection show that standards are average in all aspects of English. This is an improvement on the previous year's results, but standards are still lower than in mathematics and science, where they are above average. Raising standards in reading and writing continues to be a priority for the school, but although some strategies are beginning to have an impact, there is still insufficient time for pupils to practise and develop writing skills. Compared to the findings of the previous inspection, standards are similar in English and higher in mathematics and science. The school has set very challenging targets for pupils to achieve in the national tests in 2003.

5. In Year 6, standards are also above average in information and communication technology, religious education, art, geography, design and technology and physical education. In history and music, they are similar to those seen in most schools. In those subjects where standards are above average, good and very good teaching combined with high expectations of the pupils ensure that they are given suitably demanding work. In history, pupils' research skills and the depth of their analysis are not developed to a higher than average level. In music, teachers are competent in teaching the skills expected of pupils of this age, but expectations do not extend beyond this. Compared with the findings of the last inspection, standards are higher in all subjects except history, where they are lower, and English, art and music, where they are the same. Pupils achieve well in Years 3 to 6.

6. Throughout the school, there are no significant differences in attainment between boys and girls because teachers are alert to the need to ensure that all pupils are motivated by and interested in all aspects of the curriculum and take this into account when planning lessons. Higher attaining pupils achieve well because they find the work stimulating and interesting and are well motivated. Lower attaining pupils are given work that addresses the weaker aspects of their learning and seeks to build on and reinforce their knowledge and understanding. Pupils with special educational needs make good progress and reach good standards for their previous attainment. These pupils do well and many attain, or come close to, national standards by the time they take the national assessment tests in Year 2 and Year 6. Pupils have clear targets to help them improve, and these are reviewed regularly. The school has developed effective systems for tracking pupils' progress in English and mathematics.

7. The few pupils in the school who speak English as an additional language develop their confidence well in the supportive atmosphere of the school. Those who are on the early stages of language learning are supported well by a teacher from the Support Team for Ethnic Minority Pupils. She liaises effectively with the school to enable these pupils to make good progress.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school and to learning are very good. This is an improvement since the last inspection. Pupils are enthusiastic about school and show interest in all that they do. Parents' views confirm that pupils enjoy school and are happy to be there. Pupils are friendly and welcoming. In lessons, assemblies and extra-curricular activities, interest and enjoyment are apparent. Most pupils settle to work quickly, engage eagerly in lessons and work purposefully to complete tasks, often with little direct supervision. In mathematics lessons in Years 4 and 6 pupils were given and grasped

opportunities to embark on independent learning. Extra-curricular activities such as hockey and lunchtime clubs are supported well by both boys and girls.

9. Behaviour is very good overall, in lessons, around the school and at playtimes, which is also an improvement since the previous inspection. The very good monitoring system contributes positively to this, as does the regular lunchtime supervision by the headteacher and other staff. In lessons seen during the inspection, the pupils behaved very well. Playtimes are lively and good-natured, although they are limited by the temporary lack of playground space. Most pupils know and respect the bounds of unacceptable behaviour. They understand and accept the system of rewards and sanctions to which they have contributed, and in the vast majority of cases respond to them positively. They are well mannered and greet staff, each other and visitors politely, often holding doors open for them. There have been no exclusions during the past year. Bullying is rare and is speedily and sensitively dealt with when it occurs. Children in the Reception class make very good progress in their personal and social development and their behaviour is excellent.

10. Relationships throughout the school are excellent. Members of staff treat the pupils with courtesy and respect, which sets a very good example for them to follow. The pupils show concern for others, they value others' views and are tolerant of views different from their own. Pupils' personal development is very good. This reflects the very good provision for their spiritual, moral, social and cultural development. They are mature, accept responsibility readily and demonstrate independence in their own learning. They discuss and show a good understanding of moral issues and reflect sensitively on ideas that are presented in assemblies and religious education lessons. Pupils are generous in supporting charitable causes. Examples include fund-raising functions for Remembrance Day Poppy appeals and 'Jeans for Genes' day. There is a high degree of racial harmony and pupils with special educational needs are integrated very well into the school's life.

11. Attendance at the school is unsatisfactory. Over the reporting period 2001 to 2002, attendance, at 93.2 per cent, was well below the national average of 94.3 per cent. However, over the same period, unauthorised absence of 0.1 per cent was better than the national average of 0.5 per cent. Education off-site, illness, medical treatment and additional family holidays are the most frequently recorded reasons for pupils' absences. Significant efforts have been made by the school to address this situation and this has resulted in improved attendance records in the first term of this year. Registration is undertaken efficiently and there are few instances of lateness. As a result, lessons get off to a prompt and effective start.

HOW WELL ARE PUPILS TAUGHT?

12. The previous inspection found that the quality of teaching and learning was good overall. Good teaching was seen in approximately seven lessons out of ten and very good teaching in just over one lesson in ten. There was a small percentage of unsatisfactory teaching in Years 1 and 2. The findings of this inspection are that the quality of teaching and learning remains good throughout the school. However, the proportion of good and very good teaching is higher than at the time of the last inspection and there was no unsatisfactory teaching. Of the 51 lessons observed during the inspection, four were excellent, 16 were very good, 22 were good and nine were satisfactory. Overall, there has been a good improvement in the quality of teaching since the previous inspection. The main weakness identified in 1997 was that work was not matched well to pupils' differing needs. There were also weaknesses in planning and in the management of pupils' behaviour. These weaknesses have been addressed very well and are now some of the strongest features of the teaching throughout the school. There are very good relationships between pupils and adults, and firm but gentle management of pupils in lessons ensures that they concentrate well and gain the most benefit from each lesson. The re-organisation of the school into seven single age group classes has also contributed to the improvements

in teaching, and all teachers plan lessons well to meet the needs of pupils at different levels of attainment within the class.

13. The quality of teaching and learning for children in the Foundation Stage is very good. Of the seven lessons observed during the inspection, three were excellent, three were very good and one was satisfactory. Overall, this represents a good improvement since the last inspection, when teaching was judged to be good. The teacher has an excellent understanding of the needs of young children and how they learn. She works very well in partnership with the teaching assistant to create a dynamic environment for learning and to ensure that all of the children's needs are met. She plans a varied and interesting range of experiences for children to learn through talk, enquiry and play. Lessons are organised very well and incorporate opportunities for children to choose activities for themselves as well as more structured learning that is directed by the teacher and assistant. The teacher and assistant help the children to feel secure and happy at school by ensuring a smooth transition into school life, and, at the end of the Reception year, into the Year 1 classes. They know the children very well as individuals and develop very warm relationships with them. The well-organised routines enable the children to become used to the pattern of the day and respond quickly to the adults' high expectations of them. The very good teamwork between the teacher and assistant is a strength of the teaching in the Foundation Stage.

14. The quality of teaching and learning in Years 1 and 2 is good overall. Of the 13 lessons observed, one was excellent, two were very good, six were good and four were satisfactory. In the previous inspection, there was a small number of unsatisfactory lessons, where work was not matched appropriately to the different needs of pupils. There were also weaknesses in planning and the management of pupils' behaviour. These weaknesses have all been eradicated. Lessons are planned well to meet the needs of all pupils in the class and teachers are skilful in managing pupils to ensure that they concentrate on their work and behave well in lessons. This was illustrated very well in a Year 2 science lesson, where pupils were organised into groups to investigate the properties of materials that were subjected to stretching and squashing. The lesson was very well planned and organised and the teacher made it exciting for the pupils by presenting them with an interesting assortment of materials to test on different tables around the room. This motivated them and held their attention and the teacher and assistant worked with different groups effectively to ensure that all remained focused on the task. As a result, behaviour was very good and the pupils learned very well. The teacher ensured that pupils with special educational needs received very good support from the teaching assistant and that more able pupils were given additional challenge in the task.

15. There is satisfactory teaching of literacy skills. The use of the 'Robophonics' scheme is helping pupils to acquire a good understanding of letters and sounds. However, opportunities for pupils to write at length are too limited. Numeracy skills are taught well. In a very good numeracy lesson in Year 1, the teacher extended pupils' knowledge of three-dimensional shapes very well, including prisms, spheres and pyramids. Skilful questioning helped pupils to work things out for themselves and high expectations were evident in the use of mathematical vocabulary. The quality of teaching and learning is good in science and geography, because there is a strong emphasis on learning through investigation. Skills in art and physical education are also taught well.

16. The quality of teaching and learning is good in Years 3 to 6. Of the 31 lessons observed, 11 were very good, 16 were good and four were satisfactory. The highest proportion of very good teaching was seen in Years 5 and 6, where half of the lessons were very good and almost nine out of ten were good. Where teaching is very good, the teacher's own knowledge of the subject and enthusiasm for it bring it to life for the pupils and motivate them to learn. This was evident in a Year 3 science lesson where pupils were finding out whether snails would eat different types of food. The teacher created an exciting atmosphere in the classroom by bringing in some giant African snails, and the pupils derived great enjoyment from observing them as well as learning much about scientific method. In most

lessons, teachers are skilful at reinforcing and extending pupils' learning through questioning. This was illustrated very well in a Year 4 literacy lesson, when the teacher questioned pupils very effectively to help them predict what might happen next in the story.

17. Teachers use a good combination of methods and techniques to bring about learning. The Year 6 teacher is particularly good at using information and communication technology to enliven and enhance learning, as was seen in a very good geography lesson, which also gave pupils the opportunity to go on a field trip. This helped pupils to acquire new knowledge and extend their skills in practical ways and, because the learning was relevant to their everyday lives, they made very good progress. Teachers generally have high expectations of what pupils can achieve, as was seen in a Year 5 mathematics lesson, where pupils were taught to measure and draw accurately angles up to 180 degrees using a protractor. However, teachers' expectations of the quality of pupils' writing are not always high enough.

18. Throughout the school, teaching assistants make a valuable contribution to the quality of teaching and learning. They are well trained and have high levels of expertise, work closely with teachers and support pupils very well when they are working in groups within the classroom. They are highly regarded and valued by teachers and form constructive and supportive relationships with the pupils.

19. A relatively weaker aspect of the teaching is the marking of pupils' work which is inconsistent in quality between classes. Where it is done well, as in Year 3, pupils' efforts are acknowledged appropriately and helpful, constructive comments show them what they have done well and how they could improve their work. In some classes, work is just ticked, and the policy for marking spelling errors, for instance, is unclear and inconsistent. Homework is used appropriately to support learning. Where it is used well, teachers ensure that it is marked and that pupils know that their efforts have been valued.

20. The quality of teaching for pupils with special educational needs is good and enables them to make good progress. Teachers and assistants plan work very well together and ensure that the activities in lessons match the targets from pupils' individual education plans. These targets are clearly expressed and provide realistic steps for improvement. As a result, pupils make good progress, both in their grasp of basic skills, and in their positive attitudes to work.

21. Pupils who are on the early stages of language learning achieve well because they receive effective specialist support from a teacher from the Support Team for Ethnic Minority Pupils. The friendly atmosphere in classrooms and the good support from teachers and assistants help all pupils who have English as an additional language to develop confidence and to feel part of the school community.

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

22. Overall the school provides a good range of interesting and relevant learning experiences for its pupils. At the time of the previous inspection, pupils were organised into mixed age classes and there were weaknesses in the planning for the different age groups in each class. Provision for information and communication technology in Years 3 to 6 did not meet statutory requirements. The school has made good progress in addressing these weaknesses.

23. Pupils are now organised into single age classes and planning in all subjects now ensures that skills and knowledge are taught in appropriate progression and that there is continuity of learning from year to year. Provision for information and communication technology now meets requirements. Total weekly teaching time is adequate to meet the needs of the curriculum and time allocations for each subject are generally appropriate. A higher than average amount of time is allocated to the teaching of literacy. However, there are insufficient opportunities for pupils to write at length. The curriculum

promotes the aims of the school effectively and fulfils the statutory requirements for the National Curriculum, religious education and collective worship. The school analyses the curricular needs of pupils carefully and seeks the views of both parents and pupils in this process.

24. The school places a strong emphasis on the teaching of literacy and numeracy. The National Literacy Strategy is appropriately established in the school. Planning and provision in this area are constantly being adapted to meet the needs of pupils and this is having a sound impact on standards and on tackling the areas that need improvement. The National Numeracy Strategy is implemented well, and teachers are secure in their knowledge and understanding of it. Provision for the teaching of information and communication technology is good and the school makes very good use of its resources. Information technology is used well in other subjects but the limited number of computers restricts their use in the editing and drafting of pupils' work in literacy.

25. The school no longer uses the topic structure in place in the previous inspection. While some subjects, such as history and geography, are taught in half termly blocks, subjects are now taught discretely. This enables a more effective focus on the particular skills associated with each subject. However the school has adopted a themed approach to some subjects and this has led to the development of some very productive links between subjects, which enrich each subject and pupils' experiences well.

26. The school has a clear policy and planned provision for personal, social, health and citizenship education. Lessons are taught either as discrete areas or through subjects such as science, religious education, physical education, 'circle time' and class councils. The overall provision is good and makes an effective contribution to the very good attitudes and relationships within the school.

27. The curriculum for children in the Foundation Stage is very good. It is planned very well according to national guidelines and provides children with a rich and varied range of opportunities for learning. There is a very good emphasis on personal, social and emotional development, which helps children to become receptive and enthusiastic learners. Basic literacy and numeracy skills are taught very effectively. The curriculum is planned to promote learning through discussion, enquiry and play, which is very effective in developing children's knowledge and understanding.

28. A small number of parents do not feel the school provides sufficient opportunities outside the curriculum for pupils. The findings of the inspection are that the school provides a very good range of extracurricular activities, particularly those activities such as Book Club and the Glockenspiel Club which offer activities for all pupils from Years 1 to 6. There is a good range of sporting activities for pupils in Years 3 to 6 and around 65 percent of pupils take part. There is good provision for pupils who are more able in games to take part in local area tournaments, especially hockey, where the school has been particularly successful.

29. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in lessons, where teachers and assistants work with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. These targets focus mainly on literacy and numeracy, and an area for development is to develop strategies for supporting and improving numeracy for these pupils. The needs of the pupils with statements of special educational need are well met and annual reviews identify appropriate priorities for further improvement.

30. There is good curricular provision for pupils who are at the early stages of learning English. Teachers provide appropriate materials to help them understand the work in each subject. The friendly family ethos of the school community ensure that all pupils who have English as an additional language are well involved and included in the life and work of the school.

31. The aims of the school show a strong commitment to inclusive education for all pupils and this is reflected well in all aspects of school life. Pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language have equality of access to all areas of the curriculum, including extra-curricular activities. The school is very successful in the way it adapts the curriculum to ensure that these pupils make the best possible progress. Good monitoring, planning and effective use of resources enable pupils to work successfully to their identified targets. An example was observed during a science lesson where a pupil with English as an additional language was supported by his parent in a science lesson, where the language was likely to be of a more technical nature. The school monitors the take up of extra-curricular activities by pupils from ethnic backgrounds to ensure they are represented.

32. Links with the local community are good. The school forms an important part of village life and members of the local community make an effective contribution to pupils' learning. The annual 'open gardens' scheme generates funds for the school. There are strong ties with the local church. The school offers a good range of visits to places of interest in the local and wider area. Subjects such as history, science and geography benefit from visits to places such as Portsmouth Docks, the Round Tower and the D Day Museum. The school has an annual Book Week which stimulates interest and involvement in reading effectively. Older pupils benefit from residential visits to places such as the Isle of Wight and the Cobnor Activity Centre. Pupils' skills in hockey benefit from the school's connection with Havant Hockey Club.

33. Transition to secondary school is handled well and there are strong links with the local community college and teacher training college. The school is involved in the local 'cluster' group of schools, which gives teachers opportunities to benefit from a wide range of expertise.

34. The provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. In the previous inspection, provision for pupils' spiritual and cultural development was considered to be satisfactory and provision for their moral and social development was good. While these relative strengths have been maintained, the school has made good improvement in these areas and provision for pupils' spiritual and cultural development is now good while that for their moral and social development is very good. There has also been an improvement in the extent to which these opportunities are planned across the curriculum.

35. The good provision for pupils' spiritual development is clearly evident in the opportunities teachers provide in different subject areas. Throughout the school, through whole school and class collective worship and in their lessons in religious education, pupils are encouraged to explore and empathise with religious beliefs and traditions which may be different from their own. This was seen in a good religious education lesson, where the teacher recreated a Puja or family worship session in the Hindu faith. Pupils in this lesson were fully involved in exploring the different sensory experiences and their responses. Teachers make good use of opportunities to encourage pupils to express their feelings through dance and in discussions in class councils and 'circle time'. There are good opportunities for pupils to develop their awareness and appreciation of the natural world in science and geography, where, for example, pupils explore the local river system and the nature of water. Pupils responded with awe and wonder in a Year 3 science lesson when they tried to entice snails to eat different foods. They were very excited to see whether the snails preferred apple, orange or lettuce!

36. Provision for pupils' moral development is very good. All adults provide very good role models for the pupils and mutual respect between staff and pupils ensures a very good and co-operative ethos for working together. Self discipline and personal responsibility are emphasised and there is a strong emphasis on good behaviour and kindness to others. These qualities are evident in class council sessions and in planning for 'circle time'. The school has a positive approach to behaviour through its

system of rewards, which are given consistently throughout the school and which are given good recognition in whole school assemblies.

37. Provision for pupils' social development is very good. The school is a caring and friendly community and pupils are encouraged, both in class and in activities outside the classroom, to work together and to help each other. From the Foundation Stage to Year 6, pupils are given a good range of opportunities to work in groups and pairs and to develop their abilities to work together productively. Their awareness of the ceremonies and traditions associated with different stages in life is also very well taught through religious education. There is a strong emphasis on encouraging pupils to become independent learners which has a positive impact on the maturity and responsibility of all pupils, but especially on the oldest pupils in the school. Through class councils, 'circle time' and personal, social, health and citizenship lessons, pupils are developing a good awareness of their place in both the school and the wider community.

38. Provision for pupils' cultural development is good. Younger pupils have very good opportunities to explore their own culture in the past through visits such as that which took place during the week of the inspection to Portsmouth Docks to the HMS Victory. Older pupils develop their awareness of the more recent past in their studies of life in Britain during and after World War 2. In lessons in physical education pupils learn traditional country and folk dances. Provision for pupils to learn more about cultural diversity has improved since the previous inspection. Indian culture enriches pupils' experiences in subjects such as music, art, geography and religious education. The school seeks to develop further pupils' awareness of the richness of other cultures by arranging visits as that of a group of African drummers. In literacy lessons, teachers select texts such as 'Handa's Surprise' and 'Kensuke's Kingdom' to extend pupils' awareness of the differences and similarities between people from contrasting cultural backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Parents confirm that the pupils feel safe, secure and well cared for in this school. Since the previous inspection, the provision for the care of pupils and their welfare has improved and is now very good. All members of the staff show concern for the well being of pupils. The quality of information kept on each pupil is detailed and comprehensive and members of staff know pupils and their medical and personal needs very well. The school is supported well by health professionals and other agencies.

40. The school identifies and deals well with any hazards found on site and health and safety inspections are regularly undertaken. The school's health and safety policy is detailed and indicates responsibilities for the implementation of checks and controls. Governors and staff take their responsibilities in this area seriously and undertake regular risk assessments. Detailed assessments are undertaken of all school trips in accordance with local guidelines.

41. Members of staff are trained to administer first aid and provide very good cover for the school's activities on and off site. The school's procedures for the care and treatment of pupils are very good, despite the lack of a first aid room. Thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries.

42. The school's arrangements for child protection are very good. The policy and procedures follow the guidelines of the local committee for the protection of children. The headteacher is designated as the person responsible for child protection and is supported by the deputy headteacher. Other members of staff are regularly trained to ensure that they understand the school's arrangements and procedures. The school monitors pupils very well, especially any concerns about their welfare.

43. The school's ethos, the good quality of teaching and the consistent use of positive behaviour strategies support the very good behaviour seen throughout the school. The monitoring of behaviour is

handled consistently well by the staff and this results in the absence of any oppressive behaviour. Parents confirm that there are few incidents of bullying or racism and that the school deals with any issues speedily and sensitively. The school has very good procedures in place for encouraging positive behaviour. Members of staff use appropriate rewards or sanctions. Assemblies, class activities and 'circle time' are used to reinforce good behaviour and the pupils devise their own code of conduct for the classroom. 'Golden time' is used to provide a further incentive for good behaviour and this system works well. The institution of class councils and the use of pupil questionnaires have been very effective measures in enabling the school to address concerns and issues that the pupils might raise.

44. The monitoring of attendance and punctuality is very good. Any unauthorised absences and lateness are noted and followed up speedily. For day-to-day recording of attendance, the school uses manual registers that comply fully with all requirements for coding and reporting attendance. That data is transferred weekly into a computerised system for analysis. This system works very well and enables the school and the educational welfare officer to analyse the absences and deal with any issues very promptly. The education welfare service provides the school with good support and this is helping the school in its endeavours to maintain and improve attendance levels. The headteacher has taken decisive action to discourage parents from taking holidays in term time in an attempt to improve the attendance rate, and early indications are that this is having a positive effect.

45. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have very good knowledge of pupils' needs and work to improve pupils' personal development. The personal, social, health and citizenship education curriculum has been developed well. Pupils join in a very wide range of events in the school and extra-curricular activities that contribute very well to their personal development, including raising money for charities, visitors to school and outside visits. Pupils are encouraged to participate in class council meetings as well as contributing to the organisation of the school and school events. The two residential visits and the ethos of the school support the pupils development very well. As a result of this very good provision, pupils mature into independent learners, work well as a team and are responsible, helpful and tolerant.

46. The care and support of pupils with special educational needs are good. Teachers and assistants know the pupils they work with well. The supportive, caring ethos of the school and its respect for the value of all individuals ensure that pupils with special educational needs have good opportunities to take part in all school activities. There are good procedures for identifying pupils with special educational needs, and pupils' needs are quickly identified when they enter the school. Through the school's good procedures for tracking pupils' progress and individual education plans, effective arrangements are made for the regular review of their progress. The school has good liaison with outside agencies, which are involved, as appropriate, in pupils' reviews

47. Since the last inspection, there has been good improvement in the procedures for monitoring and assessing pupils' attainment, and in analysing the results of the National Curriculum tests. These are now good, overall, although there some areas have still not improved sufficiently. In the Reception class, pupils are assessed using procedures designed for this age range of children. These tests are in addition to the profiles that are compiled for individual pupils. All this data is used to set individual targets and to forecast what levels they are likely to achieve in the national tests at the end of Year 2. However, the procedures for tracking pupils' progress from the end of the Reception year through Year 1 are not rigorous enough. The school uses optional tests, at the end of Years 3, 4, and 5 to assess pupils' attainment and progress in English and mathematics. The results of all the national tests are analysed well and any topics that need improvement are noted. For example, an area for further development, identified in the 2002 tests, was factors. Year 6 pupils now focus more on this aspect to ensure that they have more practice and are more confident with the topic.

48. In order to monitor pupils' progress, an individual record is kept for each pupil. In addition, pupils complete a piece of work in English and in mathematics each term, which are kept in their 'Tracker Books'. Some of these books show clearly the National Curriculum level attained in the various pieces of work. However, this is not consistently followed throughout the school. Although teachers meet together to agree standards for National Curriculum levels, the collections of pupils work are not consistently labelled or easy to understand when making judgements about progress. Individual target setting, using assessment data, is good and pupils are involved in this process as well as teachers. Parents are informed about these targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views of the school are good; the school has established good links with parents and provides good information for them. The parents' involvement in the work of the school and their contribution to pupils' learning at school and at home are good.

50. Parents are invited to help and support the school, attend assemblies, performances, curriculum events, briefing meetings, parents' evenings and open afternoons. They are able to communicate with the school on a daily basis by seeing members of staff, or by arranging appointments. They are provided with regular newsletters and day-to-day class and school information.

51. Parents confirm that the school handles the pupils' start in school well and they appreciate the careful introduction of young children into the Reception class. All parents have opportunities each term to discuss their children's progress and targets with the teachers. Parents confirm that the school welcomes parent helpers, that it operates an "open door policy" and that the relationships between the school and parents have improved significantly.

52. Parents of pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language are informed regularly about their children's progress and are involved fully, where appropriate, in the review process.

53. At the meeting with the Registered Inspector, parents were confident that the school will respond quickly and positively to any suggestions or complaints and confirmed their confidence in the headteacher and senior management. Parents' questionnaires are sent out every two years and their responses are taken into consideration when making decisions about different aspects of the school's provision.

54. Although the majority of parents feel well informed about their children's progress, a small but significant minority does not. Also some parents do not feel that pupils' annual reports are detailed enough. Although the reports list pupils' achievements, they are not always sharply evaluative nor do they always include examples of how pupils can make further progress. The parents are provided with good information on pupils' progress and targets when they attend the individual consultation meetings. Early in the school year parents are provided with curriculum maps that show what each year group will be learning.

55. A number of parents help in school. They confirm that they feel welcomed and that their efforts are appreciated by the school. They support clubs and extracurricular activities, assist with school trips and organise fund-raising and social events through the parents' association. This active organisation has raised substantial funds for the school. Generally parents are proud of the school and its achievements and the support it provides for parents and carers in the community. The school is trying hard to encourage and involve more parents and has set targets to get more parents involved and attend its activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are very good. This is an improvement since the previous inspection, when they were judged to be good. Since that time, a new headteacher has been appointed, and, more recently, a deputy headteacher, who, together, provide excellent leadership for the school. The headteacher has a very clear vision for the school and has communicated this very well to staff, governors, parents and pupils, securing the commitment of all who work in the school. This has helped to create a very strong team spirit and a very positive ethos. The headteacher has managed change constructively at an appropriate pace in order to improve the school without placing undue stress on staff. He works very well in partnership with the deputy headteacher in both the day-to-day and long-term strategic management of the school. Both lead by example as teachers and inspire staff to strive for the highest possible standards in all areas of school life. The school is very well placed to continue to improve and has a very good capacity to succeed.

57. The delegation of responsibilities within the school is very effective. The senior management team, consisting of the head, deputy and co-ordinator for Years 1 and 2, have a very good overview of standards and the curriculum and work together to analyse the school's performance and identify priorities for improvement. Teachers who have responsibility for one or more subjects are influential in bringing about changes in practice to raise standards. This is particularly evident in mathematics, science and information and communication technology. Co-ordinators who are relatively new to the post show a good understanding of their role. There are very good systems in place to develop these roles further. Subject co-ordinators are given time to carry out their management responsibilities, which include observing lessons, monitoring pupils' work and teachers' planning and ensuring that resources and paperwork are up-to-date. This is an improvement since the previous inspection and has helped to make teachers more effective in their management roles.

58. The governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. They have a good understanding of the school's strengths and weaknesses and work closely with the headteacher and staff to address identified areas for improvement. At the time of the last inspection, the least developed aspect of the governors' role was in overseeing and monitoring the curriculum. There has been a significant improvement in this respect. Each governor has responsibility for overseeing one or more subjects. As part of this role, governors liaise closely with the subject co-ordinator to discuss priorities for improvement. They visit the school whenever possible to see the children's work and observe lessons, and then discuss their observations with the co-ordinator. Each year, governors take part in a comprehensive review of their subjects with the teachers, where progress is evaluated and future priorities identified. This is a very effective way to monitor curricular provision. Governors are confident to ask challenging questions, in order to fulfil their role as a critical friend.

59. There are rigorous systems for monitoring the quality of teaching and learning. The headteacher and deputy headteacher observe lessons regularly and they and subject managers check pupils' work and teachers' planning in order to gain a good overview of standards and the quality of provision. Staff and governors work closely together to evaluate the school's performance and to identify key priorities for improvement, both in the short term and over a five-year period. For example, detailed analysis of the results of national tests has led to a specific focus on improving higher order reading and writing skills. The school development plan and associated subject action plans identify clearly what needs to be done to raise standards and bring about improvement in the school's provision. The plan also includes timescales, costs of implementing each task and criteria for judging its success, which, where appropriate, are measurable in terms of pupils' attainment. Robust systems for reviewing progress each year are in place. These reviews inform the next year's priorities and prompt in depth evaluation of what has worked well and what has not brought about the required improvement.

60. The school's procedures for appraisal and performance management are exemplary and contribute significantly to its highly effective management. The headteacher's and teachers' targets are firmly linked to the targets that are set for individual pupils and for the whole school. They also form an integral part of the measurable targets in the school development plan. There are also very good procedures for the management and appraisal of teaching assistants and other support staff, which means that all staff feel valued and supported. This is reflected in the school's achievement of the Investors in People award. Appraisal procedures for all staff help to identify appropriate priorities and opportunities for continuing professional development. Consequently, staff training is well planned and directed towards specific areas of development. The coherence of all these management strategies is a key factor in their effectiveness.

61. The co-ordination of special educational needs is good. The school fully meets the requirements of the Code of Practice for special educational needs, and there is a designated governor, who has a good involvement in the life of the school. The co-ordinator tracks pupils' progress, and maintains organised records of all liaison with agencies outside the school. The school has good arrangements for liaison with the local secondary schools. Funds allocated for pupils with special educational needs are used to good effect.

62. The management of the provision for children in the Foundation Stage is very good. The Reception teacher who holds this responsibility has a very clear understanding of how young children learn and provides a very well-balanced and relevant curriculum for children in the Foundation Stage. The school has made very effective use of advice and monitoring visits from the Local Education Authority to improve this provision.

63. Overall, the school uses its resources very efficiently to support learning. Financial management and administration are very good. The headteacher, administrative officer and finance committee monitor expenditure rigorously. They regularly undertake reviews of expenditure to ensure that the school is achieving best value for money. The school evaluates its own performance in comparison with other similar schools and consults both parents and pupils about their views through questionnaires and discussions. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum. Spending decisions are challenged and alternatives considered and the school ensures that competitive quotations are obtained for major items of expenditure. Subject managers also have responsibility for their own budget, and the priorities identified in subject action plans inform budget allocations each year.

64. A very good example of careful and well-considered budgeting is the way the school has managed its finances during a major building project that has taken place since the previous inspection. Financial reserves were maintained at a sufficient level to meet the additional costs of a teacher for the seventh class from September 2002, and the headteacher and governors allocated substantial additional funds to carry out a comprehensive redecoration programme in the existing buildings. This resulted in a budget surplus in 2001/02 amounting to approximately 12 per cent of the school's income. Expenditure plans show that this will be reduced to within acceptable levels in the current financial year.

65. Overall, there are good numbers of teaching and non-teaching staff to meet the needs of the curriculum and to provide adequate support for pupils at all levels of attainment. The newly qualified teacher receives very good support from a colleague who acts as mentor and all teachers provide strong personal support for each other and for teaching assistants, whose contribution is respected and valued.

66. The school's accommodation is good. Much of it is new or restructured, and provides a very pleasant working environment for staff and children. Classrooms and shared areas are bright and attractively decorated. They are enhanced by colourful displays which celebrate pupils' achievements and support their learning. The premises are very clean and well maintained, and this contributes to

the school's welcoming ethos. The new library is well-stocked and provides a very pleasant environment for pupils to browse and find information. Teachers continue to seek ways to make more productive use of the library during the school day. The Reception classroom is inviting and well organised. The outdoor area for Reception children is large and includes a good range of resources. It is used very well to extend and enhance pupils' learning. As building work has only been completed recently, much of the playground is still out of action and opportunities for pupils to play outside are limited by the space available. The school has responded to this well by arranging different playtimes for groups of pupils. The dining hall and resources room are housed in a separate hut and the school benefits from its own outdoor swimming pool, which is used well in the summer months.

67. The school has a good range and number of resources to support learning in most areas of the curriculum. Although the number of computers is lower than that seen in most schools, teachers make the best possible use of them in lessons and the school is committed to continuous improvement of information and communication technology resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to continue to improve the quality of education offered to the pupils, the governors, headteacher and staff should:

(1) Raise standards further in English* by:

- providing pupils with regular opportunities to write at length;
- raise teachers' expectations of the amount and quality of pupils' work;
- develop consistent strategies for marking pupils' written work which help them to improve their work;
- devise a planned programme for the development of pupils' speaking and listening skills;
- extend the range of opportunities for pupils to explore and evaluate a variety of texts and the techniques used by authors;

(Paragraphs 2, 4, 15, 82, 84-87, 92, 93)

(2) Continue to implement strategies for improving pupils' attendance

(Paragraphs 11, 44)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Develop consistent strategies for marking pupils' written work which show them clearly what they have done well and what they need to do to improve.

(Paragraphs 19, 92, 124)

2. Ensure that the quality of written reports about pupils' progress that are sent to parents is consistently good, and that they contain clear judgements about how well pupils are achieving and how they can improve.

(Paragraph 54)

*denotes priorities identified in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	22	9	0	0	0
Percentage	8	31	43	18	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils known to be eligible for free school meals	18
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		Year	Boys	Girls	Total
		2002	19	9	28
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys				
	Girls				
	Total	24	23	26	
Percentage of pupils at NC level 2 or above	School	86 (63)	82 (59)	93 (85)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys				
	Girls				
	Total	23	26	22	
Percentage of pupils at NC level 2 or above	School	82 (56)	93 (67)	79 (67)	
	National	85 (85)	89 (89)	89 (89)	

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	8	4	12
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys				
	Girls				
	Total	9	9	10	
Percentage of pupils at NC level 4 or above	School	75 (88)	75 (88)	83 (96)	
	National	75 (75)	73 (71)	86 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys				
	Girls				
	Total	7	8	9	
Percentage of pupils	School	58 (88)	67 (92)	75 (100)	

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

When the number of boys or girls in a year group is fewer than ten only overall totals are given.

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	182	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	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	27

Financial year	2001/02
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Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	189

	£
Total income	430017
Total expenditure	412293
Expenditure per pupil	2545

FTE means full-time equivalent.

Balance brought forward from previous year	32241
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Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	187
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	7	2	0
My child is making good progress in school.	48	47	2	0	3
Behaviour in the school is good.	37	54	7	0	2
My child gets the right amount of work to do at home.	43	38	12	3	3
The teaching is good.	55	42	3	0	0
I am kept well informed about how my child is getting on.	27	53	17	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	27	7	0	2
The school expects my child to work hard and achieve his or her best.	56	39	2	0	3
The school works closely with parents.	38	50	7	2	3
The school is well led and managed.	65	30	2	0	3

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

57	43	0	0	0
33	48	15	2	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Children start in the Reception class at the beginning of the autumn term in the year in which they become five years old. At first, all attend on a part-time basis, and progress to full-time at different times throughout the autumn and spring terms according to their age and stage of readiness. About 80 per cent of the children have attended a pre-school group before starting in the Reception classes. Attainment on entry to school is below that expected for children of this age, and many have low attainment in communication, language and literacy skills when they start school. During the Reception year, the children make good progress and are on course to meet the Early Learning Goals in all areas of learning by the end of the year. This represents good achievement. In personal, social and emotional development, pupils make very good progress and are on course to exceed the expected standard. Pupils make good progress because of the high quality of teaching they receive, with its emphasis on developing positive attitudes to learning through talk, enquiry and play. Children with special educational needs and those whose mother tongues is not English make good progress because of early identification of their needs and good support from teachers and assistants. Overall, the provision for children in the Foundation Stage is very good, which is an improvement since the last inspection.

Personal, social and emotional development

70. Standards are above average in this area of learning because the quality of teaching is very good. The teacher places great value on developing children's independence and fostering positive attitudes to learning. The teacher and assistant work very closely together to ensure that children quickly feel happy and secure in school. They develop children's confidence through praise, smiles and gestures. As a result, children work and play beside each other well and their behaviour is excellent. They show a very good understanding of classroom procedures and routines, which are very well organised to encourage independence. For example, when pupils are engaged in different activities and the time comes for them to tidy things away, the teacher plays a familiar song and as soon as the children hear it they start to put things away in a quiet and orderly manner before sitting on the carpet with the teacher. Children are aware of the teacher's high expectations of them and respond well. When given the opportunity to choose activities for themselves, they do so sensibly. They sustain concentration well and this enhances their independent learning. The children attend to their personal hygiene appropriately and most are able to undress and dress themselves independently before and after dance and games lessons.

71. Personal, social and emotional development is promoted very well in all areas of learning. Adults develop warm, caring relationships with the children, which helps them to feel secure and to grow in confidence. Adults also provide very good role models for the children, always treating them with courtesy and respect, to which they respond positively. The teacher's calm and quiet approach creates a very pleasant atmosphere in the classroom, which rubs off on the children. Consequently, they maintain appropriate noise levels when busily involved in activities and are very good at listening to the teacher and assistant during quiet times. There are many very good opportunities to develop the children's independent learning and social skills, such as choosing activities and placing name cards

where they are working or playing, and taking responsibility for jobs around the classroom. Above all, adults make learning enjoyable and exciting for the children, which makes them eager to participate in all activities and very receptive to new ideas and experiences.

Communication, language and literacy

72. The very good teaching in this area of learning enables the children to make good progress, and most children are on course to achieve the Early Learning Goals by the end of the Reception year. The teacher and assistant communicate constantly with the children as they work with them on different activities. They talk to the children constantly to help them extend their vocabulary and to improve their language and communication skills. The children enjoy 'reading' books with the teacher and use the illustrations well to work out what is happening in the story. Most children understand that pictures carry meaning and some know that spoken words and print can have the same meaning and that text is read from left to right. The teacher develops early reading skills very well by asking the children, 'Where can we find the title of the book?' and 'What do you think the story might be about?' As she reads the text, she encourages children to focus on the pictures and think about the characters: 'What's Mummy going to think about that mess?' Children are encouraged to take books home to practise their early reading skills. There is very good teaching of letters and sounds. For example, the teacher provided one group of children with a tray of objects which they had to sort into hoops according to the initial sound of the word. A number of children have immature speech and this repetition of sounds is very useful in helping them to hear and say sounds correctly.

73. Standards in writing are lower than in other aspects, but children's writing skills are generally weak when they start school. Children make a good attempt at writing their own name. They are given many opportunities to practise making marks on paper, which later develop in to early writing. This encourages them to develop confidence as writers. The teacher plans a very good range of purposeful activities to help children develop their use of language for reading, writing, speaking and listening. These include role play in the 'shoe shop' where adults interact with the children to develop their conversational skills and range of vocabulary, and a writing corner where children write letters, make lists or simply enjoy making marks on paper. The classroom is vibrant, colourful and rich in language. Words and sounds are displayed prominently where they are accessible to the children, such as a display of commonly used words, and another of words and pictures beginning with 'sh' which encourages children to identify them. Children are given suitably challenging language work depending on their stage of development. For example, the most able children are learning how to build up three-letter words from their sounds, while those at an earlier stage are still learning how to identify individual letters and the sounds they make.

Mathematical development

74. As a result of very good teaching, most children are on course to meet the Early Learning Goals for mathematics by the end of the Reception year. More able children are on course to exceed the expected standard. The teacher has planned a very good variety of practical experiences, which enable children to develop their mathematical knowledge and understanding at a good pace. Children enjoy singing number rhymes and songs, such as 'There were ten in the bed' and 'Five little ducks', which help to develop early understanding of subtraction. More able children play a game with the teacher which involves taking away a number of objects from a group of 7 or 8 and working out how many are left. Children count objects up to ten, and a few go beyond this. They recognise patterns and shapes and are beginning to understand concepts such as 'shorter' and 'longer', 'bigger' and 'smaller'. The children play with sand and water, filling and emptying different sized containers. This helps to develop early awareness of capacity.

75. The teacher and assistant use every opportunity to extend the children's understanding and reinforce basic skills through practical experiences. Activities are closely related to children's

experience and have a relevance to their everyday lives, as when they measure out quantities in cooking. In a very good session where the teacher set out to consolidate and extend pupils' counting skills, she used a washing line with ten items hanging from it. Firstly children counted the objects, holding up fingers to represent each number as they said it. Then they counted back from ten to zero, using fingers to reinforce their learning again. The teacher then took items away and asked children to count how many were left. Some more able children knew the answer without counting, while others counted as one child pointed to each object. The work is well planned and tasks are appropriate and in line with the recommendations for young children in the National Numeracy Strategy.

Knowledge and understanding of the world

76. The quality of teaching is very good in this area of learning and this helps children to make good progress in extending their knowledge and understanding of the world around them so that most are on course to achieve the Early Learning Goals by the end of the Reception year. The teacher plans a very good range of activities that are integrated effectively into an overall theme. These are planned and organised very well in order that children can gain in their understanding through investigation, observation and discussion. In one lesson, the teacher was exploring materials with a group of children. They were moulding clay to make a tile and, through skilful questioning, the teacher helped children to use their senses effectively to find out about the clay: 'How does it feel?' prompted pupils to say it felt cold. Later, after rolling and kneading it for a while, the teacher asked, 'How does it feel now?' and the children noticed that it felt warmer. Then followed a discussion about why this might be. The teacher also encouraged the children to touch a large block of ice and compare the coldness. Children were fascinated to observe the ice and watch it melt during the day.

77. The children enjoy using and exploring construction toys and malleable materials and use their skills well to make models. They confidently use the computer mouse when moving items on the screen and respond well to simple instructions for operating a program. They learn to use their senses through good practical experiences, such as going on a walk around the school, listening to sounds and looking at trees and plants at different times of the year. Children enjoy looking at different types of shoes and then making their own with the help of an adult. They learn about the jobs people do by dressing up as a police officer, for example, and discussing with an adult what they might have to do today when they go to work. There is an interesting and varied assortment of play and construction equipment, which children use to experience the world around them on a small scale.

Physical development

78. Children's attainment is similar to that expected for their age, both in terms of their physical control and co-ordination, and in their handling of small equipment, including pencils. Most demonstrate appropriate control when engaged in writing activities and this is helping them to form letter shapes correctly. They manipulate scissors appropriately to cut out shapes from card when making shoes to fit their feet. They roll out clay and use small objects to make imprints in the surface, ready for printing. Children build towers from blocks and join pieces of railway track and jigsaws together carefully. They make good progress in developing physical control, agility and awareness of space. In one lesson in the hall, children showed a good awareness of space and of other children. After moving quickly in a warm-up session, they noticed that their hearts were beating faster. The children skipped and marched to music, and showed a good ability to match their movements to the rhythm of the music.

79. The quality of teaching is very good in this area of learning. The teacher provides children with many opportunities to develop hand control through the use of a good range of small implements, and through tracing, cutting and gluing activities. She encourages them to dress and undress themselves, showing them how to manage buttons, zips and Velcro fasteners. A well organised range of activities in the outdoor play area includes opportunities for sand and water play, riding tricycles and playing with

balls. As part of their topic on clothes and materials, children learn how to fold clothes neatly and how to peg items on a washing line.

Creative development

80. Children make good progress in developing creative skills and most are on course to reach the expected standard by the end of the Reception year. The quality of teaching and learning is very good and activities are well resourced and organised. Children use fruit, vegetables, clay tiles and their hands as printing blocks and use these to create patterns. They paint pictures, patterns, shoe boxes and plant pots and learn to weave using wool and fabric. In their topic on materials and clothes, children made collage pictures using a range of fabrics. They enjoy singing and playing instruments and tap out simple rhythms in time to the music. Children readily participate in role play activities, including those they instigate themselves and more structured play in the 'shoe shop'. They enjoy creating a story with puppets and show imagination when playing together in the home corner.

81. The teacher provides a good range of practical activities, which enable children to experiment, and to explore creatively and imaginatively. Early painting skills are taught well, which helps the children to improve both their techniques and hand control. Role-play activities are carefully planned and enable the children to play out a good range of imaginary situations. Very good teaching of music was seen in a lesson where the teacher used large pictorial symbols as a simple score. As she 'conducted' the children, each group responded to the symbol that represented their instrument and played them in sequence to create a simple composition.

ENGLISH

82. Standards in English are average, overall, in Year 2 and Year 6. They are below average in writing in Year 2. In the school's previous inspection standards were average in all aspects of English and pupils made satisfactory progress as they moved through the school. Pupils' achievement in this inspection is also satisfactory, as the writing skills of the current Year 2 group of pupils were a relatively weaker aspect when they entered the school. Pupils with special educational needs receive good support in class and their needs are also well supported by additional programmes such as the Early, Additional and Further Literacy programmes and 'Robophonics'. These sessions are useful and well organised. This helps pupils to achieve well in relation to their prior attainment. There are no significant differences in the achievement of boys and girls but the school is aware that some year groups have a higher number of boys than girls and has purchased resources that particularly motivate and interest boys. As a result of a critical analysis of pupils' performance in the national tests, the school has identified the need to focus more intensively on guided reading.

83. Standards are average in speaking and listening in Year 2 and Year 6. Throughout the school pupils are generally careful and responsive listeners and this helps them to understand new information and instructions and use them in their work. In Years 1 and 2, teachers constantly reinforce good listening skills: 'Where are those good listening ears?' This establishes good habits and pupils usually listen attentively to their teacher and to each other's contributions. A small minority of restless pupils, mainly boys in Years 3 and 4, require more frequent reminders of the quality of the teacher's expectations in this respect. However, when their attention and interest are fully captured they also listen intently. This was seen in a good Year 4 lesson where pupils listened with rapt attention as their teacher read expressively from an exciting part in David Almond's 'Skellig'. Younger pupils generally answer confidently and some are able to develop their responses and comments in detail. In an interview with 'Granny Mainland' from the Katie Morag series of books, pupils in Year 2 asked questions and made comments about incidents in the book with interest and enthusiasm.

84. As they move through the school, pupils develop their skills appropriately. While they take part confidently and often thoughtfully in small group and one to one discussions, their responses in a whole

class situation are sometimes brief and lack detail. Some pupils find difficulty in choosing precise words to express their ideas when commenting on a piece of text without additional questioning from the teacher. In some classes, teachers do not sufficiently encourage pupils to take an active part in discussions and frequently accept one word answers or brief responses. As a result, some pupils sit quietly and rather passively. There are appropriate opportunities for pupils to have more extended debates or discussions within the planned curriculum, but pupils' use of a more formal or extended range of vocabulary is sometimes limited.

85. Reading skills are average in both Year 2 and Year 6. A number of above average pupils in Year 2 are reading fluently and accurately and confidently tackle relatively difficult words. They are happy to read and enjoy the texts they read in class, but a few pupils have weak reading strategies and are not confident in applying their knowledge of phonics to help them understand unfamiliar or more complex words. Many pupils talk about simple aspects of the stories they have read and some can identify stories they have enjoyed. In Year 6, some more able pupils read with interest and enjoyment identifying books they have particularly appreciated, comparing books and films and giving clear and straightforward reasons for their choices. However, some other pupils are less confident in discussing aspects of their reading in detail. Both their reading experiences and their understanding of the techniques authors use in writing fiction are limited. Less able pupils read simple texts, and most of the texts they encounter in class, competently but they lack the confidence and the ability to draw conclusions and form opinions. The school has identified this aspect of pupils' reading skills as a priority for further development. Several of the more able readers are reading books that do not provide them with sufficient challenge. Teachers provide useful additional time outside the literacy hour for pupils to read individually and in groups and this ensures that pupils read regularly.

86. Skills in writing are below average in Year 2. More able pupils and some other pupils are able to express their ideas in simple sentences and have a growing understanding of the structure of a story. They write poems and simple accounts of their activities, and retell their own versions of stories they have read. However, although they can write using simple words and phrases and use their writing skills confidently, many are not able to sustain the flow of writing without additional support. Many pupils have a sound understanding of the importance of capital letters and full stops. More able and some pupils of average ability form their letters clearly and have some limited control over size. Less able pupils are not yet secure in the formation of letters and are only just beginning to be aware of the formation of sentences. Pupils are careful with their writing and try hard to keep it neat.

87. In Year 6 skills in writing are average. There are interesting and useful opportunities in subjects such as history, science and design and technology for pupils to develop the range and detail of their writing. However, there are not enough opportunities for pupils to write longer and more detailed pieces. Most pupils plan, draft and edit their work before producing the final version. Tasks include making research notes and writing biographies, producing playscripts based on their reading, letters written from different viewpoints, narrative writing, book and film reviews and minutes of meetings. Most pupils write using a straightforward range of vocabulary, sometimes including interesting detail and expression. Levels of accuracy in spelling and punctuation vary greatly. More able pupils write with a lively use of language but only a few use a wide ranging vocabulary and expression. They organise their ideas effectively using paragraphs and a good range of punctuation. Less able pupils, while communicating their ideas clearly, are not always able to develop the length or the detail of their work. There are weaknesses in the accuracy with which they write. The development of handwriting is an ongoing focus within the school and the school is aware that standards of handwriting and presentation are currently variable.

88. A good feature in some classes is the quality of pupils' poetry writing. Much thought and care has been put into this work which often arises out of their reading. In Year 4, pupils wrote thoughtful and sensitive poems in response to reading Michael Morpurgo's book *Kensuke's Kingdom*. One pupil

described being alone in the jungle: ‘All in the wilderness, jungle, stillness...stopped dead suddenly, screeching, whooping.’; another described the sea as ‘down to the open sea, curling tumbling’. A pupil in Year 5 described the church after a visit, ‘Tip of its reaching steeple, entices prayer, worship, always feels mysterious.’

89. In all classes standards in literacy are the same as those found in English. There is a good range of opportunities for the development of pupils’ literacy skills across the curriculum. Teachers are careful to focus on the vocabulary specific to each subject area. In Year 2, pupils learned some of the special vocabulary related to sailing ships when they visited *HMS Victory* and older pupils use and understand a good range of language relating to information and communication technology. In religious education, younger pupils benefit from good opportunities to consider their views about the message of the flood. Older pupils are thoughtful in their discussion about the importance and meaning of commitment. In science, pupils record their investigative work clearly and in physical education they are given good opportunities to use evaluative language when talking about their own and other pupils’ performance.

90. Overall the quality of teaching and learning is satisfactory throughout the school. Good teaching was observed in some lessons for both younger and older pupils. The inspection judgement is also based on an analysis of pupils’ written work. Teachers’ positive and effective management of pupils and the very good relationships in classrooms mean that pupils develop confidence well and are interested and willing to be involved in classroom activities. In some good lessons, teachers build up excitement and expectancy with interesting strategies for whole class sessions. In a Year 2 lesson, pupils and their teacher ‘interviewed’ Granny Mainland who was their teaching assistant in disguise. Pupils entered into the make believe with great enjoyment and this helped them to understand the character and her relationships with others more effectively. This effective partnership between teachers and assistants is a feature of most lessons.

91. In the best teaching, pupils have a very clear understanding of what they are to do at the beginning of the lesson, so that they know what is expected of them and develop a good knowledge of their learning. Good use of a shared text was seen in a Year 4 lesson where the teacher read ‘Skellig’ by David Almond to the class. As a result of the teachers’ expressive reading and very good use of questions, pupils were thrilled by the suspense and their sense of wonder was clearly evident as they explored the nature of the mysterious angel like figure and his strange wings. The school’s focus on developing pupils’ understanding of how authors achieve different effects was seen in a range of lessons. Teachers plan lessons carefully and are thoughtful in their creation of effective and enriching links with other subjects in the curriculum. This was seen in the analysis of letters written by World War 2 evacuees in a Year 3 history lesson and by Year 6 pupils writing letters in role as soldiers in World War 1.

92. Teachers’ effective planning for the introductory sessions of literacy lessons is not always consistently followed through into the planning for group activities. In some lessons, tasks do not provide sufficient challenge for higher attaining pupils and expectations for the amount and quality of their work are not consistently high. There are also some inconsistencies in the systems used by teachers to mark pupils’ work. Some pupils’ written work is not marked at all, and, while some teachers write supportive and encouraging comments in pupils’ books, there are too few comments which identify how pupils can improve their work. Most teachers use questions effectively to move pupils’ understanding forward, but in some lessons there are missed opportunities to help pupils develop the depth and detail of their oral responses and therefore also, their vocabulary and their thinking.

93. The subject is well led by the recently appointed deputy head teacher. She has a good understanding of the role and has identified useful and relevant priorities. Her monitoring role is well established and she has a good overview of teaching, planning and pupils’ work. A useful portfolio of pupils’ work in each year is being developed but it is not yet sufficiently annotated and linked to

National Curriculum levels. Assessment procedures in the subject are good and are used effectively to track the progress of pupils as they move through the school. Information from these assessments is used to identify priorities for the subject as a whole, but this use has not yet been sufficiently sharp to inform teachers' planning or to identify what individual pupils and groups of pupils need to do to improve their work. Pupils have individual targets and these are regularly reviewed but they are not always sufficiently specific to help individual pupils move forward. Information and communication technology is used appropriately in the subject.

94. The recently refurbished library is a bright and attractive area, which is used regularly by older pupils. There is an appropriate range and number of fiction books. Younger pupils have a good number and range of books in their classrooms. There have been some good recent purchases of group reading books, which the school is continuing to develop further. The subject is usefully enhanced by the visits of theatre groups such as 'The Rainbow Theatre', the Book Weeks in which the whole school participates and the regular meetings of the Book Club, which encourages pupils' interest and involvement in reading. English makes a good contribution to pupils' spiritual, moral, social and cultural development. They explore the feelings of different characters in their reading with thoughtfulness and sensitivity and consider how ideas and traditions of different cultures compare with their own.

MATHEMATICS

95. Pupils in Year 2 attain above average standards in numeracy and in the other areas of the mathematics curriculum. These findings show good improvement since the last inspection, when standards were judged to be average. They also match the results of the 2002 National Curriculum tests, where the very great majority of pupils gained level 2 or above, but the number of those gaining level 3 was below average. Although the school has identified those pupils who are on course to achieve Level 3, the work that is currently planned for them does not currently reflect those expectations. Pupils make good progress and achieve well, including those who have special educational needs. All pupils are fully included in lessons and teachers make sure of this by asking them questions, by name.

96. In Year 6, pupils' attainment is above average. This represents a good improvement since the last report and an improvement on the results of the 2002 tests, when standards were average. The improvement is due to very good teaching, and because pupils are given many opportunities for independent learning. This results in a Year 6 class of enthusiastic 'young mathematicians' who delight in the subject. All pupils make good progress overall and achieve well. In some lessons they make very good progress. Everyone is involved in all of the challenges and work, including those who have special educational needs. This is a very good improvement since the last inspection when progress was judged as satisfactory.

97. The quality of teaching and learning in Years 1 and 2 is good, with some that is very good. Lessons start with a brisk mental mathematics session. For example, in a very good Year 1 lesson, pupils sat in a circle counting forwards and backwards to 30. Then they solved problems, such as 'How many more to make x ?' followed by naming two-dimensional shapes. Everyone joined in very well and the session provided a very good way of warming up for more concentrated work. Teachers make sure that pupils understand and use correct mathematical vocabulary. For example, Year 2 pupils used words such as 'altogether', 'plus', and 'makes' when working on addition. Pupils learn to shop and use coins, count and write numbers, and solve problems such as 'buying' pies or pizzas. They make predictions, draw pictograms, and count successfully in tens. They multiply single numbers and work with doubles in tens and units. Many recognise three-dimensional shapes and describe them correctly using terms such as 'faces' and 'corners'. Later, they multiply larger numbers and list the months of the year, as well as discovering patterns of numbers using the 100 square.

98. The quality of teaching and learning in Years 3 to 6 is generally very good. This shows an improvement since the last inspection. Teachers plan their lessons well, ensuring that all the topics of the National Numeracy Strategy are covered. A key feature of teaching is the methods used, which are very good. Teachers often promote a very good measure of independent learning. For example, in a very good Year 4 lesson, pupils were working in small groups solving problems. They worked hard, sharing ideas and sorting out the various stages of the problems, which challenged them very well. When asked at the end who learns most from a problem solving lesson, one pupil said, "Those who get it wrong at first, because they learn how to get it right." The lesson set up a very good atmosphere for learning and consequently, pupils made very good progress.

99. Teachers provide very good challenges and activities to further learning. Year 3 pupils know multiplication facts and using the inverse, division, to check their answers. Good learning resulted because the teacher used real bank notes and coins and skilful questioning developed mental agility: 'How many to make £20', the teacher asked, holding up a £5 note. Shape and space is covered very well, as exemplified in a very good Year 5 lesson. All the pupils, including those who have special educational needs, learned how to use a protractor. Four pupils used an excellent computer program, enabling them to move the on-screen protractor about until it was in line with the angles. The rest used real protractors and by the end of the lesson had successfully grasped how to measure and draw angles accurately. Very good instruction from the teacher drew attention to the great care needed, especially in reading the correct scale of the two marked on the instrument.

100. The very good lesson in Year 6 began by including factors in the mental starter session. This illustrated very good use of the analysis of the test data to identify and address weaker areas in the pupils' knowledge and understanding. The main part of the lesson was concerned with solving written problems involving division, with remainders. Pupils were given problems of varying degrees of complexity and, working in groups, they set about solving them. Their attainment was above average; they worked very hard, fully understanding what they had to do and applying themselves to it. The teacher's calm, but very well organised methods allowed them to investigate and arrive at their own conclusions, followed by the whole class coming together to talk about techniques and findings. This whole class work was of a very high calibre and ranged into decimals and money, allowing pupils to use and apply their knowledge in new situations.

101. Teachers throughout the school are confident in implementing the National Numeracy Strategy and they apply it well. Across the school, teachers use very good management skills and the work they plan is well matched to pupils' needs. Most pupils are confident and explain their mathematical reasoning well. They are usually keen to answer mental mathematical questions. Teachers ensure that everyone in the class is included in the starter sessions as well as the main activities, and respect for each other is paramount. This was exemplified very well in the Year 4 lesson. As pupils came together to pool their findings, the teacher asked for active listening from everyone, and that all the class faced the group of pupils who were to report their findings, in order to show respect for their work and for the pupils themselves.

102. Numeracy skills are applied well across the curriculum. In design and technology, Year 6 pupils measured accurately when they were making models of shelters, and used geometric shapes in music. They changed angles as they walked, and later drew the patterns on paper. Year 4 tested insulation properties and used their knowledge of capacity, and Year 5 measured shadows and made graphs of their findings.

103. The subject is very well led by the headteacher, who understands very clearly what is required to continue to improve standards. Through rigorous monitoring of standards and the quality of teaching and learning, he has identified appropriate priorities for improvement and provided training for teachers in order to raise standards of achievement. There is very good overall improvement since the last

inspection; namely, in higher standards of attainment, the quality of teaching, better progress by all pupils, and improved assessment procedures and the use of them. Resources have been improved in order to apply the curriculum well and this is having a significant impact on learning. Information and communication technology is used well to support learning.

SCIENCE

104. Standards in science are above average in Year 2 and Year 6. This is an improvement on the findings of the previous inspection, when standards were in line with the national average. The inspection findings also show an improvement on the results of the 2002 teacher assessments in Year 2 and national tests in Year 6. The improvement in pupils' attainment in science has come about because of good and very good teaching. Pupils take part in well-planned scientific investigations, as well as acquiring knowledge and understanding from teachers' skilful explanations and demonstrations. Throughout the school, all pupils achieve well in the subject. Pupils with special educational needs make good progress because they benefit from practical investigation and receive good support when required to record their findings. There are no significant differences in the performance of boys and girls.

105. Pupils in Year 2 predict what might happen before carrying out an investigation, make simple observations and present their findings in a variety of ways. For example, they predicted whether different materials, such as rubber, metal and wood, could be changed by squashing, bending or stretching and recorded their findings in the form of a table. Pupils know how to carry out a fair test by keeping some features the same, such as the extent to which they pull or stretch each material. Pupils know that humans and animals grow and change and understand the effect of exercise on the body. They categorise everyday objects that work by electricity or batteries, and identify the properties of different materials. In 2002, teachers' assessments in Year 2 showed standards to be well below average. This was largely due to over cautious assessment on the part of the class teacher, which has been addressed. Evidence shows that work is planned at appropriate levels for pupils at all levels of attainment and that many are working at above average levels of attainment.

106. The quality of teaching and learning is good in Years 1 and 2, with some very good features, and this promotes good progress. Teachers have good knowledge of the subject and they communicate this well to the pupils, inspiring and motivating them by their own enthusiasm. There is a strong emphasis on experimental and investigative science, which develops good enquiry skills and nurtures pupils' natural curiosity. Teachers achieve a good balance between practical work, factual learning and recording. All of these features were evident in a very good Year 2 lesson, in which pupils investigated a wide range of materials and their properties. The lesson was very well prepared and organised and the teacher's input during the first part was very good. She developed pupils' understanding and prepared them well for the investigative activity through skilful questioning and clear explanations. As a result, pupils knew exactly what the purpose of the lesson was, what they were to do and how they were to try and carry out a fair test. There was a very good emphasis on scientific vocabulary, as pupils were encouraged to use a wide variety of adjectives to describe the properties of materials. Higher attaining pupils were given suitably demanding work and pupils with special educational needs received very good support from a teaching assistant which ensured their full participation in the lesson.

107. Pupils in Year 6 make predictions about the outcome of experiments based on previously acquired scientific knowledge and understanding. They conduct a series of observations, comparisons and measurements with suitable precision and record their observations systematically, as when they investigated how to separate simple mixtures through methods such as filtration and described the changes that took place using correct scientific terminology, such as 'evaporation'. Pupils appreciate the great variety of living things and the importance of classification. This was evident in their work on

pond animals, which they classified as ‘surface dwellers’, ‘free swimmers’, ‘weed crawlers’ and ‘bottom dwellers’. They have a good understanding of the feeding relationships between plants and animals in a habitat and use appropriate scientific vocabulary such as ‘predator’ and ‘food chains’ to communicate their knowledge. Pupils know how to separate a salt and water mixture by evaporation and investigate whether changing the temperature of the water affects the speed at which different substances dissolve in it. They understand the forces involved when using magnets and know that gravity exerts a force on a stationary object.

108. The quality of teaching and learning in Years 3 to 6 is also good, and there is evidence of very good teaching in Year 6. Teachers have good levels of expertise in the subject and high expectations of what pupils can achieve. Lessons are planned well according to the scheme of work and there is a good balance between imparting knowledge and practical investigations, where pupils apply and refine their knowledge and understanding. Very good development of scientific vocabulary enhances pupils’ literacy skills and challenging questions prompt pupils to think creatively and make connections between different aspects of their work. In a very good Year 6 lesson, the teacher’s very effective questioning reinforced pupils’ previous learning and led them on to apply this to new situations, which developed their understanding of forces to higher levels. By demonstrating several examples of how different forces act on stationary objects, the teacher was able to help pupils work out that ‘opposing forces’ were working on an object that was at rest. ‘What other force is being exerted on the ruler?’...‘Is it stronger than gravity or equal to gravity?’...The teacher’s very good scientific knowledge and his enthusiasm for the subject motivated pupils and sustained their interest. As a result, they demonstrated very positive attitudes towards the subject and made very good progress in the lesson. Lessons in science are generally well paced and provide good levels of challenge for all pupils.

109. The subject is well led by an enthusiastic and knowledgeable co-ordinator, who has monitored standards and the quality of teaching and learning throughout the school. Assessment procedures are developing soundly and include an evaluation at the end of each unit of work which shows how well pupils progressed in their learning. Teachers create effective links with numeracy, as when pupils measure temperature, capacity and distance when conducting experiments. Literacy skills are developed well through written accounts of investigations and pupils make effective use of information and communication technology to support their learning. The curriculum is enhanced by visits to a Country Park, Sayers Croft and the Isle of Wight. There is a good range of resources to support teaching and learning and the subject makes a very good contribution to pupils’ spiritual, moral, social and cultural development. There are numerous opportunities for pupils to experience and wonder at the beauty of the natural world and to work together on experiments, sharing ideas and resources and helping each other.

ART AND DESIGN

110. Standards are above average in both Year 2 and Year 6. In the school’s previous inspection similar standards were observed. Pupils achieve well as they move through the school. Younger pupils develop the basic skills of drawing and colour mixing well in Years 1 and 2. While older pupils build appropriately on these skills, they effectively broaden their range of experiences and develop well their abilities to select materials and methods and to evaluate their own and each other’s work. Pupils with special educational needs are involved well in lessons and achieve at the same rate as other pupils because they receive good support and encouragement from teachers and assistants. Pupils are interested and enjoy their work in art. They work well with each other and independently and use resources carefully.

111. Teaching and learning are good throughout Years 1 to 6. This is an improvement since the last inspection when teaching was good in Years 1 and 2 and satisfactory in Years 3 to 6. One of the key features of teaching is the very good and co-operative relationships which exist in all classrooms.

These enable pupils to undertake successfully a range of practical activities within a lesson, working independently and individually as the task requires. In some lessons, there are particularly effective partnerships between teachers and assistants as was seen in a good Year 6 lesson where the classroom assistant explained and demonstrated to the whole class how to form and print their images.

112. Throughout the school, teachers create interesting starting points for pupils to work from and use a good range of resources. Some of these ideas are a result of effective links with other subjects, which enrich pupils' experiences and their knowledge. For example, pupils in Year 5 make an effective link with their work in science when they create a class collage of a wildlife area, and, in Year 2, pupils use vivid colours to create the mood of Holst's music, *The Planet Suite*. Pupils are given good opportunities to explore interesting effects through mixing different media and this works particularly well in their work which combines textiles with other media. In a good link with information and communication technology and science, Year 6 pupils used a digital camera to record different patterns and textures in the exterior fabric of the school. Their observational drawing were transferred into black and white line paintings and then textured with different layers of paper.

113. The strength of pupils' three dimensional work can be seen in the large scale papier-mâché figures of school children made by Year 4 pupils. Pupils were able to explain in detail how they had designed and produced the figures, identifying the parts of the process they found most difficult and those elements with which they were most pleased. This good awareness of how to evaluate and comment on their work is also evident in Year 6. Following their analysis of the different elements of colour and shape used by Lichtenstein in his pop art paintings, pupils select their own image, make their initial drawing, identify an element of the drawing to work with and create their own reverse image with a polystyrene block to print reverse patterns onto fabric. They have a good awareness of the processes because teachers and classroom assistants have clearly explained and demonstrated before they start.

114. The subject is well led and co-ordinated. Areas for further development, such as the more consistent and productive use of sketchbooks and the progressive development of some aspects of pupils' drawing skills, have already been identified by the school. A useful portfolio of pupils' work is being developed, but it does not yet sufficiently link with National Curriculum levels or with the progressive development of pupils' skills. Both teaching and planning have been monitored and training needs identified in the area of sculpture. Assessment in the subject is effectively linked to teachers' evaluation of their planning but does not yet link to National Curriculum levels. Resources in the subject meet the needs of the curriculum well and teachers make appropriate use of information and communication technology. The subject is enhanced through events such as Art Week, when the whole school undertakes different class projects. It makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils explore the feelings and emotions expressed through colour and they have a good knowledge of some of the distinctive features of a range of well-known artists from western culture and an appropriate awareness of art traditions and forms from cultures such as India and Japan.

DESIGN AND TECHNOLOGY

115. Standards in design and technology are average in Year 2 and above average in Year 6. Pupils make sound progress in the subject in Years 1 and 2. In Years 3 to 6, progress is good, and pupils achieve well overall. This is an improvement since the previous inspection, when standards were judged to be in line with national expectations and progress was satisfactory in Years 1 to 6. Standards have risen because teachers place good emphasis on designing, making and evaluating an end product in response to an identified need. Pupils with special educational needs make good progress because work is matched well to their capabilities and they receive good support in lessons

from teachers and assistants. Teachers also plan for pupils to work in groups of mixed ability where they help and learn from each other.

116. The quality of teaching and learning is satisfactory in Years 1 and 2. Lessons are planned appropriately according to the scheme of work and there is a suitable emphasis on teaching pupils' specific knowledge and skills. For example, pupils in Year 2 learned sewing stitches when making puppets and pupils in Year 1 created 'moving pictures' which incorporated levers and sliders. Year 2 pupils drew and labelled designs for their puppets and evaluated the finished product, explaining what worked well and what they liked about the puppet. However, the work was quite closely directed by the teacher with few opportunities for pupils to select from a range of tools or techniques or to investigate different products in order to inform their choices.

117. The quality of teaching and learning is good in Years 3 to 6. In Year 6 very good teaching by the co-ordinator enables pupils to produce work of a high quality. For a recent topic, 'Building Shelters', pupils carried out detailed research into different frame structures and investigated what materials various shelters and homes were made from. They made effective use of the Internet for this work. Using this information, they proceeded to design their own shelter, having first decided for whom it was intended. Pupils identified four criteria that they wanted the shelter to meet, such as 'to be waterproof and windproof', 'to be economic using solar power to heat it' and 'to withstand five newtons of pressure'. They drew detailed, labelled sketches which included measurements. There were good links with science, as pupils tested materials for their waterproof qualities, and with mathematics as they made accurate measurements when cutting out and making the shelters. The well-made finished products were evaluated against the original design brief and pupils took photographs of them with a digital camera to illustrate their good quality written work.

118. Good features of teaching in Years 3 to 6 include well-planned units of work which allow pupils plenty of opportunity to investigate and select from a wide range of materials and consider the purpose of the product and the end user. For example, pupils in Year 3 design and make photo frames after examining a variety of examples and discussing for whom they are to be made. Food technology is taught well, as when Year 5 pupils examine different kinds of bread before making their own. There are very effective links with the science curriculum in a number of topics. For example, Year 5 pupils make moving toys which incorporate control mechanisms. This work also shows good development of literacy skills as pupils write detailed instructions to explain how their work proceeded.

119. The subject is led and managed very well by an enthusiastic and knowledgeable co-ordinator who has a good overview of the curriculum. Effective monitoring of pupils' work helps to ensure that the curriculum is being implemented appropriately, although this is currently more rigorous in Years 3 to 6 than in the infant classes. Although formal assessment and recording procedures are still being developed, there is sound ongoing assessment of pupils' progress through discussion and encouraging pupils to evaluate their own work. The subject is very well resourced and teachers make effective use of information and communication technology to support learning. For example, a very good bank of information, stored on CD-ROM, provides excellent guidance for each unit of work and pupils use it to find background information on their chosen topic.

GEOGRAPHY

120. In Year 2, pupils' attainment is average for their ages. Their progress and achievement are good, including those pupils who have special educational needs. This matches the findings of the last inspection. The school has placed a greater emphasis on the learning of skills in geography and this is clearly seen in lessons. In Year 6, attainment is above average, which is an improvement since the previous inspection. There is a good emphasis on fieldwork and opportunities for firsthand observation, as well as some very good teaching in some classes. This enables pupils, including those with special educational needs, to make good progress and achieve well in Years 3 to 6.

121. The quality of teaching and learning in Years 1 and 2 is good. In a good Year 1 lesson about gaining a sense of place, relating to home and school, pupils worked together with the teacher to create a map, using large cut out shapes to represent the river, church, trees and houses in the village. They took turns to explain their chosen routes from places such as a house to the church. Their geographical reasoning is good. When they were asked to plan a route from the lower edge of the map to the school, most pupils quickly realised that they must have a symbol of a bridge put on the map, or else they would not be able to take the route over the river. Later they drew their own maps following the teacher's clear instructions. This activity gave them all a chance to create a map for themselves, and to make good progress in their learning. Year 2 pupils have sound mapping skills which they used to study an Ordnance Survey map of a Scottish island. Some went on to create a three-dimensional map with the teacher, while others drew and labelled physical features such as a loch, the sea, rocks and a river. Pupils used the large map independently to check features they were unsure of. They recognised the symbols for these features. The teacher has collected very good resources such as material from the Scottish Tourist Board, maps and photographs of the island, all of which add to pupils' learning well. They use appropriate vocabulary confidently, such as 'port', 'bay', and 'dunes'. They learn to discern human features and natural ones.

122. The quality of teaching and learning in Years 3 to 6 is good, with some that is very good. This represents good progress since the last report, when teaching was found to be satisfactory. Teachers continue to address the learning of skills well, adding a good measure of independent investigation. For example, in a good Year 4 lesson, pupils were given sets of photographs about Chembakolli, the Indian village they are studying. They had to match the notes given to them with the photographs, and make some comparisons with Westbourne. After some time, they reported to the class in their groups to give their findings. Good questioning from the teacher drew out pupils' knowledge and understanding further: 'How does it differ from Westbourne?' As they reported finding such information as the growing of tea in India, they were asked why tea is dried before shipping out, and why it does not grow in Westbourne. This prompted pupils to think and work things out for themselves. Pupils are beginning to understand how to compare distances. For example, when responding to a picture of some people walking through a forest to get to the doctors, they considered if they would travel from Westbourne to Funtington to see a doctor. The use of geographical vocabulary is good, and pupils use words such as 'aid agencies', and 'cash crop' knowledgeably

123. A very good Year 6 lesson illustrated the best features of the teaching. Pupils embarked on a field trip to see the river Ems in full flow after heavy rain. They used observational techniques very well, sketching items and using a digital camera to record some of the features. They used and understood terms such as 'erosion' and noted where the pillars of the bridge were very gradually wearing away with the force of the water. Moving to a wider stretch of the river, they sketched man made and natural banks, noted the depth of the water and saw that the rate of flow was less when the river is wider. In the classroom, the teacher made very good use of a data projector, aerial photographs of the village, and an interactive map produced from the photograph. All the pupils were very well behaved during the walk round the village and approached their work seriously and with great interest. The teacher's technique of setting the scene and letting them discover things for themselves was very effective and enabled very good learning.

124. The leadership in geography is good, and the emphasis on learning skills that has been implemented over the last year or so has raised standards well. Schemes of work are good and provide for the required skills and topics to be addressed well. Marking of pupils' work is not to a consistent standard across all classes, but assessment procedures are satisfactory. Resources have been improved since the last inspection and now provide a good working base for teachers' planning. Fieldwork is used well to develop geographical skills, and the local environment is used as a very good resource. Information and communication technology is used well to enhance learning.

HISTORY

125. During the week of the inspection it was only possible to see one lesson due to curriculum and timetabling arrangements. Judgements are based on an analysis of pupils' work in all years, teachers' planning, and discussions with pupils and teachers. Indications are that standards in the subject are average in Years 2 and 6. In the school's previous inspection standards were judged to be frequently above average at both key stages. Standards are only in line with expectations because pupils' enquiry, research and interpretation skills are not developed to a higher than average standard. All pupils, including those with learning difficulties, achieve satisfactorily as they move through the school. There are no differences in the attainment of boys and girls.

126. The quality of teaching and learning is satisfactory overall with some good features. Teachers plan carefully to provide interesting activities which involve pupils well in their work. A very good example of this was the visit by Year 1 and 2 pupils to Portsmouth to look at HMS Victory and the 'Sights and Sounds of the Sea' experience. On their return, pupils were full of enthusiasm and comments about what they had seen and heard, and the combination of the historical features with both music and dance had obviously been inspiring. Year 2 pupils were able to make simple observations about features of the ship and sailors' lives. Guided by their teachers, they were able to make links with some of their earlier work on Samuel Pepys, when they identified that leather buckets were used on ships as they had been in the Great Fire of London.

127. There are good links with other subjects in some years. In a good link with art, pupils in Year 5 explore patterns on Greek vases when they are studying Ancient Greece. Pupils develop an awareness of chronology as they move through the school and extend their understanding of a range of vocabulary and methods of recording periods of time. By Year 6, they are able to incorporate references to periods of time in the history of Ancient Egypt. In the lesson observed in Year 3, the teacher made effective links with pupils' work in literacy and information and communication technology when they read out letters written by evacuees which had been taken from the Internet. In this lesson, the teacher's skilful questioning encouraged pupils to identify how these children might have been feeling and to make useful links with information they had already been given. This clear focus on developing pupils' historical skills is not evident in all aspects of pupils' work throughout the school. Pupils sometimes have a detailed knowledge of the different periods they are studying and use a good range of sources of information to acquire their knowledge. However older pupils do not sufficiently develop the ability to identify the reasons why things change and how evidence can be interpreted in different ways.

128. The co-ordinator for the subject has a personal enthusiasm and interest in the subject. She is well organised and has identified appropriate priorities for the development of the subject. She recognises the need to ensure progression in the development of pupils' skills of historical enquiry and interpretation. She has been able to monitor some teaching in the subject and maintains an overview of standards through discussions with pupils about their work. Assessment is linked effectively to teachers' evaluation of their planning, but does not yet include reference to National Curriculum levels. Information and communication technology is used appropriately in the subject to support pupils' research skills. Resources are good and each unit studied has a good range of materials. The school makes good use of the library and museum loan services to supplement its own resources. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to develop an empathy with people, and particularly children, of other times and they recognise some of the simple differences between the lives of people in the past and their own.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards are average in Year 2 and pupils make satisfactory progress; the previous inspection found standards to be above average. Pupils use computers confidently to enter and save their work.

They program a toy robot to move around the room according to simple instructions. However, there is no evidence to show that they are exceeding the standards expected of them in Year 2. In Year 6, pupils reach above average standards and achieve well. This represents a significant improvement since the last inspection, when standards were below average and pupils made unsatisfactory progress. At that time, pupils were not given sufficient, regular, planned opportunities to develop their knowledge and skills. Although the ratio of computers to pupils is still lower than that recommended, the influence of a highly skilled and talented co-ordinator has been extensive in bringing about improvement in Years 3 to 6. The use of a data projector and interactive whiteboard also enhance teaching for the older pupils, whereas teachers in Years 1 and 2 have not had the benefit of this additional equipment. A comprehensive programme of staff training and a well-planned scheme of work has enabled teachers to make the best possible use of the equipment available to provide pupils with high quality learning opportunities. There is a strong emphasis on teaching specific skills and using information and communication technology in other subjects to enhance pupils' learning. Pupils with special educational needs make good progress because they receive good instruction, practise new skills and work in collaboration with others.

130. The quality of teaching and learning is satisfactory in Years 1 and 2. Teachers are confident in the subject and make sound use of the computers in classrooms to teach new skills and allow pupils to explore different programs and find out what they can do. They enable pupils to use information and communication technology to support their work in other subjects. For example, pupils in Year 2 use an Internet website to find information about the island of Coll for their work in geography. Teachers plan opportunities for pupils to use computers during lessons to ensure the best possible use of the equipment available. A relatively weaker element of the teaching is the whole class input at the beginning of a new topic, when it proves difficult to demonstrate effectively how to operate a program with 30 pupils crowded round one computer. In the Year 2 lesson observed, the teacher made effective use of an overhead projector to talk pupils through the process of locating information on the Internet. However, it then proved difficult for all pupils to see the computer when the teacher showed them how to navigate around the website. The co-ordinator is aware of the need to address this matter and the school is considering investing in another data projector for use in Years 1 and 2.

131. The quality of teaching in Years 3 to 6 is good, and sometimes very good. The co-ordinator teaches pupils in Years 4 and 6 and works closely alongside the newly qualified teacher in Year 5 to plan and review teaching in the subject. Consequently, almost all of the pupils have benefited from his high levels of expertise and enthusiasm for the subject. The co-ordinator also has a very good overview of standards throughout Years 3 to 6 and knows how well pupils are progressing in each year group, which enables him to ensure work is planned to build on previous learning. As a result, tasks are demanding and provide pupils with a high level of challenge. This was illustrated very well in a Year 6 lesson, in which pupils learned how to use a light sensor to monitor light and dark and how to write a computer program to control a lighthouse, so that the light flashed at regular intervals. The teacher's excellent subject knowledge was communicated very effectively to the pupils through the use of a data projector, light sensor and control box. Pupils in Year 6 have also created interactive maps of the local area and multi-media presentations, combining text and graphics in interesting and imaginative ways. Pupils in Year 5 use a spreadsheet program to cost out the food for a party, and Year 4 pupils use a scanner to copy and use a design that they have made in an art lesson and use it to make a repeating pattern. A very good lesson in Year 3 showed pupils how to create databases by entering information in different fields.

132. The strongest features of the teaching throughout the school are the way in which teachers plan opportunities for pupils to practise what they have learned by applying their skills in real-life situations, and the links they make between information and communication technology and other subjects, which

ensure that it is seen as a tool to enhance pupils' learning across the curriculum. The pace of learning is good in Years 3 to 6, and lessons build effectively on pupils' previous experiences.

133. There has been a very good focus on improving provision in the subject since the previous inspection. This has included replacing most of the school's computers and investing in a good range of additional hardware and software. The co-ordinator provides excellent leadership and there has been a clear focus on raising standards through the school improvement plan. Further plans are in place to improve provision in Years 1 and 2. Innovative monitoring procedures include the introduction of a networked support system for teachers, which provides ideas for each unit of work, and separate portfolios of evidence for each year group. Good assessment procedures are in place, which enable teachers to track pupils' progress through the levels of the National Curriculum. The subject makes a very good contribution to pupils' social and cultural development as they learn to co-operate on shared tasks and find out about the uses and importance of information and communication technology in society.

MUSIC

134. Standards in music are average in Year 2 and Year 6. In the school's previous inspection similar standards were observed. During the week of the inspection it was only possible to observe lessons in Years 4 and 6 and judgements are based on the lessons seen and observations in assemblies and in after school clubs. Pupils enjoy their work in music and achieve satisfactorily across the school. Pupils with special educational needs achieve as well as other pupils and take a full part in all activities. The good use of teachers' expertise to teach in Years 4, 5 and 6 makes a positive contribution to these pupils' good knowledge about different musical traditions in the past. In this respect pupils achieve well.

135. Overall, the quality of teaching and learning in Years 3 to 6 is satisfactory. There was insufficient evidence to make a judgement about teaching in Years 1 and 2. In the previous inspection no clear judgement was made about teaching overall, but some lack of confidence in teaching the subject was identified. As a result, the school invested in a new scheme of work which gives more direct support to teachers and links more effectively with the requirements of the National Curriculum. The school makes good use of the expertise of individual teachers and teaching assistants to teach and support pupils in classes and groups other than their own.

136. All Year 2 pupils have the opportunity to learn to play the recorder and, through this experience, develop their abilities to understand and use a simple form of notation, follow a melody and develop an appropriate awareness of elements of music such as dynamics, beat and pulse. In whole school singing in assemblies, they show they are able to use their voices tunefully. Pupils in Year 2 have their classroom experiences enriched through visits to places such as the *HMS Victory*, where they listened to music of the 18th and 19th centuries and learned to dance a sailors' hornpipe. Such experiences enrich their appreciation of music and how it formed a part of people's lives in the past.

137. This aspect of pupils' appreciation of music continues to develop well through the following years in the school. In a good lesson in Year 6, as a result of the teacher's confidence and enthusiasm, pupils were encouraged to concentrate well. They knew that Bach's music belongs to the Baroque period and were able to identify the melody and its counterpart in a more modern version by the pop group Procol Harum. In an interesting link with their work on mathematical shapes, they used the pulse of the music to pace out patterns in response. When they sing together in assembly and in singing practice, pupils show they can use their voices appropriately to follow a melody and to change volume to create more expressive singing. They are able to sustain a melody in simple part and round singing. In lessons and other activities, teachers offer a good range of listening experiences and emphasise the importance of pupils' enjoyment of music. However pupils' skills of performing, discussing the music

they hear and in making their own compositions are not always developed in progression from year to year.

138. The subject is enhanced well by after school clubs, such as the Glockenspiel Clubs, which are available to all pupils and pupils are encouraged to perform in assemblies and in events such as church services. Pupils' experience the music of other cultures, including Indian music and African drummers. The co-ordinator has identified this as an area for further development. Management of the subject is satisfactory. The co-ordinator's enthusiasm and commitment provide good leadership, but as yet her other responsibilities within the school have taken priority, and the monitoring of teaching and learning has been on an informal basis only. The school has a good range of resources, including tuned and untuned percussion instruments and music of western traditions. The range of resources relating to other cultures is satisfactory. Information and communication technology is used soundly to support learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Music is used well in school assemblies to create a reflective atmosphere or to reflect the theme of the assembly. Pupils enjoy the opportunities to make music together in assembly and in the Glockenspiel clubs. They learn to work together as a group and to listen carefully to each other's playing.

PHYSICAL EDUCATION

139. In Year 2, pupils attain average standards for their age. There is a good curriculum that provides pupils with a good range of opportunities to acquire and refine skills. This includes bat and ball skills, moving to music, net games, balance work on the floor and using apparatus. Some field games, and sequences in gymnastics and dance are also included. Standards have been maintained since the last inspection report. In Year 6, standards are above average. By the time they leave the school, most pupils can swim, using recognised strokes. Pupils play hockey well and learn skills of passing, dribbling, and receiving. In gymnastics, pupils use their skills well to make short sequences, using apparatus or mats to good effect. All pupils, including those who have special educational needs, make good progress.

140. The quality of teaching in Years 1 and 2 is good, overall. In one lesson it was excellent. In this lesson, Year 1 pupils were learning to dance the hornpipe. This lesson linked very well with the class visit to *HMS Victory*. The teacher took very good care to remind pupils about safety in the hall, and they were told to use the spaces and to avoid other people. After their warm up, they began suggesting ideas for sailors' activities such as hauling the ropes or the anchor, climbing up the rigging, and scrubbing the decks. Having learned these movements, they then put together a short sequence and added the music. An inspired choice by the teacher was the hornpipe commonly used at the Last Night of the Proms. Because this begins slowly and quietly, and rises to a loud and furious finish, pupils were entirely wrapped up in their dance and the quality of their learning was excellent. The finished sequences were very good and included some pupils scanning the horizon for ships and stamping in time to the last lines of the music. Interpretation skills were above average, and there was a wonderful sense of enjoyment about the lesson. Year 2 pupils used whole body movements as they responded to sombre and slow music. They are well aware of safety and the space required for other people. Some interpreted the music well and added some movements of their own which contributed to the mood. Most performed at a level expected for their ages.

141. The quality of teaching and learning seen in Years 3 to 6 was, overall, very good. Indian music, linked well to a geography project, formed the basis of the Year 4 lesson. Pupils learned to perform short sequences of movement. Several pupils found the movements difficult but at the end of the lesson some groups performed well. Year 5 pupils used a range of apparatus, including ladders, benches and mats in a very good lesson. They found entry points on their particular pieces of apparatus and devised good sequences of movement, curling, weaving, rolling, and moving with control

and agility. They respected each other's space and used the measure of freedom for independent work that the teacher gave them well. He moved round asking very good questions such as, "Are you linking your movements, are you in control?" He evaluated their sequences as he moved round so that learning was very good and they could see how to improve. Some pupils were asked to demonstrate and showed the class good forward rolls, controlled movements and good finishes. Pupils were full of confidence and able to use apparatus very well.

142. Year 6 were seen in a very good lesson practising their skills and refining their actions, shapes and balances. They understand the reasons for the warm-up and how the heart and pulse respond to activity. They are used to listening very attentively to the teacher's orders and they stop instantly when told. This adds much to the very careful attention paid to safety. Working in small groups with mats, they devised forward and then backward rolls. Pupils were asked to demonstrate and the whole class showed excellent evaluation techniques. They have learnt very well and give and receive constructive criticism of their performances as a matter of course. Time for independent practice and the working out of their sequences resulted in some above average performances. A notable feature was the improvement in pupils' performance after they had received evaluation from the class. Learning overall was very good as a result.

143. The management of the subject is good, and the schemes of work devised by the co-ordinator cover the required skills for pupils of these ages. After-school activities add much to pupils' attainment in physical education. The school's hockey team are very successful in local tournaments and the school benefits from close links with a local hockey club. The new hall is a very good resource, and with its good storage facilities means that the key issue in the last report about storage of other equipment in the hall no longer applies. The subject is well resourced. It makes a very good contribution to pupils' moral and social development as they learn to co-operate with others in a team and cope with the emotions of winning and losing.

RELIGIOUS EDUCATION

144. In Year 2, pupils' attainment is in line with the expectations of the locally agreed syllabus. They have sound knowledge and understanding and are beginning to express their feelings about such topics as being sad, lonely, happy, or the things they like most. Pupils make sound progress overall, including those who have special educational needs. In Year 6, standards are higher than at the time of the last inspection and attainment is above average. Pupils demonstrate the capability to think and discuss ideas in depth that is sometimes beyond their years. The work seen in a very good Year 6 lesson about prayer exemplifies this clearly. Pupils not only learn facts about religion, but also understand how religion affects people in their everyday lives. Progress for all pupils is generally good, with some that is very good.

145. There has been an improvement in the quality of teaching and learning since the previous inspection, when some teaching was unsatisfactory. In Years 1 and 2 it is good. Teachers make sure that pupils know Bible stories such as the feeding of the five thousand, and begin to understand what a miracle is. In teachers' planning, they provide good opportunities for pupils to express their own feelings and opinions. For example, pupils in Year 1 wrote about their feelings. "If I was sad and lonely, I hope someone would play with me." Pupils in Year 2 understand some facts about baptism in church, and use terms such as 'font' and 'sign of the cross'. They know that festivals, such as Divali, mean that people have special food, send cards, and light candles. Teachers match the season of the year well to the work they plan. For example, at Christmas time, pupils followed the story of the nativity and wrote about the shepherds and the angels.

146. Teaching and learning in Years 3 to 6 are good. Teachers' planning is good and gives pupils a range of experiences and different religions to study. Pupils in Year 3 study Judaism and show a good grasp of some of the practices and customs associated with that faith. Year 4 pupils have studied the

story of the creation from the Bible, and some of the pupils' own versions are very good. Teachers present pupils with good levels of challenge. A good example is the depth of understanding shown by pupils when they write about the idea of sacrifice in Judaism. This is enriched by their own versions of the near-sacrifice of Isaac by his father, Abraham. In several of the pieces of work the teacher has asked them to create an alternative ending to the stories. This has produced some of their best work. One wrote that Joseph, a carpenter, was chosen to be Mary's husband because he would be able to make a wooden cot. Another pupil, when writing about the crucifixion, wrote that Jesus came to stop violence in people, and had to die to show how people can be angry and cruel. These insights show very good learning.

147. In a very good Year 6 lesson about prayer, pupils were asked to write about a shrine of their own, which might refer to any religion, or to none. All pupils worked very well at this, including those who have special educational needs. Towards the end of the lesson, pupils talked about the colours of the suggested rooms, music, which would have no words to distract the thoughts, and candles to set the mood. One pupil suggested an open window, 'for God to get in', and incense 'to lead the way'. Pupils displayed very mature thoughts and attitudes and were given a very high level of independence in their learning. They all had a selection of books for reference, together with some of the items they had downloaded from the Internet.

148. The subject is well led by an experienced teacher who brings many thoughtful ideas to the planning and organisation of the curriculum. Much of what is planned contains good references to the experiences of pupils' own lives and feelings. In this way they learn very well. They not only discover the facts of a religion, but also add their own thoughts and ideas, and at the same time learn respect for the followers of the faith themselves. Reflection and 'putting themselves in others' shoes' are an integral part of the work that pupils do. There are good links to other subjects such as in Year 4, where they are studying India in geography, Indian music in dance, and delving into Hinduism in religious education. Resources in general are good, but there are insufficient Bibles for pupils to share in a literacy lesson when they work on the actual text. Information and communication technology is used appropriately to support learning.