

INSPECTION REPORT

ROWNER JUNIOR SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116167

Headteacher: Mrs M Wood

Reporting inspector: Mr C Ifould
20962

Dates of inspection: 24 - 27 March 2003

Inspection number: 251323

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Tichborne Way Rowner Gosport Hampshire
Postcode:	PO13 0BN
Telephone number:	01329 280299
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Townsend
Date of previous inspection:	05 May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20962	Ifould, Chris	Registered inspector	<p>Science</p> <p>Art and design</p> <p>Design and technology</p> <p>Information and communication technology</p> <p>Physical education</p>	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well does the school care for its pupils?</p> <p>What should the school do to improve further?</p>
9334	Mynett, Jenny	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
4486	Weller, Michael	Team inspector	<p>English</p> <p>History</p> <p>Educational inclusion</p> <p>Special educational needs</p> <p>English as an additional language</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
27225	Sketchley, Anna	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>Music</p> <p>Religious education</p>	<p>How well is the school led and managed?</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated amid council, naval and privately owned housing on the outskirts of Gosport. It serves the needs of boys and girls aged 7 to 11, and shares an extensive site with an infant school. There are 205 pupils on roll, all but two of whom are of white English ethnic origin and with a higher proportion of girls than boys. A total of 49 pupils have special educational needs, a percentage (24%) that is just above the national average. Twenty-seven are at School Action stage; 15 at School Action Plus; and, seven have statements of special educational needs, a percentage (2.4%) that is also above the national average. Of the 22 pupils at School Action Plus or with statements, 10 have emotional and behavioural difficulties. Another two are awaiting statements. There is only one pupil with English as an additional language; her home language is Shona. Pupils' attainment on entry has been broadly similar to that found nationally but is higher this year. An increasing number of pupils (41 last year) join or leave the school at other than the usual times, which is a high proportion.

HOW GOOD THE SCHOOL IS

The school gives its pupils a satisfactory and improving education, enabling them to attain in line with national standards in the majority of subjects, including English, mathematics and science. The standard of teaching is good, and the staff are led by a good headteacher and deputy head. The school gives satisfactory value for money.

What the school does well

- The leadership and management of the new headteacher and deputy are good, and they are beginning to build a staff team with a strong commitment and good capacity to succeed;
- Senior staff monitor and evaluate the school's performance in English, mathematics and science carefully and take action, including the strategic use of resources, to raise standards;
- Most teaching and learning observed during the inspection was good or better;
- The provision for special educational needs is good, and is well managed;
- There is very good provision for pupils' moral and social development, and good provision for their welfare; these contribute positively to the good attitudes, behaviour and personal development of the majority; and,
- Good quality information is provided for parents.

What could be improved

- The curriculum; assessment; differentiation in planning; and, provision for homework;
- The effectiveness of some subject leaders and of the governing body;
- The effectiveness of parents' links with the school;
- Attendance; and,
- The effect of the behaviour of a significant minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Prior to the arrival of the new headteacher and her deputy, little progress had been made towards meeting the recommendations of the inspection that took place in May 1998. Almost the entire staff and governing body have changed since then and many of the issues remain to be resolved. The governing body and several subject leaders are very new to their roles and require more training and opportunities to fulfil them. Parents have better access to staff and information about their children, but they could play a more positive role in their children's learning. Curriculum planning is improving but is not yet consistently matching tasks to pupils' learning needs. Several National Curriculum initiatives have been introduced since May 1998, but it has been left to the current leadership to implement them at Rowner Junior. The new senior management team has identified appropriate priorities for action, and these have included putting into place fully effective measures for child protection and ensuring everyone's health and safety. Overall improvement since the last inspection has been unsatisfactory but with better prospects under the school's new leadership and management.

STANDARDS

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

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

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

A higher than average number of pupils gained the national expectation in mathematics and science last year. An above average number also achieved the higher Level 5 in science and boys did particularly well. Standards now are broadly in line with those found nationally in the majority of subjects, including English, mathematics and science, and there is no significant difference in attainment between boys and girls. Older pupils will not meet the national expectations for information and communication technology, design and technology, and geography because aspects of these subjects have not been covered in sufficient depth or detail; it has plans to redress this as a matter of priority. The trend in the school's average points score in national tests in Year 6 over the past five years has been broadly in line with the national trend. The school met its statutory targets for English and mathematics in 2002. Strengths and weaknesses in standards are largely dependent on the quality of teaching, which is stronger in some classes in Years 5 and 6. Overall, pupils achieve satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: the pupils are keen to be at school and to do their best.
Behaviour, in and out of classrooms	Good: the majority are well behaved in lessons and at playtimes. A significant minority in most classes have emotional and behavioural difficulties, but adults and other pupils usually cope well with this.
Personal development and relationships	Good overall: relationships are strong but pupils would benefit from more opportunities to take responsibility.
Attendance	Unsatisfactory: overall attendance is below the national average; unauthorised absence is higher than the national average; there is persistent lateness by a small number of pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

English and mathematics are taught satisfactorily, with some examples of very good and excellent teaching of both. However, some mathematics lessons were barely satisfactory and the skills of

numeracy are applied insufficiently in other subjects. Literacy teaching is stronger, and there is good use of dramatic techniques in many subjects to promote speaking and listening. Science, art and design, history, music and religious education are taught well. The most effective lessons were based on clear planning and learning intentions, high expectations and good pace. Teachers used a purposeful and stimulating range of methods and activities to keep pupils engaged. Teaching is less effective when planning does not take account of all pupils' needs and expectations of some higher-attaining pupils are too low. The needs of those with learning difficulties are generally better met. The majority of pupils respond well to good teaching and apply themselves to produce the best that they can. Some pupils with emotional or behavioural difficulties require careful and consistent management so that they do not disrupt their own and others' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory: statutory requirements for design and technology, geography, and information and communication technology have not been adequately met.
Provision for pupils with special educational needs	Good: their needs are identified early and they are given prompt support. Individual Education Plans give good guidance to learning.
Provision for pupils with English as an additional language	Good: every effort is made to support the one child for whom this applies, and to use her background and experiences positively.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall: the very good provision for pupils' moral and social development is a strength of the school. There is a need to plan more consistently for opportunities for pupils' spiritual and cultural development in all subjects.
How well the school cares for its pupils	Good overall: pupils' care, welfare and personal development are a strength of the school. However, the school recognises that it needs to develop its procedures for and use of assessment to inform and improve teaching and learning in subjects other than English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher and her deputy give strong leadership and management to the school's development, and are well supported by staff such as the special educational needs co-ordinator. Some teachers with subject responsibilities are less experienced and, as the school recognises, require more training and opportunity.
How well the governors fulfil their responsibilities	Not yet satisfactory: many are very new to the governing body or to the role they are carrying out, and are undertaking training to improve their effectiveness. The governing body is not up to full strength.
The school's evaluation of its performance	Good: the headteacher and senior staff have good knowledge of the school's strengths and weaknesses. Staff performance management is effective.
The strategic use of resources	Good: financial and other resources are used carefully and effectively to promote the school's educational priorities.

The school is well provided with teachers, teaching assistants and other support staff. The building and grounds provide good accommodation, which is well maintained. Learning resources meet curriculum requirements satisfactorily. The school has an attractive new computer suite but accessing the pupils and their work is not straightforward. The computers located in Years 5 and 6 are not used

sufficiently; Years 3 and 4 do not have their own computers. The school's management and administrative staff take care to apply the principles of best value when allocating and spending the school's budget.

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 standards their children achieve • their children are expected to work hard and do their best • the standard of teaching • staff at the school are approachable 	<ul style="list-style-type: none"> • information about their children's progress • homework arrangements • the range of extra-curricular activities

The inspection team agree that parents should be pleased about the standard of teaching and the attitudes and expectations that the school promotes. The team also recognises that staff make every effort to be welcoming. The quality and range of information that parents are given about their children's progress are good, and the extra-curricular activities seem satisfactory to the inspection team. The school and the team recognise that homework arrangements need to be improved, and the school is expecting to launch its homework policy and arrangements in the near future.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Standards are broadly in line with national expectations in most subjects and pupils generally achieve satisfactorily, but there are gaps in the older pupils' knowledge, skills and understanding in a minority of subjects.

Results and performance data

1. In national tests in 2002 for pupils in Year 6, the school's results matched the average for schools nationally and in a similar context¹ in English and mathematics, and exceeded them in science. The proportion of pupils reaching the national expectation² in English and mathematics was similar to that found nationally; in science, the proportion was above that found nationally. In science, the proportion that attained higher than the national expectation was above the national average; in English and mathematics, the proportion was similar. In 2002, the girls did much better than the boys in English, while the boys performed better than the girls in mathematics and science. This is broadly as found nationally in English and mathematics, but the boys performed particularly well in science.

Trends over time

2. The school's results in English and mathematics dipped below the national average in 2000, but have improved to match the national average in the two years since then. Results in science have improved appreciably since 1999 when they were well below average. Over the last three years, the boys have performed broadly as well as those nationally in all three subjects, while the girls have performed slightly better. The difference between girls' and boys' performance at present is not significant. The school had suitably challenging agreed statutory targets, based on its past performance, for English and mathematics in 2002. Most pupils exceeded these by achieving their 'aspirational' targets.

Standards during the inspection

3. Standards in the majority of subjects were satisfactory. This included all aspects of the core subjects of English, mathematics and science. Standards were also satisfactory in art and design, history and music. In religious education, pupils achieve what is expected by the locally agreed syllabus.
4. Standards were unsatisfactory in design and technology, geography, information and communication technology (ICT), and physical education. In these subjects, the lack of adequate, comprehensive schemes of work has meant that pupils have not developed their knowledge, skills and understanding sufficiently to meet the expectations of the National Curriculum by the time that they leave the school. The introduction of an improved scheme for ICT means that those currently in Years 3 and 4 are likely to meet expectations by the time that they leave the school. The school recognises its need to develop its curriculum in order to improve standards and has set out a programme in its strategic plan to accomplish this.
5. This represents an overall decline in standards since the last inspection, but there has been good improvement since the arrival of the new headteacher and her deputy in the last 18 months. Just prior to this, standards were lower than expected nationally and major initiatives such as the National Literacy and Numeracy Strategies, had not been implemented consistently throughout

¹ For the purposes of national comparison, schools are banded according to the percentage of their pupils eligible for free school meals, which has been found to be the most reliable indicator of similar social circumstances.

² By the end of Year 6, most pupils are expected to attain Level 4 in National Curriculum subjects. Some attain Level 5, which is higher than expected.

the school, nor had the schemes of work in many subjects been reviewed and brought into line with current guidance and practice. The school is now subject to an increasing

amount of turbulence, as pupils leave and join the school other than at the normal times. The school has identified that the trend is that it loses higher-attaining pupils and gains pupils with lower attainments and, in a significant number of cases, emotional and behavioural difficulties.

How well pupils make progress and achieve

6. When the pupils in Year 6 in 2002 entered the school, their attainments in national tests in Year 2 in English and mathematics were similar to those found nationally. Their attainments in the national tests in Year 6 were also similar to those found nationally, and their progress through the school was, therefore, satisfactory. The pupils also achieve satisfactorily in art and design, history, music and religious education. The pupils make good progress in science and achieve better than expected results.
7. The pupils do not achieve sufficiently well in design and technology, geography, ICT and physical education. The school has begun to develop its curriculum for ICT and pupils make good progress when using the computer suite. However, ICT is still not used sufficiently to support learning in other subjects and there is too little use of the computers located in half the classrooms to enable the pupils to consolidate and develop their knowledge and understanding further.
8. The achievement of pupils with special educational needs is good. Most make good progress and there is clear evidence of improvement in literacy and numeracy against the targets in their Individual Education Plans. The progress of some pupils with emotional and behavioural difficulties towards the targets in their individual behaviour plans is less marked but these plans have been compiled much more recently. The achievement and progress of the pupil with English as an additional language are good.

Pupils' attitudes, values and personal development

Pupils' attitudes, behaviour, relationships and personal development are good.

Pupils' attitudes to school

9. Pupils' attitudes to school and to their learning are good. Parents feel there is hard work being done to promote this and good values, and this is having a positive impact on the vast majority of pupils. Examples include the pupils' enthusiasm and generally good demeanour, both in lessons and around the school. Teachers' effective management skills ensure a good working atmosphere is maintained in the classroom and enables pupils to settle quickly to their tasks. They are usually attentive, listen well, both to instructions and each other, and are keen to respond to questions. However, their capacity for sustained concentration is sometimes limited and where the pace of lessons drops they are apt to become restless and distracted. Their views of the school are positive: they think it is '*pretty good*' and appreciate its more exciting aspects such as, '*the big fields... fun days... the summer fairs*' and '*class assemblies on a Friday... which are like a pantomime*'. They value the fact that '*they've got good friends*' and that '*people are nice and friendly*'. Pupils with learning difficulties are generally well motivated and well behaved where there are opportunities for active learning and where they have a chance of success. This is particularly evident when they are working in small support groups.

Pupils' behaviour

10. Behaviour is good. The majority of pupils conduct themselves well, both in their lessons and around school. They are well aware of the school rules and class rules, both of which they have helped devise. A significant minority of pupils with emotional, behavioural or attention difficulties do not sustain their concentration and disrupt colleagues' work. Other pupils are very tolerant of their difficulties and are very supportive. Parents consider that behaviour at the school is 'normal'. They are aware of occasional problems but feel confident that these are dealt with well. The

school has focused on developing a climate for learning and implemented a behavioural management system to support this. Where this is applied consistently, most pupils respond well. However, there are a few who demonstrate very challenging behaviour. In these instances, others have learnt to ignore disruption and to apply themselves to their work. In most cases, teachers manage and contain difficult pupils effectively. However, where there

are serious incidents of aggression, the school uses exclusions as part of its behaviour management programme. The levels of exclusions have remained constant over the last two years.

11. The pupils value the reward system and feel that it encourages them to work hard and behave well. There is also strong support for the house system, with pupils enthusiastic about collecting points to support their house. They are very friendly and polite, happy to open doors, talk about what they are doing and show their work to visitors. During discussions, they reported that the school is generally a safe and secure place and has few incidents of oppressive behaviour or bullying. However, during the inspection week, the school rule requiring pupils to 'treat all people with care and respect' needed to be enforced. 'War games', enacted at playtime by some older boys, showed the effect of exposure to media influence and the then current crisis in Iraq. This was dealt with well, with the headteacher stressing the need for all to work and play harmoniously together.

Pupils' personal development and relationships

12. Overall, relationships are good, both between staff and pupils and among the pupils themselves. The school works hard to promote tolerance, kindness and appreciation of others to ensure pupils do not feel excluded. There is no racism and pupils from different backgrounds integrate amicably together. A 'buddies' system operates whereby new pupils are helped to settle in by older colleagues. A number of pupils have been identified as having special educational needs related to behavioural problems. They are well integrated into the classroom and involved in all school activities by the effective use of the behavioural management systems. Where the opportunities are offered, pupils generally work well together in pairs and in small group activities. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. For instance, pupils in Year 4 were observed collaborating well whilst preparing and performing a puppet show, and 'The Meeting' provides a valuable opportunity to share concerns, raise issues and give confirmation and support to others. These work well to raise confidence and self-esteem.
13. Opportunities for personal development remain satisfactory. Pupils are encouraged to develop their investigative skills and to evaluate their results. However, there are too few opportunities to enable them to make choices and take responsibility for their own learning. They willingly undertake responsibilities around the school, such as acting as class monitors. In addition, some Year 6 pupils act as house captains and librarians, operate the music system in assemblies, clear up after dinners, and look after the office at lunchtimes. One older boy demonstrated his conjuring skills by treating Year 3 pupils to a magic show at lunchtime. Pupils' views are canvassed through questionnaires and their ideas are encouraged. One example of this was when, during their half term holidays, two girls stencilled sunflowers to brighten up their toilet walls. The possibility of introducing a school council to give pupils more of a role in decision-making processes is currently being investigated.

Attendance

14. The overall level of attendance is unsatisfactory. At 93.5 per cent, it is below the national average and there has been no significant change over the past three years. The level of unauthorised absences is also higher than the national average. The school is well aware of these figures and is focusing its attention on improving them. The high figure for unauthorised absence is, in part, because of the requirement for pupils to be kept on the register after they have left and before they have joined another school. New local education authority regulations regarding the recording of unauthorised absences are being applied. This has 'tightened up' what is acceptable and holidays taken during the first few weeks of term in September and, for Year 6, from January until

the national tests in May are no longer approved. The new education welfare officer is working closely with the school to implement these regulations and improve attendance. Punctuality in the morning is generally good but there is a small number of parents who are failing to ensure that their children arrive on time. The registration period provides an orderly and purposeful start to the day.

HOW WELL ARE PUPILS TAUGHT?

The standards of teaching and learning are good.

The quality of teaching

15. Teaching is satisfactory or better in almost all lessons. In over half of lessons, teaching is better than satisfactory, and in more than a fifth it is very good or excellent.
16. During the inspection, most of the very good and excellent teaching was seen in Years 5 and 6, but the one unsatisfactory lesson was also in Year 6. Otherwise, the quality of teaching was fairly uniform across the school.
17. The standard of teaching of English and mathematics is satisfactory overall. While some high quality teaching was seen, including an excellent lesson in both subjects, some mathematics lessons were only just satisfactory. There are key elements of both subjects that are not yet taught well enough and consistently over time. Only in the last year has the school fully introduced into all classes the teaching methods recommended by the National Literacy and Numeracy Strategies. These are acknowledged to have made a general improvement in teaching standards across the country and have been used in most schools for the past three or four years. The school has a recognised exemplary practitioner of these teaching methods in its deputy headteacher and this has helped support the overall training programme for the teachers, with elements of these methods seen in the teaching of many other subjects.
18. Science has been taught well, although the few lessons seen during the inspection were satisfactory overall. Good attention is given to ensuring understanding of fair testing and pupils' practical knowledge of the subject. There was also good overall teaching of art and design, history, music and religious education, the latter including an excellent lesson. The school's programme of personal, health, social and citizenship education was taught well. Information and communication technology (ICT), design and technology, and physical education were taught satisfactorily. Geography was not taught during the inspection.
19. In good and very good lessons, the teachers plan and prepare well to meet the learning needs of their pupils and are clear about what they expect them to learn. They communicate the learning objectives effectively and have high expectations of their pupils. This was true of a very good religious education lesson for pupils in Year 3 based on the meaning of Palm Sunday to Christians. There was a good range of practical and reflective activities. Pupils listened carefully to a well-told narrative and then made 'palm' crosses. They later wrote important words about Palm Sunday on these. The pupils next went outside and enacted Jesus' entry into Jerusalem using their crosses. They reinforced their learning by completing acrostics. All this was carried out at good pace, with thoughtful questioning and much encouragement and praise. A teaching assistant contributed well to the success of this lesson. The teaching assistants generally make a good contribution to pupils' learning through working conscientiously towards what pupils are expected to learn.
20. Excellent teaching was exemplified in a literacy lesson in Year 5, when the pupils as well as the teacher were very well prepared to continue their appreciation of a narrative poem. The majority of pupils had researched 'highwaymen' at home, many with the aid of ICT. Some had been inspired to read the whole poem on which the unit of work was based. All pupils were fully involved in the lesson, including some whose restless and potentially disruptive behaviour was exceptionally well managed. The use of high-quality role-play, dialogue and frameworks to guide pupils' understanding further ensured their full engagement and understanding. Many of these features were also seen in an excellent religious education lesson in Year 6 that inspired and challenged the pupils through the use of drama, empathy and very high expectations. An outstanding mathematics lesson in Year 5 engaged all the pupils through a perceptive participatory demonstration and careful matching of tasks and support as well as features already mentioned.
21. Only one unsatisfactory lesson was seen. A hockey lesson for Year 6 pupils lacked pace and purpose. There was also inadequate supervision and management of poor behaviour, leading to some pupils using hockey sticks dangerously. Lack of pace, low expectations and ineffective

management of some pupils' behaviour were also negative features seen in a few other lessons. Some teachers do not yet plan adequately to meet the learning needs of all pupils in all subjects. The consistent, planned use of homework to support and extend pupils' learning requires the imminent attention that the school intends. Planning and lessons do not yet include sufficient and consistent use of numeracy and ICT to support learning in all subjects.

How well pupils learn and make progress

22. The pupils learnt well in most lessons during the inspection, and this is likely to be maintained as recent developments and planned improvements become embedded in practice. This also recognises that the majority of pupils are keen to be at school, enjoy learning and make every effort to persevere and do their best. Over time, pupils' learning has been satisfactory overall based on what was seen in their work, on display and from discussing their progress with them. The pupils' learning is hindered when lessons feature the unsatisfactory elements given above, particularly when the disruptive behaviour of a small number of the pupils is not managed effectively enough.
23. The pupils' progress in English and mathematics is satisfactory overall but they make good progress in science. They respond well to the practical approach that the school has adopted and are keen to learn. The teachers have made good use of national guidance to ensure that the pupils cover the required content in this subject. This is not yet the case in subjects such as ICT, design and technology, geography and physical education, where the school's schemes of work have not enabled older pupils to make the progress that they should. Better planning has now been implemented in ICT. The pupils in Years 3 and 4 are likely to at least meet national expectations in this subject but it is unlikely that all those in Years 5 and 6 will be able to make up for lost opportunities. Knowledgeable and enthusiastic teaching, particularly by some teachers in Years 5 and 6, of art and design, music and religious education means that the pupils achieve satisfactorily in these subjects and should achieve what is expected by the end of Year 6.
24. Where the teaching is good or better, the learning of special educational needs pupils is generally good. In some lessons, teachers plan well for their differing needs. They provide structures such as writing frames or prompt sheets to help pupils record their findings. The pupils are sometimes organised into small groups so that the teacher or teaching assistant can work with them, questioning and challenging their thinking and helping them to record their ideas. In one English lesson they were deliberately paired with higher-attaining pupils to act out a dialogue before writing a playscript. Where teaching is most effective, the teacher employs a variety of learning styles that give pupils with special educational needs access to learning, for example: providing pictures, key vocabulary and artefacts; watching a video; and, using role-play and 'hot-seating'. Special educational needs pupils also benefit from the deployment of teaching assistants who are very supportive, both in class and when working one-to-one or in small withdrawal groups. They are very encouraging, use praise very positively and employ a number of strategies - such as word games and computer programmes - which pupils enjoy, which motivate them and which enable them to have a high degree of success, progressing by small steps.
25. Where teaching is less effective, pupils are left unsupported or unchallenged for too long during the lesson. Most teachers are very patient and tolerant of pupils with emotional and behavioural difficulties. Problems occur when a teaching assistant is not available at the start of a lesson - they take their breaks at different times - and pupils need individual attention, or when the teacher does not intervene quickly enough. Unacceptable behaviour is managed effectively, for instance, when the pupil is removed and returns when she or he is able to continue without disrupting others.
26. The pupil with English as an additional language is very well supported. Her class teacher is very aware of her language needs and she follows an appropriate language programme that concentrates particularly on spelling and phonic development. She also receives one hour's support per week from the local education authority's bilingual support service. Her teacher ensures that she is fully included by directing questions at her and ensuring that she works with supportive partners.

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

The school's curriculum requires further improvement.

The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met

27. Although the subjects of the National Curriculum are broadly covered, full statutory requirements have not been met for design and technology, geography, and information and communication technology. The senior management team has worked hard to make sure, in their short time at the school, that the core subjects of English, mathematics and science are covered effectively and they have ensured that previously identified gaps in the teaching of the National Literacy and Numeracy Strategies have been filled. They have also conducted an audit of the current school curriculum and are aware that it is fragmented and lacks coherence.
28. At present, teachers plan mainly for coverage of subject content, but less for the progressive development of pupils' skills. Their planning does not always have clear objectives or include the appropriate use of time in order to develop skills progressively. Some opportunities are taken to make links between subjects - for example, relating design and technology and art and design to history topics - but these are not yet planned coherently enough for maximum benefit. The School Strategic Plan has identified the need to improve the way in which managers check on how the curriculum is taught and also to improve information and communications technology, creative arts, humanities and pupils' thinking skills across subjects. Until these improvements take effect, the quality and range of learning opportunities are unsatisfactory.
29. The provision for pupils with special educational needs is good. The focus on early identification and the effective use of data to target support means that individual needs are met quickly, generally with successful results. The school fully meets the Code of Practice for pupils with special educational needs. Individual Education Plans identify pupils' targets accurately and are utilized effectively, partly in class and partly through small group or individual support sessions. Those who need it are usually withdrawn for targeted support during periods when others are also focusing on literacy and numeracy skills. Where pupils have a statement of special educational need, statutory provision is met effectively through close links with outside agencies and good liaison with parents.
30. Provision for literacy is satisfactory. The National Literacy Strategy has been implemented belatedly, and pupils with identified needs are benefiting from additional support for handwriting, spelling and reading. However, whole school approaches to encourage reading, the use of the library and the development of writing are not yet consistently applied. Some good opportunities for developing literacy in other subjects are taken up. For example, there are good examples of written instructions in science or the argument of a particular point of view in history, but these need planning more coherently. Provision for numeracy is satisfactory in the daily mathematics lessons but, as the school recognises, its use in supporting the teaching and learning of other subjects requires development. Information and communication technology is not planned for and used sufficiently to support learning in other subjects.
31. The school provides a good range of activities outside the school day. At lunchtime, these include nurture groups with a home support worker to develop self-confidence and self-esteem. There are also events that are offered by older pupils to their younger colleagues, as when, during the inspection, Year 6 pupils presented a magic show. There is a good range of sporting opportunities: training is followed by competitive football, cricket, netball and hockey matches. Instrumental music lessons are offered without charge. The library is open after school; there is a computer club and the school production during the summer term provides opportunities for drama and singing. The increasing number of school trips is enriching the curriculum significantly. These include visits to a museum, art gallery, ancient farm and the remains of the Tudor ship, 'The Mary Rose'.

32. Equality of access and opportunity is satisfactory. Every effort is made to include those with special educational needs and the one for whom English is an additional language. Pupils with physical disabilities are particularly well supported by teachers, teaching assistants and other pupils. As a result, they negotiate the building safely and participate as much as possible in lessons, assemblies and recreational activities. Although there is a register of higher achievers and an Able Pupils Policy, the needs of gifted and talented pupils are not yet being fully met. Not all teachers are planning to meet differing needs within lessons and higher-attaining pupils are not always being challenged. Usually, pupils with learning difficulties are withdrawn from lessons for additional support at a time when similar activities are taking place, but this is not always the case. For example, some were reluctant to forego their teacher's storytelling in order to work on other literacy skills. The school should review its use of withdrawal and consider possibilities for support in the classrooms.
33. Provision for personal development is good. The school is building a coherent programme for personal, health, social and citizenship education (PHSCE) involving many outside agencies. There are clear policies for sex and drugs education, which have been ratified by the governing body. Regular opportunities are offered during weekly Circle Time and 'The Meeting'³ to encourage pupils to reflect on issues and help develop their social skills. Recent topics have included the problems arising from name calling and peer pressure. Year 6 pupils are given a number of opportunities to take responsibility, for example, as house captains or helping in the school library. At the end of Year 5 they acted as 'buddies' to Year 2 children joining the school the following year.
34. There are good and increasing links with the community to support learning. Local clergy take some assemblies and visits are made to the nearby church. A number of people contribute to the PSHCE programme including the police, fire service, road safety officers, school nurses and the local ASDA store. Coaches from Gosport Football Club offer football training to all, and the school has co-operated in fundraising for the NSPCC. There are also good links with partner institutions. There is effective liaison with the infants school - the two headteachers meet regularly and subject co-ordinators meet as required - and with Bridgemary Community School, that has provided master classes for Year 6 pupils, as well as some sports coaching and help with sports days. There are also useful links with Chichester University College.

How well the school provides for pupils' personal, including their spiritual, moral, social and cultural development

35. The school's encouragement of pupils' spiritual development is satisfactory. Pupils are given the opportunity to consider sets of values, principles and beliefs through assemblies and religious education lessons. They are aware of, and understand, their own and others' beliefs. Through assemblies, Circle Time and 'The Meeting', the school encourages strongly a growing respect for others and provides moments of reflection. However, although there are some examples of pupils being inspired and moved by, for instance, a painting or a building, this provision is not sufficiently planned for or evaluated at present.
36. Provision for moral development is very good. Pupils are encouraged to think about the consequences of their actions and there is regular discussion of, and reflection on, the school's Rules and Behaviour Code. The quality of the adults' relationships with the pupils provides an effective model for principles such as fairness, respect for the feelings of others and the keeping of promises.
37. There is very good support for social development. In lessons, good behaviour and social co-operation are modelled and rewarded positively. Pupils are given many opportunities to work collaboratively and they support each other very well. Particularly noticeable are the tolerance they show for colleagues who have emotional and behavioural difficulties, and the support they give to those with learning difficulties or physical disabilities. Again, adults provide very positive role models, showing respect to pupils, valuing their contributions and building self-esteem

³ These lessons involve the pupils in discussing issues related to their personal and social development. The school plans the agendas for Circle Times; the agendas for 'The Meeting' are suggested by the pupils.

through praise. Links are made with senior citizens who are invited to the Harvest Festival and given a seasonal gift.

38. Opportunities for cultural development are satisfactory. They are mainly limited to the pupils' own culture but there are increasing opportunities for them to visit the theatre, museums, art galleries and historic sites. Opportunities to learn about other religions and cultures are provided in religious education lessons; music from different cultures is played in assemblies; and, myths and legends from different parts of the world are compared in English lessons. Even so, the school has few artefacts or displays celebrating other languages and ethnic groups. More could be done to prepare pupils for growing up in a multicultural, multiracial world, enriched by diversity. The class teacher of the pupil with English as an additional language has researched Zimbabwean culture and works hard to include the pupil: for example, by encouraging her to share African myths and legends.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Provision for pupils' care, welfare and personal development is good and is a strength of the school.

The steps taken to ensure pupils' welfare, health and safety

39. Teachers and support staff provide a very caring and supportive environment and seek to ensure equal opportunities throughout the school. Parents value the school's friendly ethos. They feel teachers know their children well, that they pick up any concerns very quickly and that they provide targeted support where necessary. Parents also feel that they are given good advice and support and value the involvement of the family support worker.
40. Pupils' involvement in drawing up the code of conduct means they have taken ownership of it and this is reflected in generally good behaviour. The behaviour policy gives clear guidance on suitable rewards and sanctions, and is respected and valued by most. The few pupils who demonstrate more challenging behaviour are well contained and supported, through effective teaching strategies and the well-defined and consistently applied behavioural management system. Procedures to monitor and eliminate oppressive behaviour or bullying are highlighted in the anti-bullying policy and are well known by pupils. However, the school is not recording all reported incidents and pupils do not feel that their concerns are always taken seriously.
41. Procedures for monitoring attendance are good and have been improved since the last inspection. Most parents call promptly to inform the school when their children are absent through illness. A reward system has been implemented recently as an incentive to promote improved attendance. Different certificates - green, bronze, silver and gold - are awarded each half term for 100 per cent attendance. This is beginning to have an effect and an increased number were awarded during the last half term. Good links are being established with the new educational welfare officer who is visiting regularly and chasing up absences or causes for concern.
42. Procedures for child protection are very good. There is an appropriate policy in place, identifying the correct procedures and guidelines for child protection. The headteacher and her deputy are the designated members of staff with responsibility for child protection issues. They have been fully trained and make sure all other colleagues are apprised of the necessary procedures and of the appropriate legislation.
43. Well-established systems are in place to provide for health and welfare. There are effective measures to meet medical requirements and a sufficient number of staff members are qualified to provide first aid and to take care of illnesses. The school has good links with the various support agencies and these specialists attend as necessary.
44. The procedures for ensuring health and safety are good. There are now in place a comprehensive policy and effective guidelines to address these issues around the school and on visits off-site. The health and safety representative, the caretaker and the headteacher undertake regular health

and safety checks and risk assessments, as well as reviewing security arrangements. The governors take their responsibility for health and safety issues seriously.

The effectiveness of the school's assessment and monitoring procedures

45. The headteacher and her deputy have, in the last year, led the collection and storage of data about pupils' attainments in English and mathematics. They introduced the use of optional national tests in the subjects in Years 3, 4 and 5 to add to information gained from statutory national tests in Year 6 and reading tests throughout the school. They have worked with staff to analyse results in order to inform future planning and set appropriate individual and whole school targets in these subjects. This information is stored on the school's central computer system and this allows the data to be interrogated as required. This is a good model for the future development of assessment in other subjects, which, as the school acknowledges, is in the very early stages and insufficient at present to have the required influence on future teaching and learning in most subjects.
46. Teachers assess the pupils' attainments against key objectives at the end of units of work and these assessments form the basis of the information given to parents and carers at termly meetings and in the pupils' annual reports. Only in the core subjects is there rigorous monitoring of aspects of pupils' work; this part of most subject co-ordinator's work remains to be developed, although some, such as the art and design co-ordinator, are beginning to collect evidence of a range of the pupils' work. The school made good use of targets to work with pupils and their parents to enable all pupils to attain their 'aspirational' targets in the 2002 national tests. Assessment is recognised as fundamental by the headteacher and deputy head, who have introduced a useful policy and led training to raise all the teachers' ability to make good use of the information they gather about their pupils' achievements. They are clear about how they will ensure that assessment becomes a major feature of the school's work in all subjects as a priority.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement

47. The school has developed an effective system to assess, record and track the attainments and progress of its pupils in English, mathematics and science. This has been influential in stabilising the pupils' attainments in these subjects and giving a solid foundation for future improvements. However, the school recognises that systematic assessment and recording procedures do not yet exist for other subjects in ways that can help the pupils to raise their achievements. The teachers keep personal records of their pupils' educational and personal achievements sufficient to give some guidance and support to them, and to enable useful reporting to their parents and carers. Assessment data from the school database is given to each class teacher when pupils transfer to new classes. The database enables the staff to record and track results from reading tests, optional SATs tests and statutory national tests at the end of Year 2.
48. There are good systems in place to support the academic and personal development requirements of pupils with special educational needs and for whom English is an additional language; they make good progress. This progress is measured closely through individual targets, class assessments and reading and spelling tests. Individual education and behaviour plans are detailed and have clear targets for literacy, numeracy and behaviour. These are reviewed and adjusted, if necessary, at least every term, often half-termly. Each plan contains: details of targets to be achieved; success criteria; resources and techniques; and, possible strategies and outcomes. These are effective in raising these pupils' attainments. Some cases of poor attendance are having an impact on individual levels of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

The school's new leadership and management has not yet fully resolved the key issue from the last inspection of involving parents more in their children's learning.

Parents' and carers' views of the school

49. At the last inspection, the need to strengthen links with parents and increase their involvement in the life of the school was raised as a key issue. Previous distrust and their minimal involvement in the past mean that, despite the school's best efforts, its partnership with parents remains unsatisfactory. It is now focusing on ways to improve this by trying to build bridges and draw parents in, thus encouraging them to become more involved in their children's education.
50. Parents generally expressed very positive views in the pre-inspection questionnaires and meeting. The majority are content with the standards being achieved. They feel teaching is good and their children are expected to work hard and do their best. Most reported that they are very comfortable approaching the school with questions, concerns or issues and feel these

are dealt with well. The impact of the family support worker in providing support, and as an effective link between the school and home, is well recognised and valued, by parents and teachers alike.

51. The questionnaires identified a few minor concerns. A number of parents felt that they were not kept sufficiently well informed about their children's progress. This is currently being improved in order to meet these concerns. Alongside the weekly 'drop in' sessions, there are three formal consultation sessions each year. Pupils' annual reports are now being circulated in the spring term. Parents are informed about their child's individual learning targets, identified in these reports and at a follow-up consultation evening, and these will be reviewed in the summer term. The annual reports to parents are good. The new format clearly identifies learning objectives and what pupils know, understand and can do. A number of parents expressed concerns about the amount of homework given and the range of activities offered outside school. The inspection team agreed with their comments about the amount and use of homework, feeling it to be unsatisfactory at present. However, the range of extra-curricular activities was deemed to be satisfactory. Parents of pupils with special educational needs are kept appropriately informed and given every opportunity to be updated on their child's progress. However, though parents generally attend the review meetings, few attend those where their child's Individual Education Plans are discussed. This means that they are not fully aware of the focus of support at school and they are less able to reinforce this at home.

The effectiveness of the school's links with parents and carers

52. There are still insufficient opportunities offered to encourage parents to become involved in school life. There have been many changes since the arrival of the new headteacher and other priorities have been identified for development. This has possibly resulted in this area being overlooked because of time pressures. Parents are encouraged to help in various ways around the school on a regular basis. However, as many work, only a couple are helping out with group activities and few offer such support as listening to reading or accompanying pupils on trips. Special events - such as class assemblies, church services, school performances, discos and the summer fair - are well attended and happen regularly. Many parents are not listening to their children's reading or helping them at home. Where support is given, such as with spellings or tables, improved progress often follows. There is no parent-teacher association.
53. Parents commented on the positive changes they have seen since the arrival of the new headteacher. The school seeks to keep them informed and the quality of information provided has improved. Information in the prospectus is detailed, and regular contact is maintained through updating letters regarding forthcoming activities and events. Curriculum information is now circulated each term, enabling parents to see what their children will be learning. A newsletter is also circulated regularly, providing comprehensive information about what is going on and celebrating the school's successes and pupils' achievements. A Wednesday afternoon 'drop in' session provides parents with a regular opportunity to see teachers and review their child's work, although appointments are still necessary if they require a longer or more private consultation. Questionnaires are used effectively to enable parents to express their views. Recent enquiries about the changes to the school day and plans to introduce a breakfast and after-school club received a good response. However, occasional workshops to keep parents apprised of

curriculum developments, or issues such as how to deal with different behavioural challenges, are poorly attended.

54. The special educational needs co-ordinator is readily available any morning to meet parents and attends all parents' meetings. Where pupils have statements of special educational need, virtually all their parents attend annual review meetings. However, other parents and carers are not as involved in their children's Individual Education Plans and are not as supportive of shared behaviour management as they might be. Some difficulties arise where parents will not accept that there is a learning difficulty. Where possible, the school puts parents and other carers in touch with other agencies such as school nurses, the educational psychologist, Royal Navy welfare support and the family support services. There is a good partnership with the parents of the pupil with English as an additional language who ensure that she receives regular literacy support at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The leadership and management provided by the new headteacher, her new deputy and the special educational needs co-ordinator are good, while the underdeveloped contribution of other key staff and the governing body means that leadership and management are satisfactory overall.

How effectively the headteacher and key staff lead and manage the school

55. Since the appointment of the new headteacher and her deputy, a strong partnership has been forged between them, which is an important improvement since the last inspection. Together they have a very clear vision for the school's future educational direction. The headteacher's good leadership is founded on good teamwork, resulting in a very good, shared commitment to improve and the capacity to succeed. Several initiatives to raise pupils' attainment have been implemented successfully, the most important being the National Literacy and Numeracy Strategies. The school has a thoughtful and comprehensive strategic plan for the future that has appropriate priorities. It shows what needs to be done and how the school intends to bring about change. Through this plan and the well-organised day-to-day management of the school, its aims and values are fully reflected and recognised. The last inspection identified some inadequacies in co-ordinators' roles. The effectiveness of some, in certain areas of their work, remains an outstanding issue. However, in the improvement plan for the next academic year, the school has planned comprehensive training for all co-ordinators.
56. The management of special educational needs is very good and the headteacher has given the provision for this area much increased priority. The co-ordinator has been freed from class teaching for a year in order to ensure that the new Code of Practice is established and that all necessary documentation is in place. Her management of a team of ten learning support assistants is effective and communications are very good. She meets with the headteacher every week and also has a formal, weekly meeting with the assistants. She is very experienced and well qualified. The class teacher soundly manages the provision for meeting the needs of the pupil for whom English is an additional language. The school's policy and practice for promoting racial harmony is adequate.

How well the governing body fulfils its statutory responsibilities

57. The governing body is actively involved in the life of the school through the work of individual governors and an appropriate committee structure. Collectively, they maintain an oversight of the school's work. This said, they are at a very early stage in their development and the governing body is not at full strength. There has been considerable instability since the last inspection and membership has fluctuated. They are fully aware of their shortcomings, for instance in meeting some of their statutory duties, and are working hard to address the situation. Some are soon to receive training in several aspects of their work. They have formed a strong and effective partnership with the new headteacher and they are gradually involving themselves more in the important work of shaping the direction of the school. The special educational needs governor is well informed and has been involved in auditing pupils' access to the school. Governors are beginning to visit classes regularly. They talk with teachers and pupils, look at results in national tests and assist with setting targets to aid improvement. Consequently, they are gaining a more precise and useful knowledge of the school's strengths and weaknesses.

How well the school monitors and evaluates its performance

58. The headteacher and senior staff have made a good start in monitoring the school's performance in the core subjects. Tracking of individual progress in English and mathematics has been introduced recently and is to be evaluated at the end of the academic year. There is a good system for performance management that ensures that the teachers' work is guided by relevant targets. The headteacher has observed aspects of literacy and numeracy teaching, ensuring that initiatives are being implemented successfully. Some other subject leaders have already had the opportunity to observe lessons and to monitor planning. The school intends to develop this further through a training programme for subject leaders. Information from the results of tests is studied to see whether pupils are achieving to the best of their ability. Through this work, good actions are being taken to meet targets.

The adequacy of staffing, accommodation and learning resources

59. Educational priorities are well supported through careful financial planning. The large sum carried forward in the last full year's budget enabled the school's computer suite to be established and funded additional teaching assistants. Appropriate attention is given to designated funds: for example, good use has been made of booster funding to support specific groups of pupils. Funding has been used to provide more teaching assistants to help those pupils with special educational needs. This is an improvement since the last inspection. The school makes good use of technology for administrative procedures. The new computer suite has a flexible timetable and is particularly well used by pupils with special educational needs. However, its use for planning the curriculum and for recording and reporting progress is currently inconsistent. Not all classes have their own computers and, where they have, they are not used sufficiently.
60. The school has a committed and hard-working staff whose experience and expertise are well matched to the demands of the curriculum. Many have joined fairly recently, but they have begun to develop as an effective team. Induction procedures are satisfactory. All teachers have received in-service training in the National Literacy and Numeracy Strategies and in the new Code of Practice for pupils with special educational needs, and have compiled Individual Education Plans for those in their class. Support assistants have attended training on behavioural issues and other aspects of special needs, including supporting pupils within the autistic spectrum. The allocated budget, both for support staff and resources, has been exceeded this year. Resources are good and include a range of schemes and computer programmes to support literacy and numeracy. The school has good links with the local teacher training college and the development of both staff and students benefits from this.
61. The building is set in very attractive, well-maintained grounds and provides very good accommodation. Learning resources are at least adequate overall, with good resources in some subjects. Music is particularly well resourced. There are very good arrangements for supporting pupils with physical disabilities, which include a 'Stairmatic' lift and the provision of board games and equipment at lunchtime. However, provision in the library, and for reading generally, is barely satisfactory.
62. Although at the last inspection the leadership and management of the school were generally sound, there were some serious deficiencies in this aspect, particularly with the roles of the headteacher and deputy. The school is now well on the way to addressing these issues. There is determined leadership from key staff, and good commitment from staff and governors, which provide a very good capacity for achieving further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue to improve standards and the quality of education provided by the school, the headteacher, governors and staff should, as their current and proposed strategic plan recognises:
- (1) ensure that the curriculum meets the requirements of the National Curriculum programmes of study in all subjects;
(paragraphs 4, 5, 7, 23, 27, 30, 88, 93, 97, 99 and 103)
 - (2) develop and implement assessment procedures and practices that give useful information, and the contribution of home learning tasks, and use these to improve future teaching and learning, in particular by matching work more closely to the pupils' learning needs;
(paragraphs 21, 28, 32, 35, 45, 46, 47, 51, 58, 69, 71, 77, 99 and 112)
 - (3) continue to train and support staff and governors with leadership and management responsibilities to equip them to fulfil their roles, and enable them to carry these out;
(paragraphs 28, 46, 55, 57, 58, 74, 81, 87, 96, 99, 102, 107, 111 and 120)

- (4) continue to promote parents' participation in their children's learning, for instance, through introducing the planned policy and practices for homework, and continuing to offer opportunities for parents to be in school for educational, fundraising, social and other appropriate purposes;
(paragraphs 49, 50, 51, 52, 53 and 54)

 - (5) continue to work with pupils who are absent or late and their parents and carers, stressing the importance of the pupils' good attendance and reminding parents and carers of their responsibility;
(paragraphs 14 and 41)
- and,
- (6) continue to support and manage pupils with emotional and behavioural difficulties, and the adults and pupils who work with them, so that the focus on teaching and learning can be maintained in lessons and on acceptable social behaviour when elsewhere in the school and grounds, and on visits.
(paragraphs 9, 10, 12, 21, 22, 25, 37, 40, 60, 80, 86, 115 and 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

42

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

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	14	18	1	0	0
Percentage	7	14	33	43	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

205

Number of full-time pupils known to be eligible for free school meals

20

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs

7

Number of pupils on the school's special educational needs register

49

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

16

Pupils who left the school other than at the usual time of leaving

25

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	16	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	26
	Girls	14	13	14
	Total	34	35	40
Percentage of pupils at NC level 4 or above	School	79 (73)	81 (73)	93 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	23
	Girls	13	13	13
	Total	34	32	36
Percentage of pupils at NC level 4 or above	School	79 (54)	74 (46)	84 (52)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
99	4	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
104	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.55
Average class size	25.63

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	207

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	502 604
Total expenditure	472 933
Expenditure per pupil	2 307
Balance brought forward from previous year	12 515
Balance carried forward to next year	42 185

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	34	55	8	2	1
My child is making good progress in school.	40	52	6	1	1
Behaviour in the school is good.	27	63	8	1	1
My child gets the right amount of work to do at home.	22	62	11	1	3
The teaching is good.	36	61	3	0	1
I am kept well informed about how my child is getting on.	21	59	16	1	3
I would feel comfortable about approaching the school with questions or a problem.	42	51	4	2	1
The school expects my child to work hard and achieve his or her best.	45	54	1	0	0
The school works closely with parents.	21	62	12	2	3
The school is well led and managed.	37	54	3	0	5
The school is helping my child become mature and responsible.	32	61	3	1	3
The school provides an interesting range of activities outside lessons.	16	52	18	4	10

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

ENGLISH

National Curriculum tests

64. Standards in English are satisfactory. In 2002, attainment in national tests at the end of Year 6 was close to the national average and comparable to that of similar schools. Over the last two years, girls have fared better in national tests than boys but there were no marked differences in attainment observed during the inspection. The pupils' achievements are generally satisfactory.

Inspection standards

65. Overall, attainment observed in lessons was average. Attainment in speaking and listening is average with some examples of higher performance. In a Year 5 lesson, all pupils, including those with special educational needs and one for whom English is an additional language, contributed well to a class discussion on the poem, 'The Highwayman'. They made clear, confident judgements about the characters and participated well in role-play. Year 6 pupils showed good negotiation skills in small group discussions in a design and technology lesson planning designs for moving toys. They argued their points of view clearly, listened respectfully to each other and adjusted their ideas as necessary in the light of what had been said.
66. Attainment in reading is average and dependent on the teachers' varying expectations. By Year 6, pupils of all abilities read independently with varying levels of fluency. They skim and scan texts well when looking for information, and use indexes and headings appropriately. The higher-attaining pupils understand inference and writers' differing intentions. Some lower-attaining pupils are less able to deduce meaning, or to read ahead and take heed of punctuation marks when reading aloud. Often, the pupils' choice of reading is unchallenging. Many prefer to choose books from home. A small but significant number, particularly boys, do not enjoy reading. In silent reading sessions, some pupils select books randomly from around the classroom, do not sustain their concentration, and disturb others.
67. Attainment in writing is average but inconsistent between classes. The higher-attaining pupils' writing is at least above average, and well above in some Year 4 and 5 classes. By Year 6, higher-attaining pupils write well-constructed narrative that maintains tension and engages the reader. Writing is correctly paragraphed and sentences are developing in complexity and variation. There are good examples of imaginative poetry, for example, employing personification: 'When the wind is howling between the buildings/It is a wolf desperately searching for its lost cubs.' Pupils also begin to adopt a more formal style when appropriate.
68. Some average- and lower-attaining pupils are developing in fluency. However, punctuation is not always accurate; spellings are weak; some pupils are still printing in pencil; and, vocabulary is relatively simple. Across the school, opportunities for writing at length vary, as do pupils' ability to plan, draft and edit. Although most pupils enter the school using a reasonable cursive style of handwriting, in some classes this deteriorates.

Teaching, learning and behaviour

69. The quality of teaching and learning is generally satisfactory with some examples of very good and excellent teaching. Where it is most effective, the teacher's preparation and choice of resources is stimulating and challenging. For example, Year 5 pupils were so excited by the teacher's dramatic reading of the beginning of Alfred Noyes' poem 'The Highwayman' that several borrowed books or printed copies from the internet to read ahead. Similarly, shared discussion of a Van Gogh painting stimulated lively writing from Year 4 pupils. Very good, all-inclusive questioning and good planning of a variety of activities, teaching methods and groupings ensure that all pupils achieve. There is good use of information and communication technology in English lessons. Year 6 pupils use computers to draft and compose formal invitations in an

appropriate style and some pupils with special educational needs are enabled to write more easily and at length.

70. The provision of useful writing frames helps lower-attaining pupils to work independently. In some lessons, both the teacher and teaching assistant focus on smaller groups. For example, in a Year 4 lesson the teacher encouraged a small group of pupils to use portable whiteboards to build up descriptive sentences, so challenging them to a more adventurous use of language.
71. Where learning is less effective, there is insufficient planning for differing needs so that higher attainers, in particular, finish unchallenging tasks early. Occasionally, the learning objectives are not thought through sufficiently and are inappropriate for some pupils; sometimes this leads to too much being attempted in one lesson. In some lessons there is not enough discussion or guidance on the key features of the language of a shared text so that reading is uncritical. Although less apparent during the inspection, scrutiny of work shows that some teachers rely heavily on inappropriate writing activities based on commercially published worksheets. The management of a small minority's poor behaviour is inconsistent. It is very well managed in some classes but, in others, a few lower attainers are left unsupported and do not stay on task.
72. Work is marked regularly but marking varies in effectiveness. Some teachers need to be more selective, making clear what their focus is and the criteria for success. Pupils are set individual writing targets and are involved in evaluating their own work, but the impact of this is evident in only some classes.
73. The use of additional literacy time also varies in its effectiveness. Pupils with special educational needs, including one with English as an additional language, benefit from working in small withdrawal groups on phonic progression, spellings and reading. They make good progress. They are also very well motivated when using computers independently for individual literacy programmes. Some good use is also made of extra English time to develop all pupils' handwriting and spelling. Additional time for reading is less well used. Although some teachers discuss books with individuals or engage them in guided reading in small groups, practice is inconsistent and some pupils read very little in these sessions.

Leadership and management

74. The subject leader took on the leadership and management of literacy in September. Some of the National Literacy Strategy had not been adopted previously and not all teachers had received the appropriate training. A start has been made in helping the school to catch up. The teacher responsible leads by example: her own classroom practice is excellent and the pupils make very good progress. Her methods of teaching, planning and assessment need to be adopted consistently by others. Development requirements have been identified clearly in the school's strategic plan. Necessary spelling and handwriting policies are being adopted. There is a continuing focus on the development of writing. Some literacy resources, particularly stimulating literature and sets of fiction and non-fiction for small group reading, are unsatisfactory. This also has been recognised: a school library policy and common approaches to reading are planned. Although there has been little improvement since the last inspection, there is clear evidence that, over the last year, the school has established the foundations to move forward.

MATHEMATICS

National Curriculum tests

75. Standards are satisfactory overall. Results in the national tests at the end of Year 6 have fluctuated since the last inspection. In 2002, compared nationally and to schools in similar circumstances, they were average. The proportion of pupils whose attainment reached the expected Level 4 was above the national average; the proportion gaining the higher Level 5 matched that found nationally. Results are broadly in line with the national trend, and boys and girls performed equally well. The very recent, and successful, introduction of the National Numeracy Strategy is already beginning to have a positive impact.

Inspection standards

76. Attainment when pupils join Year 3 is generally average, so the national results represent satisfactory achievement for most during their time at the school. In the current Year 6, attainment is at least in line with national expectations. For example, the majority of the pupils use a range of methods to add, subtract and multiply three-figure numbers competently. They solve problems involving tables, remember facts and have a good knowledge of triangles and angles. In one very good lesson seen, when given the size of two angles of a triangle, almost all rapidly used mental calculation to find the size of the other. Past work shows a sound understanding of fractions, decimals, perimeter and area but there is little evidence of handling data.
77. During the inspection, in most classes, too few opportunities were seen for participation in the investigation of number patterns and shape and there was very limited use of practical equipment to assist understanding. Planning lessons to meet the needs of all has not improved sufficiently since the last inspection. The lower-attaining pupils are often able to complete tasks only when they are well supported by teaching assistants. The small minority of higher-attaining pupils are often insufficiently challenged by planned tasks. The use of information and communication technology to support mathematics has not improved since the last inspection, nor has the use and consolidation of numeracy skills in other subjects.

Teaching, learning and behaviour

78. The quality of teaching is sound overall, but it varies considerably between classes. Although some very good lessons, and one excellent one, were seen, there were a number of others that contained unsatisfactory features; none were unsatisfactory overall. Lessons are planned thoroughly using the pattern outlined in the National Numeracy Strategy but the varying abilities within the class are not attended to.
79. Where teaching is good or better, lessons are well organised and teachers demonstrate a good knowledge of the subject. They use the correct terminology and pupils are encouraged to remember this when answering questions. Mental starter-sessions move at a good pace and the repetition of challenging questions encourages and expects explanations as well as answers. A particular strength, seen in all but one lesson, is the teachers' sharing of what they expect their pupils to learn that day, often building on a previous lesson. This very good practice focuses pupils' attention, allowing them to draw on previous experience and helping them to make the next step in their learning. In an excellent lesson on a new method of subtraction, the teacher gave two, clear demonstrations. For the second, pupils were asked to work alongside her, having a go at each stage of the process before she completed them on the board. This gave her the opportunity to see who was unsure and who was trying and understanding the method before carrying out independent practice.
80. In weaker lessons, a very small minority who exhibit poor behaviour often hampers other pupils. They cause a serious distraction for the rest of the class and good behaviour management techniques are often to no avail. The pace of the lesson slows and other pupils begin to lose interest. However, many of the pupils enjoy mathematics: they work hard, concentrate well and share ideas sensibly.

Leadership and management

81. The leadership and management of the subject are now good. However, improvement in some aspects of mathematics, following the recommendations of the last inspection, has been unsatisfactory. The new co-ordinator is enthusiastic and knowledgeable, and has worked hard in recent months to fully implement the National Numeracy Strategy, which in many schools has been in place for some time. She is clear about the priorities for improving the subject and all teachers are working hard towards them. There is a very good capacity for success. Good procedures are in place for monitoring standards across the school and the co-ordinator has completed her own analysis of pupils' progress from joining the school in Year 3 to their performance in national tests towards the end of Year 6. Comprehensive procedures for assessing and tracking individual progress have been introduced this year. Many new resources

have been purchased; though these are neatly stored in trays, they are at the far end of the building, not readily available in classrooms and therefore not used on a daily basis. This does not support investigative activities. The 'Maths Garden' is a very valuable resource that was not seen in use throughout the inspection.

SCIENCE

National Curriculum tests

82. Standards are satisfactory overall. In 2002, the school's results were above the national average for both the expected Level 4 and the higher Level 5 when compared nationally and with similar schools. A higher proportion than found elsewhere gained the national expectation. Girls and boys both exceeded the national average, with boys doing particularly well.

Inspection standards

83. Current standards meet the national expectation. Year 3 pupils know the best conditions for growing seeds; higher-attaining pupils use precise vocabulary, such as 'absorb', to express their ideas and findings. They also know about safe and unsafe use of electrical appliances. Year 4 pupils know properties of many materials and use that knowledge to separate mixtures. They use sieves, magnets and water, and are clear about how they can use features such as floating, sinking and dissolving. Year 6 pupils learn about changes to materials, and whether they can be reversed or not. Through constant repetition and many good examples, pupils become comfortable in using the terms 'reversible' and 'irreversible' accurately. They learn that changes brought about by heat are often irreversible, while change brought about by cold can usually be reversed. All ages know features of fair tests, and apply this knowledge practically or when thinking through new ideas.

Teaching, learning and behaviour

84. Teaching is satisfactory overall. Learning objectives and activities are well considered, and the pupils respond well to the school's practical approach to the subject. Questions are chosen and directed carefully to guide the pupils' thinking and work; this helps develop the pupils' speaking and listening. Their literacy skills are also enhanced by the display of key vocabulary, including technical terms, and when the teacher models how to make notes and gives the pupils a frame to guide their recording. The teachers also demonstrate methods of experimenting that give the pupils good guidance on how to carry out their investigations. The pupils' progress and learning are checked throughout lessons and activities refocused as necessary.
85. In a good lesson in Year 6, the pupils were engaged by a series of effective visual aids that demonstrated the learning objective clearly and enabled the pupils to consolidate the concept of reversible and irreversible change being explored. The teacher also showed good subject knowledge and awareness of safety issues.
86. The pupils achieve satisfactorily and maintain sound overall progress, despite the increasing influence of pupils' movement in and out of the school. The profile for the majority is that they enter and leave the school with attainments broadly in line with national expectations. The behaviour of the majority of the pupils in science lessons is always at least satisfactory, and many show good interest in learning and doing their best.

Leadership and management

87. Two teachers, who are relatively new to the school, lead the subject satisfactorily and are keen to develop it further. They have had little opportunity to carry out their full range of responsibilities and recognise that they would also benefit from further training and experience. The school has a recent, useful policy for the subject and makes good use of national guidance as the basis for its scheme of work. Resources for the subject meet the needs of the curriculum. Insufficient use is made of information and communication technology. The school has broadly maintained the position reported at the time of the last inspection.

ART AND DESIGN

Standards

88. The pupils' artwork is broadly in line with what is expected nationally based on work on display around the school and what was seen in lessons. However, there was little three-dimensional work in evidence, and this reflects that the scheme of work for the subject is barely adequate. The pupils in Year 3 draw soft toys in pencil, using a variety of strokes and marks to give texture and shading. They represent Egyptian art and symbolism satisfactorily when painting images from tombs and their model sarcophagi. Year 4 pupils produce a range of work based on van Gogh's artwork. They use oil pastels to recreate creditable 'starry nights' and landscapes in his style. The pupils also mix colours drawn from van Gogh's and others' representations of irises. In Year 5, the pupils paint Tudor-style miniatures and also complete half-portraits. They use a computerised graphics program to produce simple images, such as a clown or cat, on computers. Year 6 pupils produce prints in the style of William Morris and paint various artefacts and items from Victorian times. Sketchbooks show pupils experimenting with pencil markings and paint mixing.

Teaching, learning and behaviour

89. Teaching was good in the two lessons seen during the inspection but, when standards on display and in sketchbooks are taken into account, it is satisfactory overall. Pupils' work generally demonstrates that the majority of the teachers have only satisfactory subject knowledge. Some of the pupils' sketchbooks, for instance, contain a mixture of work that represents art and design, design and technology, and information and communication technology. There is little evidence in these that teachers and pupils understand the books' usefulness and purpose as a means to consolidate, inform and improve the pupils' attainments as there is no evidence of intended development and the work is frequently undated, unlabelled and not responded to.
90. In the lessons observed, the teachers' expectations of learning and behaviour were high, and tasks and methods were well explained. The lessons and resources were well planned, and these teachers' knowledge of what they were teaching was good. As a result, the pupils completed the tasks expected competently and met national expectations. They clearly enjoyed the activities, concentrated well and contributed sensibly to discussion about the lessons and to clearing up afterwards.

Leadership and management

91. The subject has a very knowledgeable, enthusiastic and committed leader who is determined to raise standards and the subject's profile. However, she has been at the school for only a year. She also leads a core subject and has senior management responsibilities, and has rightly put most of her energies into those posts. She recognises that the school's scheme of work for the subject is organised more to support topic teaching than to develop the pupils' artistic skills and appreciation. Resources are well organised and readily available. The school has barely maintained the standards reported by the last inspection; the subject has not had a high focus for development since then.

DESIGN AND TECHNOLOGY

Standards

92. Standards are below national expectations. The school does not assess or monitor adequately what is taught and learned in the subject, and keeps no consistent records of what the pupils achieve. Most displays around the school include examples only of current work. Work on stitched calendars carried out by Year 5 in the autumn term showed the process of designing, making, reviewing and amending. However, discussions with the subject leader and older pupils revealed that what has been taught over time has not developed all pupils' knowledge, skills and understanding of the subject sufficiently to meet what is expected nationally.
93. In Year 3, the pupils cut and fold card sarcophagi based on their study of the ancient Egyptians; they paint these in traditional colours and designs. They also make a model shaduf, a device used to draw up water. However, little is done to explore the design and technology of this device, and the exercise is carried out with little reference to the beginning of the systematic

development of the pupils' skills and knowledge. In Year 4, the pupils make card masks decorated in paint and crayon, and with the addition of cloth, to represent characters in a traditional Jewish story told at the festival of Purim. The pupils in Year 5 make models of timber-framed Tudor houses, but pupils who did this last year do not recall learning about cruck frames or the significance of triangles in creating solid structures. In Year 6, the pupils design and make small cross-stitch samplers. The scope and size of this exercise does not really challenge pupils sufficiently, and most produce very simplistic representations. Some attain better when expected to understand mechanisms in Victorian toys, but many lack the confidence and knowledge to use what has been shown to them in their designs. The pupils' recorded work shows insufficient competence or evidence in designing, in evaluating and amending their designs, and in disassembling artefacts to understand their workings.

Teaching, learning and behaviour

94. Teaching during the inspection was satisfactory, on balance, in each of the three lessons observed. These were planned and prepared adequately, and the teachers communicated clearly what they wanted the pupils to learn. However, their expectations were not high and did not help pupils to achieve well. In Year 3, for instance, the pupils were given pre-printed templates to cut out and assemble. In Year 6, where the teacher demonstrated a wide range of possibilities, the pupils were expected to use no more than one and many opted for very simple mechanisms: in one case, this amounted to no more than pushing characters on and off the stage of a toy theatre. Many of the teachers do not yet have good enough knowledge of the subject to contribute to the raising of standards.
95. Generally, the pupils enjoy the practical nature of the subject and the use of tools. They are less keen when asked to produce good quality plans or evaluations. They behave sensibly and work well together when required. The pupils achieve unsatisfactorily overall.

Leadership and management

96. The subject leader is relatively new in post and lacks up-to-date knowledge of the subject and the role. The teacher acknowledges this, attended a one-day course during the inspection designed to improve these, and reported back favourably on the usefulness of the course on return. The subject has lacked a leader in recent times and has had no priority for development. The subject leader knows that the policy and scheme of work need urgent attention. Resources are satisfactory. There is little evidence that information and communication technology supports learning of the subject as it should. Provision and standards in the subject have declined since the last inspection.

GEOGRAPHY

Standards

97. By the end of Year 6, attainments are below expectations and the small amount of work covered does not meet statutory requirements. Standards have not been maintained since the last inspection. A very limited amount of time is devoted to the subject and, in Years 5 and 6, overemphasis is placed on map work taken from just one textbook. This results in pupils not having enough opportunities to develop a wide range of geographical skills. Scrutiny of their work revealed little evidence of any other areas of the subject having been studied in sufficient depth.

Teaching, learning and behaviour

98. No geography lessons were seen during the inspection and, throughout the school, previous work is sparse; consequently, it is not possible to make a secure judgement on the standard of teaching. During work on 'Settlements' in Year 5 there is an over-reliance on worksheets, although reference is made to the study of local maps. In Year 3, with the aid of more worksheets, pupils make plans of items when seen from above. A small amount of work on grid references in Year 6 introduces pupils to the planning of a journey. However, good links with geography were made during Year 4 music lessons when pupils used the idea of a river very well

for creative composition. In their study of rivers they recalled the correct vocabulary confidently, such as 'source', 'tributary', 'flood plain', and 'estuary'. They explained their meanings clearly and used the correct terms. A visit to a local river had been greatly enjoyed and had considerably enhanced learning. A group of Year 6 pupils had a negative response to the subject when they were asked about it. They could recall studying rivers when in the lower part of the school but had no substantial memory of it and could not remember facts or geographical terms. Apart from this study, they felt that all their work had centred on 'measuring hills'. They talk generally and knowledgeably about the area in which they live but their geographical skills are undeveloped.

Leadership and management

99. The subject has not had a proper co-ordinator for eighteen months and, as a result, management has been inadequate. The previous inspection raised issues regarding the development of information technology within geography and the lack of fieldwork. The current, temporary co-ordinator has begun to develop good fieldwork opportunities, including the involvement of Year 6 pupils in the 'Alver Valley Project'. Links with information technology are still outstanding in most classes; the exception is in Year 3. The curriculum is inadequately developed and there are currently no methods for monitoring or evaluating standards of teaching or pupils' standards. The system for assessing pupils' geographical understanding is in the early stages of development. A new subject leader has been appointed and will take over in September.

HISTORY

Standards

100. Attainments in history are sound. Pupils of all abilities identify ways in which the past is represented, referring to artefacts, archaeology, museums, documents and paintings. Higher- and average-attaining pupils explain the differences between primary and secondary sources of evidence. For example, Year 3 pupils learning about Ancient Egypt know that the jewellery, hieroglyphic writing and mummies found in tombs are primary sources. By Years 5 and 6, they have a good understanding of chronology through the use of time-lines and family trees. The pupils are aware of different historical periods, such as Tudor and Victorian, and of key dates, the changes they represent and significant people. They are beginning to make deductions from paintings, documents and oral accounts and to make links with their previous knowledge and understanding. For example, Year 6 pupils read about the different types of day spent by a rich and a poor Victorian child and relate this to their previous learning about schools and child labour. However, although there are examples in Year 5 of pupils considering conflicting evidence and opposing points of view, opportunities for more independent research and challenging reading are limited. This constrains the achievement of higher-attaining pupils.

Teaching, learning and behaviour

101. The quality of teaching and learning is generally satisfactory with examples of good and very good teaching. Where it is very good, pupils are given a range of opportunities to make their own observations and deductions. For example, Year 5 were organised into groups and provided with magnifying glasses, question cards and reproductions of a painting depicting important moments in the life of Sir Henry Unton; they also watched a documentary video. By the end of the lesson, all, including those with special educational needs and English as an additional language, were able to report on their findings about how a nobleman lived in Tudor times. They were also provided with helpful writing frames and supported by the teacher and teaching assistant, so that they could all record their findings. Their learning has also benefited considerably from class visits to the Southampton Museum of Archaeology in Year 3, to Butser Ancient Farm in Year 4 and to the 'Mary Rose' in Year 5. These opportunities for first-hand experience vary significantly. Other learning tasks are comparatively low-level, particularly at the start of Years 3 and 4. They are based on work sheets and involve drawing, colouring and cutting and pasting. Overall achievement is no more than satisfactory.

Leadership and management

102. There is good curriculum coverage with units taught in two terms out of three in each year. Since the last inspection, there has been some improvement in the development of enquiry skills, although only in Year 5 is there evidence of clear progression and identification of learning objectives. There are good opportunities for literacy development, particularly through writing as characters and reading non-fiction, although the range of book resources is limited and teachers often have to use worksheets. There are also good links with art and design, and design and technology, with opportunities for pupils to make, for example, Egyptian jewellery or Tudor miniatures. However, cross-curricular links could be planned more effectively for the maximum reinforcement of skills. Teachers make use of the internet to trace and reproduce photographs and illustrations but at present pupils do not use information and communication technology for research. The role of the subject leader is under-developed. At present, the leader oversees the provision of resources but does not sample work, monitor progress or observe teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Standards

103. Until very recently, the school's scheme of work did not enable the pupils to experience and achieve all that the programme of study of the National Curriculum required. The school also had few computers. The pupils in Years 5 and 6, therefore, are only now becoming familiar with all aspects of the subject, and most are unlikely to meet the national expectation by the time that they finish in Year 6. They have little experience of internet and email use, multimedia presentations, monitoring and responding to events, or modelling using simulations or spreadsheets. They can word process effectively and have created and interrogated simple databases. Many can manipulate graphics and clip art.
104. Many of those in Year 4 already match the achievements of the older pupils across the required knowledge, skills and understanding. Those in Year 3 have begun to develop their word processing skills and can change fonts, font sizes and layout. It is likely that those in Years 3 and 4 will meet national requirements by Year 6.

Teaching, learning and behaviour

105. One of the school's priorities in the last year has been improving the teachers' information and communication technology knowledge and skills, and all have completed the first stage of national training. In the few lessons seen, the teachers showed their sound subject knowledge and planned and prepared adequately. They overcame the difficulties caused by the lack of space in the computer suite by making sure that they monitored constantly what help and guidance the pupils needed and had good help from their teaching assistants. Some teachers are more enthusiastic and knowledgeable than others and engage their pupils very well. They make their expectations clear and explain procedures so that all can understand what to do. In Years 5 and 6, the teachers do not plan sufficiently for their pupils to make good use of the networked computer in each class.
106. The pupils are generally very enthusiastic about the subject. They concentrate and persevere well in lessons, and show good patience when waiting for help from an adult. They are keen to learn and achieve well when given the opportunity.

Leadership and management

107. The subject has a knowledgeable and enthusiastic leader who has made significant improvements in provision and standards in the relatively short time that she has been at the school. The school now benefits from good, up-to-date policies for the subject and for safe internet use. A comprehensive scheme of work based on national guidance now meets requirements and staff knowledge and skills are developing well. The school's computer suite makes teaching and learning much more effective than having machines distributed around the school. However, the few computers located in classrooms were hardly used during the inspection and teachers must plan to support and consolidate their pupils' learning more consistently in other subjects. Older pupils are given the opportunity to join an after-school computer club and, during the inspection,

were using programs to help their revision for national tests. Provision is much improved since the last inspection, although so recently that this will not be reflected in improved standards for the older pupils.

MUSIC

Standards

108. By the time pupils reach Year 6, their achievements are satisfactory and most attain standards that are in line with those expected for their ages. Standards have been maintained since the last inspection. A significant minority learn to play musical instruments and attain good standards in their ability to read and play music. When gathered together in assemblies, pupils sing tunefully, enthusiastically and to a good standard. One played the cornet confidently at a midweek assembly and this was much enjoyed by her colleagues and the adults present.

Teaching, learning and behaviour

109. The quality of teaching is good overall; lessons seen during the inspection varied from satisfactory to very good. Throughout the school, pupils enjoy their music making. In lessons observed in Year 4, they used percussion to develop their ideas when composing music to create 'sound pictures' of rivers. Their study of a local river made a very good contribution to the work. Through their music, the pupils conveyed their knowledge of how a river moves and they achieved a very high standard in their short performances. They demonstrated particularly good knowledge of musical terms and, during discussion with the teacher, used such words as 'ostinato' and 'tempo'. Year 3 pupils already consider how to begin and end their compositions. When using sound to illustrate a character from Roald Dahl's 'Matilda', they offer good reasons for their choice of instruments. By Year 6, the pupils enjoy learning about Victorian music and singing it; they also make raps. They have a good knowledge of the different groups in an orchestra, although they have little knowledge of musical terms. At the end of the previous year, the pupils told their parents how much they had enjoyed being a part of a performance.
110. In a particularly strong lesson in Year 4, the teacher began by passing 'rain' sounds around the class circle. The sound changed from time to time, ensuring that the pupils paid full attention. This provided the opportunity for them to develop their listening skills. All were involved and participated fully. As the exercise finished, there was a very special moment of quiet. All of the lessons seen had a brisk pace and almost all pupils responded with good behaviour. A particularly good feature of all the lessons seen was the opportunity to share instruments and work in small groups. This made a significant contribution to pupils' social development.

Leadership and management

111. Two teachers share the responsibility for the subject. It is very well led and managed. Both teachers have very good musical knowledge and this makes a significant contribution to the good development of the subject. They have a clear plan for improvement, including the assessment of the newly-introduced scheme of work and the purchasing of more instruments to supplement the already good resources. Links with information and communication technology are also a part of future development. There is no system for assessing progress. Currently there is no school choir and no opportunity for those who play musical instruments to do so together or to perform on a regular basis.

PHYSICAL EDUCATION

Standards

112. The school has no rigorous system for assessing and recording what the pupils achieve, so evidence is drawn from lesson observations and discussions with the subject leader and some Year 6 pupils. No gymnastics lessons were seen during the inspection so no judgement can be made about standards in this aspect. Overall attainments are below those expected by the time that pupils leave the school in Year 6 and this represents a decline in the standards reported by the last inspection. In two games lessons, one in football and the other hockey, most Year 6 pupils were not sufficiently confident or in control of the equipment when required to pass and trap the balls. By contrast, in a netball lesson in each of Years 3 and 4, the pupils threw the ball in a

variety of ways and were mostly secure in catching and controlling it until some tired later in the lessons.

113. The pupils swim in Year 5 and, in discussion, the subject leader and some Year 6 pupils asserted that most pupils had attained the basic requirement of swimming 25 metres at that time. One dance lesson was seen in which Year 5 pupils achieved a good standard in response to a radio broadcast teaching them Tudor dances, including a pavane. They showed rhythmic awareness and performed well on their own and in small groups.

Teaching, learning and behaviour

114. The subject is taught satisfactorily overall. Most lessons are planned and prepared thoughtfully, and expectations of what the pupils are to learn and how they should behave are appropriate. Most teachers have secure knowledge of the skills and tactics that they are teaching. They watch carefully what is being practised and learnt, and interact effectively to ensure that all pupils achieve what they intended. Higher expectations of what pupils could achieve led to good learning and attainment in two lessons. Year 3 pupils responded well to simple competitive routines and their throwing and catching of netballs improved from the practice drills that they were carrying out at the beginning of the lesson. Year 5 pupils, with a high proportion of boys, worked well to perform a traditional dance that they had learnt previously and then began to master the steps required for a courtly dance. They worked well in twos and fours, and whether working in single or mixed gender groups. All teachers show good awareness of the need for the pupils to warm up and down.
115. Expectations of what older pupils can achieve were not high enough, in a hockey lesson in particular, and led to little enthusiasm from the pupils. The pace of this lesson was lacking and the pupils achieved little. Poor supervision failed to prevent two boys from using their hockey sticks as weapons on two occasions.
116. In general, the pupils are keen to learn and the majority work hard to develop their own and others' skills and knowledge. Most enjoy the subject and behave well. However, some, almost always boys, do not and are not always well controlled by their teachers. As well as the difficulties in the hockey lesson, a child in Year 3 was overly aggressive and bullying in his efforts to 'win at all costs'. Only the close attentions of a teaching assistant enabled his group to play the game in a sporting and productive manner. Two pupils in Year 4 consistently refused to participate as required in netball drills, the boy in this case insisting on kicking the ball at every opportunity. The teacher worked hard to engage these two pupils and keep the lesson moving for the whole class. Her approach was persuasive, and could have benefited from being more assertive and expressing firm expectations.

Leadership and management

117. The subject leader recognises that the scheme of work requires improvement. The subject has not had a high priority for development for a long time but this is soon to be remedied, according to the school's strategic plan. The school has adequate equipment and indoor space, while the playgrounds and fields provide good opportunities for learning. There is an adequate range of extra-curricular activities that also give older pupils opportunities of competitive sports with other schools in games such as netball and football. Teams are of mixed gender.

RELIGIOUS EDUCATION

Standards

118. Attainment by the end of Year 6 is close to that expected nationally and by the locally agreed syllabus. Through the study of Christianity and several other world faiths, the pupils have a satisfactory knowledge and understanding of a range of religious beliefs and practices. Those in Year 3 approach Christianity and Judaism through learning about some of the festivals central to the two religions. This helps them to understand and explain the significance of celebrations. There are good links with design and technology in Year 4 when the pupils plan and design

Easter Gardens. Year 5 pupils visit the local church to answer questions such as 'What happens here?' as well as to study Christian symbols. By Year 6, the pupils are skilfully involved in role-play to help them to understand the feelings of others through studying the betrayal of Jesus. They gain an understanding of the Eightfold Path of Buddhism by discussing it and considering it as a life code. All pupils practise their literacy skills successfully by, for example, writing their own imaginative stories about how the world was made and by writing eyewitness accounts and diaries of important Christian events. In Year 6's study of Buddhism, these skills are particularly well used to retell some of the stories that underpin the faith. Collective and class assemblies are used very well to explore and encourage moral and spiritual development. Achievement is satisfactory during the pupils' time at the school and standards have been maintained since the last inspection.

Teaching, learning and behaviour

119. Together with recorded work and discussions with some older pupils, lessons seen during the inspection indicate that teaching is good overall. This is an improvement since the last inspection. In a Year 6 lesson using Jesus' betrayal to help pupils feel the general impact of betrayal, excellent methods of teaching involved the whole class and allowed them to touch deep feelings within themselves. Towards the end of the lesson 'hot seating' was used: one pupil volunteered to be Jesus and the rest of the class questioned her as though she was that character; this created a most moving few minutes in which all pupils participated fully. In a very good lesson in Year 3, pupils made their own palm crosses and took part in an effective re-enactment of the procession into Jerusalem. These practical teaching methods ensure that pupils learn from religious experiences as well as learning about them. They are encouraged to be reflective, both in written work and in lessons. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

Leadership and management

120. Until recently the subject has been managed very well. The co-ordinator was knowledgeable and enthusiastic and has left a legacy of comprehensive, detailed planning and useful, well-organised resources and artefacts. A member of staff is currently carefully maintaining the subject until the school appoints a replacement. There is an interim policy in place. At present, teaching is not monitored. This issue is outstanding from the last inspection but the new school improvement plan identifies it as a priority. Opportunities are to be developed for teachers to gauge the pupils' progress after each unit of work. At the time of the last inspection, Buddhism was about to be introduced and this has been done successfully.