

INSPECTION REPORT

HOLLYBROOK INFANT SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116129

Headteacher: Mrs B Hood

Reporting inspector: Miss M A Warner
17288

Dates of inspection: 21 – 24 October 2002

Inspection number: 251637

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Seagarth Close Southampton Hampshire
Postcode:	SO16 6RN
Telephone number:	023 80 771 528
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Appropriate authority:	The governing body
Name of chair of governors:	Lt Cmdr M Kelly
Date of previous inspection:	18 May 1998

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Team members			Subject responsibilities	Aspect responsibilities
17288	M A Warner	Registered inspector	Science Information and communication technology Religious education Foundation stage English as an additional language	Information about the school The school's results and pupils' achievements How well pupils are taught What the school should do to improve further
9370	R Wingrove	Lay inspector		Pupils' attitudes, values and personal development How the school cares for its pupils The school's partnership with parents Accommodation
8002	L G Farraway	Team inspector	English Geography History Music Physical education	The curricular and other opportunities offered to pupils The school's provision for pupils' spiritual, moral, social and cultural development How well the school is led and managed
22776	A Shannon	Team inspector	Mathematics Art and design Design and technology Special educational needs Equal opportunities	Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollybrook Infant school was opened by Lady Plowden in 1970. There have only been two headteachers since then. The school takes pupils from near to the centre of Southampton to the north-west boundary of the city. It is a two-class entry school with 174 pupils on roll, 16 of whom attend part-time, which is smaller than primary schools nationally. Comparisons with infant schools only are not available. There is no nursery, but two reception classes where children begin part-time if their birthday comes in the spring or summer terms. Pupils come from a wide variety of backgrounds including those connected to the local hospital and university. Thirty-five per cent of pupils come from outside the catchment area. Eleven per cent of pupils are entitled to free school dinners, which is below the national average. The percentage of pupils speaking English as an additional language is high having risen recently from ten to 14 per cent. The percentage of pupils identified as having special educational needs is broadly average at 23 per cent. The percentage with formal statements of need is below the national average at one per cent. The local area has a changing population with a range of housing includes large houses, previously owned by one family, now replaced by smaller units and housing many families. While there is a wide range of attainment when children enter the school, overall their attainment is average.

HOW GOOD THE SCHOOL IS

Hollybrook Infants is a very effective school. Standards, overall, are above average. Pupils' attitudes to learning are very good and they achieve well. The quality of teaching is generally very good and the school is excellently led and managed. The school receives well above the national average income from the local education authority and, consequently, provides good value for money.

What the school does well

- Standards are well above average in religious education and above average in English, mathematics, art, history and physical education.
- The school provides very well for higher attaining pupils.
- The quality of teaching is very good.
- The school provides a child-centred environment where the individual matters and pupils make good progress.
- The school provides well for pupils with special educational needs.
- The quality and range of the curriculum are good.
- The school promotes pupils' personal development very well.
- The long-term commitment of headteacher and governors enables all staff and pupils to develop well.

What could be improved

- No notable issues were found.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in May 1998, standards generally have been maintained and in some subjects improvements have been made. At the last inspection all three aspects of English were above the national average. Although overall standards in writing are now in line with the average, an increased number of pupils now achieve the higher Level 3. This has been so for the last three years. There have been improvements in mathematics, history and religious education.

Improvements have been made in pupils' attendance rates and the school's provision for pupils' spiritual, moral, social and cultural development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	B	B	B	B
Writing	C	C	C	C
Mathematics	B	B	B	B

Key

well above average A

above average B

average C

below average D

well below average E

On entry to the school, standards are at nationally expected levels in children's personal, social, and emotional development, reading and mathematical development, their knowledge and understanding of the world and their use of information and communication technology (ICT). Standards are above the expected levels in their physical development and below the expected level in writing.

By the end of Year 2 in 2002:

- speaking and listening skills are above the national average for most pupils;
- in reading, the number of pupils reaching the expected Level 2 was above the national average. The number reaching the higher Level 3 was above the national average;
- in writing, the number of pupils reaching the expected Level 2 was in line with the national average. The number reaching the higher Level 3 was above the national average.

Although results at Level 2 fell slightly this year, standards in reading and writing have risen over the past four years and there has been a significant improvement in the number of pupils reaching Level 3 in writing. Most pupils make good progress, including pupils with special educational needs and those for whom English is an additional language. Most of these pupils are achieving standards in line with their capabilities. This year girls did better than boys in reading and writing. A high proportion of girls attained the higher level in writing.

- In mathematics, the number of pupils reaching the expected Level 2 was in line with the national average and when compared with similar schools. The number reaching the higher Level 3 was above the national average and that of similar schools. There is no significant difference between different groups of pupils.
- In science, the number of pupils reaching the expected Level 2 was in line with the national average and when compared with similar schools. The number reaching the higher Level 3 was well above the national average and that of similar schools. This is a considerable improvement of the previous year. There is no significant difference between different groups of pupils. In science inspection evidence shows that current standards overall are average, with a substantial number of pupils reaching above average standards in lessons.

Strengths

- Well above average standards are achieved in religious education.
- Above average standards are achieved in literacy, numeracy, art, history and physical education.

Areas for development

- ICT, where standards are average, but pupils have limited opportunities to develop their skills because computers are either out of date or the same software cannot be used on different makes of computers.

Trends show that standards have improved since 1999. Pupils, including those with special educational needs, achieve well. The progress of pupils with English as an additional language is mainly good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are attentive and keen to learn. Their concentration is very good for their age. Parents are supportive of the school's values and this is reflected in their children's attitudes.
Behaviour, in and out of classrooms	Very good. In class, pupils work well together in pairs or groups and they are keen to undertake any small tasks. In some classes a few pupils are less well motivated, but they are not allowed to disrupt the work of others. Pupils move around the school in an orderly manner. They are naturally lively, but their play outdoors is good humoured.
Personal development and relationships	There are very good relationships between pupils and between pupils and adults working in the school. They are concerned not to leave anyone out of their games. They are beginning to respect the differences that exist between people.
Attendance	Attendance is now very good. In the past few years it has hovered just below the national average, but is now slightly above. Punctuality is good and lessons begin on time.

A particular strength is in the very good relationships in the school and the happiness of pupils.

TEACHING AND LEARNING

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

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

The quality of teaching was very good or excellent in three-fifths of the lessons observed. There is no unsatisfactory teaching. The teaching of literacy and numeracy is good.

Teachers across the school have a very good understanding of how children of this age learn and what should be expected of them. They provide stimulating, interesting and sometimes amusing activities that catch the pupils' imaginations. They also manage the pupils very well. All teachers and learning support assistants give children with special educational needs good support. However, assessment of the needs of pupils with English as an additional language is not thorough and provision for them not always well planned. A further area for development is in the provision of opportunities for pupils to take responsibility for their own learning.

The quality of pupils' learning is good in over three-quarters of lessons, including very good in half of the lessons. Where learning is slower than it could be, this is because pupils learn on different types of computers and teaching and learning time is wasted because the programs are not the same,

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum relevant to the interests of the pupils. Strengths are in English, mathematics and science and in the wide range of school visits and visitors, which complement and extend the curriculum. There are minor deficiencies in the school's provision for ICT, history and geography.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They are supported well and make good progress in line with their individual targets.
Provision for pupils with English as an additional language	The school does have support from outside agencies for pupils who speak English as an additional language, but class teachers and support staff do not always have the knowledge to support these pupils appropriately at other times.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' spiritual, moral, social and cultural development. Assemblies are of very good quality and promote both their spiritual and cultural development very well. In the everyday life of the school their moral and social development is provided for well.
How well the school cares for its pupils	Teachers know the children well and treat them as individuals. They are cared for very well. Assessment procedures are good.

The school works very well in partnership with parents. The school association raises large sums of money for school improvements by organising a whole range of events during the year. These are very well supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The principal reason for the maintenance and improvement in standards is the clear vision of the headteacher from whom there is strong and effective leadership. All staff play their part in the organisation and management of the school.
How well the governors fulfil their responsibilities	Governors demonstrate shared commitment to improvement. They have a good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Senior managers monitor pupils' progress systematically and evaluate the outcomes to ensure that pupils improve.
The strategic use of resources	Strategic planning and the management of the school's financial resources are excellent. Governors adhere to the principles of best value.

There are sufficient well-qualified and experienced teachers to deliver fully the National Curriculum and the school has sufficient learning support assistants. The school has good accommodation with good-sized classrooms. However the small size of the school hall, the constraints of the playgrounds and the lack of a school field limit the breadth of the curriculum in physical education. This, however, is not of great importance in an infant school. The school has very good learning resources with the exception of computers which are satisfactory, overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Comfortable with questions and problems 97 per cent • The school is well managed and led. 96 per cent • Their children like school. 96 per cent • Teachers have high expectations of their children. 94 per cent 	<ul style="list-style-type: none"> • They would like a wider range of activities outside lessons. 22 per cent • Not well informed about child's progress. 12 per cent • Homework. 11 per cent

Almost all parents' written comments were complimentary to the headteacher and staff and inspectors agree with the positive comments of parents. Inspection evidence finds that the school provides a good range of extra-curricular activities. The majority are satisfied that they can find out all they need to know about their child's progress by talking to class teachers; inspectors do not think this is a major issue. There is no problem about talking to teachers by arrangement at the end of the school day. Opportunities are given for parents to meet the teachers and in the summer term there is an exhibition of the pupils' work in the school hall. At other times they may come and watch classes at work. The reports sent home at the end of the school year give a lot of information about what has been studied and how the particular child has progressed. There is also an assessment of the child's personal development and the targets that should be achieved in the following school year. One or two parents are critical of homework. The school needs to publish its homework policy more clearly and take account of parents who feel that the homework is not sufficiently challenging.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Well above average standards are achieved in religious education.
- Above average standards are achieved in English, mathematics, art, history and physical education.

Areas for development

- Information and communication technology, where standards are average, but pupils have limited opportunities to develop their skills, because computers are either out of date or the same software cannot be used on different makes of computers.

Standards on entry to school

1. Children enter the school with standards that are at nationally expected levels in their personal, social, and emotional development, reading and mathematical development, their knowledge and understanding of the world and their use of information and communication technology. Standards are above the expected levels in their physical development and below the expected level in writing.

Results and performance data

2. In the National Curriculum tests in English, in 2002, the proportion of pupils attaining the expected level was above the national average for reading and in line with the national average for writing. The proportion of pupils attaining the higher Level 3 was above average for both reading and writing. The same applies for these results in comparison with similar schools. Although results at Level 2 fell slightly this year, standards in reading and writing have risen over the past four years. There has been a significant improvement in the number of pupils reaching Level 3 in writing. This year girls did better than boys in reading and writing. A high proportion of girls attained the higher level in writing. Attainment in lessons reflects these results. By the age of seven speaking and listening skills and reading are above the national average for most pupils, whilst writing is in line with national expectations. Most pupils make good progress, including pupils with special educational needs and those for whom English is an additional language. Most of these pupils are achieving levels of attainment commensurate with their capabilities.
3. In mathematics the 2002 National Curriculum test results show that the standards achieved by the average, attaining pupils is about the same as the national average but that a higher proportion of pupils than is found nationally attain the higher Level 3. This is both compared with all schools and similar schools. This is similar to the last inspection report, which means that over time the school has maintained its high standards. Inspection evidence shows that pupils have a very wide range of attainment. Different groups of pupils progress equally well for example; those with special educational needs and those for whom English is an additional language make similar progress to their peers. There is little difference in the attainment of boys and girls.
4. In science in 2002, the percentage of pupils reaching the expected Level 2, in the National Curriculum teacher assessments at the end of Year 2 was in line with both the national average and similar school. The percentage reaching the higher Level 3 was well above average in both comparisons. This is a considerable improvement on the previous year when they were below average at Level 2 and in line with the average at

Level 3, both when compared with national and similar school results. Standards reported at the last inspection were above the national average, overall. There is little difference, however, between the results at the two inspections. In 2001, the weakest aspect of the subject was in the study of physical processes where the percentage of pupils reaching the expected Level 2 was below the national average. In all other aspects of the subject they reached the average standard. Inspection evidence shows that current standards overall are average, with a substantial number of pupils reaching above average standards in lessons.

Standards in work seen in subjects

5. Standards are well above average in religious education where pupils are developing a considerable understanding as well as knowledge of the subject. Standards are above average in literacy, numeracy and art, where pupils' paintings show progression in observation and pencil and paint control, history, where drama is used particularly well and physical education, where pupils' good attitudes contribute well to the standards they achieve. They are in line with what is expected of pupils of this age in science, design and technology, geography, information and communication technology and music. Overall, pupils achieve well.
6. Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and some pupils make very good progress. This is not only in their academic progress, but also in their personal development. Pupils with English as an additional language make satisfactory progress alongside their peers, but the pace of their progress when they are first learning the language is limited by the lack of bilingual support. Those with a better understanding of English would make better progress if there was better planning for their particular language and cultural needs. Teachers seldom check that they understand vocabulary that is understood by other pupils.

Pupils' attitudes, values and personal development

Strengths

- Good behaviour and attentiveness.
- Keenness to learn.
- Parents' support for the school's values.
- Very good relationships between pupils and between pupils and adults working in the school.

Pupils' attitudes to school

7. Pupils' attitudes to their work and their school are very good. They are keen to learn and listen attentively to their teachers. Their concentration is very good for their age. The school provides a number of extra-curricular activities for these young children such as football and the recorder group. Pupils join in with enthusiasm. They are very much part of the school and speak of their reluctance to leave and transfer to the larger junior school. They want to be in school even when they are ill.
8. Pupils with special educational needs develop very good attitudes to the school and work hard during lessons.

Pupils' behaviour

9. Behaviour in and around the school is very good. In some classes a few pupils are less well motivated, but they are not allowed to disrupt the work of others. Pupils move around the school in an orderly manner trying to obey the rule to keep to the left. They are naturally lively, but their play outdoors is good humoured. On wet days there are plenty of activities and games to amuse them. In class, pupils work well together in pairs or groups and they are keen to undertake any small tasks such as taking the register to the secretary's office. Their behaviour in the dining area is very good and they have good table manners. When they have finished eating they wait until they are told that they may go and then return their own trays to be cleared. Pupils treat their books and all the school's property with care. They are pleased to show their work to visitors.

Pupils' personal development and relationships

10. Relationships in the school are very good. Reception children soon settle into the school's routines and are not concerned when their parents leave at the start of the day. They are fond of their teachers and classroom assistants, as are pupils throughout the school. They know that their teachers are keen for them to make progress and be happy, and that all adults working in the school are their friends. Pupils are beginning to understand what is right and what is wrong; they are learning about other cultures and to appreciate the interesting and beautiful world about them.
11. Pupils are kind and considerate towards one another and make good friendships. They are concerned not to leave anyone out of their games. They are beginning to respect the differences that exist between people. Visitors are given every courtesy and are greeted with smiling faces. Parents are very pleased with the way their children are treated in school and with the aims and values that the school upholds.

Attendance

12. Attendance is now very good. In the past few years it has hovered just below the national average, but is now slightly above. Children want to be at school whenever possible and are proud of a 100 per cent attendance, which is rewarded with a certificate. Punctuality is good and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

Teaching and Learning

Strengths

- Teachers' understanding of how young children learn.
- Teachers' knowledge of what to expect of children of this age.
- The management of pupils.
- Relationships throughout the school are very good.
- Pupils are keen and enthusiastic to learn.

Areas for development

- Increased opportunities for pupils to take responsibility for their own learning.
- Teachers' and support assistants' knowledge of the needs of pupils with English as an additional language.
- Planning for the use of computers.

The quality of teaching

13. The quality of teaching was very good or excellent in 60 per cent of the lessons observed. There is no unsatisfactory teaching. Excellent teaching was observed in 12 per cent of lessons; in the Foundation Stage, mathematics, science, history and religious education. Teachers across the school have a very good understanding of how children of this age learn and what should be expected of them. The teaching and learning policy that the staff have produced together is based on this clear understanding of young children's learning needs. They provide stimulating, interesting and sometimes amusing activities that catch the pupils' imaginations. There are very good relationships throughout the school and teachers and support assistants manage pupils well. Very good use is made of books and other resources to enrich lessons such as in history, where artefacts and dressing-up clothes bring the subject to life. Further strengths in teaching are in the long-term planning in English, the tracking of pupils in mathematics, the use of specialists to assist in science lessons and the teaching of religious education. The teaching of literacy and numeracy is good.
14. All teachers give children with special educational needs good support. The work of the special educational needs support staff in helping them plays a major role in the good progress that they make. They play a vital role in managing the children and guiding them in activities. All have very good relationships with the children and they offer unobtrusive, but effective support and, as a result, children learn well. Support staff are almost always deployed well, although occasionally they could be deployed more effectively when whole-class teaching takes place.
15. Teachers almost always use assessment very well to match the work to different pupils' abilities and levels of attainment in English and mathematics and sometimes in other subjects. However, assessment of the needs of pupils with English as an additional language, including those who are at the early stages of learning English, is at an early stage of development and teachers do not regularly check that they understand vocabulary. They do not sufficiently plan in advance for these pupils. A further area for development is in the provision of opportunities for pupils to take responsibility for their own learning. Whilst this is well developed in reception classes, teaching of pupils in Years 1 and 2 is sometimes over didactic, which leaves little room for pupils to investigate. An example of this was in science lessons where demonstration was exclusively used, instead of leading on to an investigation.

How well pupils learn and make progress

16. The quality of pupils' learning is good in over three-quarters of lessons, including very good in one half of the lessons. Pupils behave well, are almost always attentive and are keen to learn. Because of these factors they make good progress. For example, their good behaviour in a history lesson when they dressed up and worked in pairs or groups enhanced their learning very well. In information and communication technology pupils learn well in the short teacher-directed sessions, but time is wasted when they work at computers on their own. This is sometimes because they have to wait for the teacher to show them how to use a different computer and at other times it is because they spend too long at a computer and have completed the task well before the time allocated to them. This also contributes to the fact that only a few pupils have the opportunity to use a computer during the day.

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

Strengths

- Provision for the core subjects; English, mathematics and science.
- Provision for pupils with special educational needs.
- The wide range of school visits and visitors to the school complement and extend the curriculum.
- The promotion of pupils' spiritual, moral, social and cultural development.

Areas for development

- The provision of information and communication technology is satisfactory, overall, but in need of updating if time is not to be wasted.
- The provision for some pupils for whom English is an additional language.
- The provision for history and geography.

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

17. The quality and range of the curriculum are satisfactory. The curriculum meets the statutory requirements including those for children under the age of five. A strength is the provision in the core subjects, which takes account of the National Strategies for Literacy and Numeracy. Other strengths are art and religious education. There is good provision for pupils' personal, social and health education (PSHE), including sex education. The teaching of information and communication technology is an area for further development. The curriculum is well balanced with the exception of the alternate teaching of history and geography, which means that there are sometimes long periods of time when one of the subjects is not being taught and skills have to be relearned. There is a good range of cross-curricular links, particularly the development of literacy links with history, geography and art and science links with music, physical education, PSHE and information and communication technology. There is a good range of extra-curricular activities that complement and extend classroom teaching.
18. The curriculum provides good opportunities for all boys and girls. Provision is good for pupils with special educational needs. Areas for further development include a better understanding of the vocabulary and language needs of pupils for whom English is an additional language and further opportunities for gifted and talented pupils; for example, to come together to work on appreciating a given text rather than completing a comprehension exercise on it.
19. The school makes good provision for children with special educational needs in the Foundation Stage and for children in Key Stage 1. Procedures are well organised. The requirements of the new Code of Practice for special educational needs are fully met. The co-ordinator works effectively with all members of staff. All children on the special needs register have full access to the curriculum. No child has a Statement of Special Need. Individual targets are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones. Also, the special educational needs co-ordinator has devised a tracking record which clearly shows the progress being made by individuals. The curriculum is broad and balanced for special needs children. They have the same access to the curriculum as the rest of their class. In individual lessons, work is planned specifically for their individual needs.
20. The school has established very good links with the community and these links provide pupils with wider experiences. Student teachers from Southampton University train at the school as do students studying child care at a local college of further education.

The school has established very good links with the local junior school. Pupils visit the school and junior school pupils play and perform for them. The school welcomes visitors to the school to talk in assembly. These include the local vicar and members of the police. A member of Southampton Football Club organises weekly football training.

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

21. Provision for pupils' spiritual, moral, social and cultural development has improved since the last report. Pupils are given good opportunities to explore values and beliefs in assemblies. The local vicar takes an assembly once a month and a couple from a local Free Church, also lead some assemblies.
22. Teachers place emphasis in the PSHE programme on the development of pupils' understanding of human feelings and emotions and how they impact on others. Pupils understand the difference between right and wrong and have written their own class rules. There are opportunities for pupils to take responsibility, for example; leading the class into assembly and helping with classroom tasks. Pupils learn to work together co-operatively and the good classroom relationships promote consideration for others and respect for different points of view. Pupils' cultural awareness is promoted through school visits, the visits of actors and musicians and by singing and playing together. The excellent school display provides opportunities for pupils to reflect upon all these personal dimensions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Teachers know the children well and treat them as individuals.

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

23. The care of the children entrusted to the teachers and governors of Hollybrook School is very good. No effort has been spared, while the buildings have recently been imaginatively streamlined, to ensure the health and safety of the children. Classrooms have been opened up to improve the learning space. Many older windows have been replaced with UPVC ones and there is a programme to replace the remainder. The children's toilets have been refurbished. The school is warm and clean. Classrooms and corridors have colourful displays. The school is now a very pleasant place in which to work. The site has had new fencing and railings constructed in an effort to prevent some of the vandalism from which it has suffered. Security measures have been increased.
24. The pupils are taught about a healthy lifestyle and encouraged to eat sensibly. The personal, social and health education programme has been laid out very elaborately. The work involves the beginnings of citizenship and, although at present these young pupils do not have a school council, they do have 'circle time', which enables them to talk about things that may be worrying them. As one of the pupils wisely explained 'problems go away when you talk about them'.
25. Procedures for child protection are also well documented and are very good. There currently are two designated members of staff with these responsibilities and a third one is at present undergoing training. The headteacher has experience of dealing with cases where the staff suspect that a child is suffering in some way or has a health problem developing, and she will work with the proper agencies. She is included in case conferences from time to time.

The effectiveness of the school's assessment and monitoring procedures

26. The way in which staff assess pupils' achievement and then use the information to plan for their learning in English, mathematics and science is very good. Work is regularly assessed and recorded to give a clear picture of the progress that each pupil makes. Individual targets are set as a result of these assessments and pupils' progress is tracked.
27. Information from the results of the national tests is analysed to find out if pupils are making the progress that they should and to discover strengths in the school's provision and areas for development. This information feeds into the teaching.
28. In other subjects work and progress are assessed less rigorously and this is an area that the school plans to develop. Work is marked regularly, but recording comments, about what was good and how it could be improved further, is not consistent.

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

29. Among the many well-written policies endorsed by the governors is one that covers behaviour and bullying. Parents comment that the school deals very well with any harassment problems and they are pleased with the standards of good behaviour encouraged by the school. The school has had to work with seriously disruptive pupils at times and has developed very good strategies to enable the other children to continue with their work without hindrance, whilst the staff care for the disruptive one. The staff are also used to helping these young children to cope with family crises if necessary. Teachers know the pupils very well and treat them all as individuals. The pupils know that the staff of the school are there to help them and that they can always ask if they do not understand something or if they have any worries. The school provides an atmosphere of calm where pupils can work hard, enjoy their lessons and make really good progress. Teachers monitor the personal development of the children and refer to it at the end of the school year in the pupils' reports, particularly those of the reception year pupils who are mastering many new skills. Efforts have been made to ensure a higher rate of attendance and these have been successful.
30. Parents speak highly of the very caring attitude of the staff. A pupil who became seriously ill had regular visits from his teachers when he was in hospital and strong support when he was able to return to school.
31. Pupils with special educational needs are very well supported. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. The teachers know and understand the needs of all their pupils. Those with special educational needs are on a tracking programme that shows their rate of progress through the year. This includes their predicted level of progress so that it is easy to see whether the pupil is performing as expected. Learning support assistants keep a daily record sheet of work with pupils with individual education plans and a feedback form that they discuss with the class teacher. The school works closely with the local education authority's support services, for example, the speech therapist and educational psychologist. The school also makes good use of the expertise of parents.
32. There is a very good working relationship between the infant school and the junior school on the same site. The respective headteachers and teaching staff co-operate well over matters such as staff training, site security, arrangements for school events and, most important of all, the transition of 95 per cent of Year 2 pupils into the junior

school. Very good planning makes the curriculum almost seamless. Special arrangements are made between the two special educational needs co-ordinators so that those pupils with special educational needs are able to settle into their new school without fuss. Very good records of personal development and achievement pass with all the pupils to their new school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents receive very good information about all aspects of their children's schooling.
- Parents support the school well.
- Parents of children with special educational needs are pleased to be involved with planning their children's individual education plans and to have a copy of the plans.

Parents' and carers' views of the school

33. Parents and carers consider that the school provides a very good education for their children. The response to questionnaires and the views of parents who attended the meeting with inspectors emphasised how pleased they are with the standards of behaviour and the values that the school upholds. Their children appear to be making good progress and are encouraged to listen and learn. Parents feel that the amount of homework set at weekends is about right, although a few would like it to be more challenging.

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

34. Parents receive good information on all aspects of school life. There are regular newsletters that give dates for events and tell of the school's achievements. For special assemblies parents receive invitations to attend. They are sent forms to complete giving their approval of the many school visits. Opportunities are given for them to meet the teachers and in the summer term there is an exhibition of the pupils' work in the school hall. At other times they may come and watch classes at work. The reports sent home at the end of the school year give a lot of information about what has been studied and how the particular child has progressed. There is also an assessment of the child's personal development and the targets that should be achieved in the following school year. General information about the school in the prospectus and the governors' annual report is written in a friendly manner. There are, however, minor omissions in the school prospectus. Parental permission is required for pupils to access the Internet. Parents of children with special educational needs are pleased to be involved with planning their children's individual education plans and to have a copy of these. They are impressed by the strategies teachers use to get their children's attention and keep them focused.
35. The school works closely with parents when their child is put on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for the child to achieve.
36. Parents give the school very good support in many ways. They have rotas of helpers for some tasks such as distributing milk at breaktime. Some are able to help in school. The school association raises large sums of money for school improvements by organising a whole range of events during the year. These are very well supported. It has its own newsletter telling parents about its future programme. Parents feel welcome in school and know that they can arrange to see a teacher if they have concerns. They know that their worries will be taken seriously and any suggestions or complaints will be sympathetically received. Parents speak very highly of the attitude of

the headteacher and her staff. Parents on the governing body take a very active role and one is also the chairman of governors at the Junior School, thus providing a very good link.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- There is strong and effective leadership by the headteacher.
- Governors and teachers demonstrate shared commitment to improvement.
- There is systematic support that which enables teachers to raise standards.
- Strategic planning and financial management are excellent.
- Governors have a good understanding of the school's strengths and weaknesses.

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

37. The principal reason for the maintenance and improvement in standards is the clear vision of the headteacher. She has established aims for the school that are shared by parents, pupils, staff and governors. The school is very well managed with teachers and governors working closely together to plan appropriately for the future. There are high expectations of pupils in relation to both their academic standards and their social responsibility. Management responsibilities are effectively delegated. All staff play their part in the organisation and management of the school and their responsibilities are effectively monitored. Teachers are expected to improve their practice and are supported in doing so through in-service provision and regular monitoring of their teaching and its impact upon standards.
38. The management of special educational needs is very good. The school's approach is well organised and designated funds are used appropriately. Support staff are mostly well deployed to meet the needs of the children and all staff work closely with the co-ordinator who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews. Good records are kept.

How well the governing body fulfils its statutory responsibilities

39. The governing body fulfils its statutory duties very well. Governors monitor the School's performance and have a very good understanding of the strengths and weaknesses of the school. Their strategic planning is excellent and they set appropriate priorities for the maintenance of standards and future development.
40. There is a very committed and knowledgeable governor designated as the person responsible for overseeing special educational needs and she plays a very active role. She has attended many courses and workshops about special educational needs. She meets regularly with the special educational needs co-ordinator and reports back to the governing body. The monitoring of the success of the provision for special educational needs comes through the curriculum sub-committee, which looks at different cohorts to see where extra support will be best used. All groups of children are tracked for inclusion. She monitors the effectiveness of spending on special educational needs in conjunction with the co-ordinator to check that the outcome of this expenditure matches the objectives.

How well the school monitors and evaluates its performance

41. Senior managers monitor pupils' progress systematically and evaluate the outcomes in literacy, numeracy and science to ensure that pupils improve.

The adequacy of staffing, accommodation and learning resources

42. There are sufficient well-qualified and experienced teachers to deliver fully the National Curriculum and the school has sufficient learning support assistants. The school has good accommodation with good-sized classrooms. However, the small size of the school hall, the constraints of the playgrounds and the lack of a school field limit the breadth of the curriculum in physical education. The school has very good learning resources with the exception of the low number of modern computers.

The extent to which the school makes the best strategic use of its resources and the extent to which the principles of best value are applied to the school's use of resources

43. The management of the school's financial resources is excellent and governors adhere to the principles of best value. The school receives well above the national average income from the local education authority and, consequently, provides good rather value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In the context of the schools many strengths, no key issues were found, but the following points for improvement should be considered in the action plan.
- Provide in-service training for class teachers and learning support assistants on how to plan and provide for pupils with English as an additional language. (Paragraphs 6, 15, 18, 46, 55, 73, 77, 91, 118.)
 - Continue to develop assessment in the foundation subjects. (Paragraphs 96, 101, 104, 109, 110, 121.)
 - Develop the tracking of the higher attaining pupils to ensure that provision is matched to their abilities. (Paragraph 13.)
 - Improve provision for information and communication technology by providing pupils with compatible computers so that teaching and learning time are better used. (Paragraphs 108, 109.)
 - Ensure that the minor omissions in the school prospectus are included. (Paragraph 34.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	20	11	6	0	0	0
Percentage	12	48	26	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	166
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	23
English as an additional language	No of pupils
Number of pupils with English as an additional language	25
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	26	34	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	31	31	31
	Total	53	53	56
Percentage of pupils at NC level 2 or above	School	89 (95)	88 (95)	95 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	25
	Girls	32	31	32
	Total	54	56	57
Percentage of pupils at NC level 2 or above	School	90 (95)	93 (95)	95 (88)
	National	85 (85)	89 (89)	89 (89)

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
139	0	0
0	0	0
8	0	0
1	0	0
0	0	0
4	0	0
6	0	0
7	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	17.5
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	159

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	470,830
Total expenditure	481,682
Expenditure per pupil	2,691
Balance brought forward from previous year	42,922
Balance carried forward to next year	28,070

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	1	2	0
My child is making good progress in school.	44	42	3	0	9
Behaviour in the school is good.	52	39	0	0	6
My child gets the right amount of work to do at home.	31	41	8	3	9
The teaching is good.	61	31	0	0	6
I am kept well informed about how my child is getting on.	33	45	12	0	6
I would feel comfortable about approaching the school with questions or a problem.	67	30	1	0	1
The school expects my child to work hard and achieve his or her best.	57	37	0	0	3
The school works closely with parents.	43	43	6	1	4
The school is well led and managed.	68	28	0	0	2
The school is helping my child become mature and responsible.	53	37	1	0	5
The school provides an interesting range of activities outside lessons.	29	30	18	4	15

Other issues raised by parents

There were no issues raised by a number of parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Strengths

- The imaginative and very good quality of teaching.
- Teachers' planning and the expert way in which one activity moves into another.
- The stimulating and attractive environment for learning.

Priorities for development or improvement

- Greater adult interaction in role play to develop language.
- Provision for children with no knowledge of English.
- The promotion of books among boys.

Introduction

45. The school has two parallel reception classes. In each class over one half of the children attend full-time and others, depending on their age, either attend during the morning or afternoon session for the first half of the autumn term. All children attend full-time from January. The daily timetable is well planned to provide for children of different ages with the youngest children attending in the afternoon when more practical subjects are taught.
46. There are two children in the reception classes who are at the very early stages of learning English. There is little bilingual support in Japanese or Korean for them, but two mothers help with the initial baseline assessment tests. Provision for children with no knowledge of English is an area for development.
47. Support from the local educational authority is available for children with special educational needs if required. Often these needs relate to speech and language difficulties. After baseline assessments have been completed for all children, individual targets are set and further assessments are made in March to measure the progress made and to set new targets. Parents are consulted throughout.
48. Teachers in the reception classes have attended a number of courses, including various ones on numeracy and literacy. Both classes are exceptionally well resourced and provide a stimulating and ordered environment in which the children learn. Children enjoy going to the writing area to 'write' letters and lists, or curl up in the book corner looking at a book, sometimes on their own. Displays are of good quality and promote self-esteem and a positive self image, such as one on Japanese people and their language and way of life. There is a shared outside play area where groups from both classes have the opportunity to mix with children from the other class on equipment such as bicycles, scooters and a see-saw
49. Teaching in reception classes ranges from satisfactory to excellent and overall it is very good. There is a very good balance of teacher-directed lessons and individual activities. Very good teaching was seen in literacy and numeracy lessons and in lessons that focused on children's personal development and furthered their knowledge and understanding of the world. Particular strengths lie in the careful planning of lessons and the excellent way in which one activity moves easily into the next. As a result the children's attention is held and much is learned. This excellent planning is also reflected in the organisation of the classroom, which is both constant and changing, providing order that gives children security and stimuli to encourage their curiosity.

Personal, social and emotional development

50. The children's personal, social and emotional development when they start school is at nationally expected standards. However, while they take initiatives and choose and develop activities themselves they are more hesitant about working with more than one other person at a time. They tend to prefer to play or work on their own or with a partner. When playing in the role-play area children enjoy shopping, using the single telephone, 'hoovering' the house and putting a 'baby' to bed. However, little speech is developed through these activities when children first start school, as roles are mainly acted out by children on their own. Occasionally the intervention of an adult raises the standard of play, but this is not fully developed. The majority can undress themselves for physical education lessons and most can dress themselves, needing help only with buttons and shoelaces. Personal development is encouraged at snack time when children take it in turns to hand out the milk and fruit to other children. This is an enjoyable and calm occasion. Stories also promote children's personal development well, such as the one, which they particularly enjoy, which reminds them 'Not to talk to the bus driver'.
51. The quality of teaching in this area of learning is generally very good, but more could be done to promote language through role play, with a greater degree of intervention by adults.

Communication, language and literacy

52. The standard of children's reading when they start school is at the nationally expected level, although there is a significant number who come to school with levels that are below the expected standard, especially in their knowledge of the letters and their sounds. Children often find it difficult to hear the different sounds and syllables. However, inspection evidence shows that children listen carefully and are beginning to recognise rhyming words and are learning the names and sounds of different letters. Children generally handle books with confidence, hold them the right way up and enjoy listening to stories although they find it difficult to talk about them. When being introduced to the library children show a wide range of attitudes to books. The difference between girls and boys was noticeable with girls confident in choosing and looking at books and boys less confident and less interested, their attention span being much shorter. Some boys did not even open them.
53. Many children are not confident in speaking aloud to a group. Few spoke with any degree of clarity and confidence during the Monday 'circle time' session, when children were each given an opportunity to speak to the rest of the class. However, there is a significant group who have confidence and are willing to put forward suggestions and answers, using a well-developed vocabulary.
54. The standard of children's writing when they start school is below nationally expected standards, although there is a significant minority who achieve above the expected levels. Less than one half of the children have reached expected standards or above. A small minority come to school able to write their name. Children enjoy 'writing' lists in the writing corner, but many need to be taught how to hold a pencil correctly. Higher attaining children can form their letters correctly and write under a picture, words such as 'bed' and 'mug'. The most able are beginning to write short stories unaided. Average and below average standards are achieved by others who are only beginning to form their letters.
55. Teaching of this area of learning is good and children make satisfactory and sometimes good progress, often from a below average base. However, teachers do

not sufficiently plan for pupils with English as an additional language and, as a result, they are not always supported as well as they could be, especially those at an early stage of learning English.

Mathematical development

56. The overall standard of children's mathematical development when they start school is at nationally expected standards, but there is a very wide range of attainment with many children achieving well above, especially in their understanding of shape, and a slightly larger number below the nationally expected standards.
57. Inspection evidence shows that almost all children can count up to five and the majority up to ten or even higher by the middle of their first term in the reception class. They are learning to estimate how many objects are in a box and count them as they are taken out. They recognise the numerals one to ten and can say which number comes next on a number line up to ten. Computer programs that further develop a sense of number and where children work together well with a partner, are very much enjoyed.
58. Teachers and learning support assistants find imaginative ways of teaching the same concepts in different ways. For example, having named the different geometrical shapes earlier in the week the learning support assistant dressed up as a wizard and came into the class with a magic wand and a large box. As individual children described the properties of each shape she waved her magic wand over the box and produced the correct shape, much to the enjoyment of the children. Even the child with no knowledge of English was keen to show, through gesture, what she understood and the correct shape appeared.
59. Teaching of mathematics is very good and at times, excellent. This is particularly so when the pace of the lesson is particularly good and the teacher builds on previous learning and has a clear understanding of how one activity leads on to another. In these lessons they provide a variety of ways to help the children to consolidate what they learn. As a result, the children are very attentive and all, including those with English as an additional language and those with special educational needs, make very good progress.

Knowledge and understanding of the world

60. At the time of the inspection data was not available to judge children's overall knowledge and understanding of the world on entry to school this year. However, in previous years it has been average, although their understanding of science is low as they have seldom been expected to talk about things they see. However, they show curiosity in the table of autumn leaves and feathers and comment on the red and black berries and the fact that feathers come from birds. They grow cress from seeds and name the main parts of a plant, such as 'stem', 'leaves' and 'roots'. When exploring materials children talk about their observations using words such as 'rough', 'smooth', 'bumpy', 'soft' and 'hard' to describe what they feel. Almost all children come to school with levels of knowledge in information and communication technology at the level expected nationally. When working on computers they confidently use the skill of moving the mouse to click on an icon to produce a planned result.

61. Children are beginning to know the difference between past and present, and talk about things that have happened to them and how they were once a baby. They look at pictures in books of people in the past and discuss the differences from the present. Grandparents are invited to school to talk to the children about their own experiences in the past.
62. They use their skills to try out different ways to join things together. They enjoy joining large construction materials together. A boy with English as an additional language showed a high degree of ability in problem solving when making a car that lacked a seat. Having tried to sit down and 'drive' it and finding the floor too low to reach the steering wheel he immediately found two pieces of construction material to form a large seat for himself, on which he then sat.
63. In the summer term children visit a farm or the local zoo in order to compare the countryside with their more urban environment of school and the local docks. Many have visited the Isle of Wight and this is also used as a comparison.
64. Children begin to know stories from the Bible and act them out. They also learn about the importance of sharing, and discuss what it is like to feel sad. Finger puppets and 'Big Books' are used well by the teacher to illustrate stories.
65. The provision and teaching of this area of learning are very good and children make very good progress.

Physical development

66. Children's physical development on entering school is above and well above average in almost all aspects of this area of learning. The majority of children show that they can balance well on benches, jump off the end of a bench onto a mat and climb on and off a stool. They travel by running, skipping and hopping around the hall and develop their actions by; for example, jumping in and out of or over a piece of equipment such as hoops or skipping ropes. Teachers have high expectations and this results in high levels of achievement with children keen to try out new ideas.
67. When on outside equipment boys tend to use the bicycles with and without balances and girls the scooters. The boys are very confident and have very good control. The children enjoy climbing up steps and down slopes. There is less confidence shown by pupils from ethnic minority backgrounds when encouraged to go on the see-saw.
68. Teaching to promote children's physical development is good, and, as a result, children reach above average standards.

Creative development

69. In music, children are becoming familiar with the names of different instruments and are gaining a sense of rhythm. They clap out the rhythms of words such as 'spider', 'butterfly' and 'caterpillar'. They know a large number of nursery rhymes and action songs and sing them with real enjoyment.
70. They learn to make prints of leaves using different coloured paints. Using different mathematical shapes they print as a group on a long piece of paper. Some shapes are haphazardly placed and others, such as ones by a boy who worked with considerable concentration, are highly organised; for example, he printed a copy of each of the large shapes in a line and then smaller similar shapes inside each.

71. Provision for and the teaching of this area of learning are good and children make good progress in their learning.

ENGLISH

Provision is very good.

Strengths

- The quality of teaching, particularly the teaching of basic literacy skills.
- Improvement in writing.
- Opportunities to develop speaking and listening skills in other subjects.
- Very good learning resources, particularly for reading.
- Pupils' positive attitudes enhance their learning.

Areas for development

- Further opportunities for drama and role-play activities.
- Further development of information and communication technology as an integral part of literacy teaching.
- Regular group teaching for gifted and talented pupils and those just below the national average.
- Improved provision for pupils for whom English is an additional language.

National Curriculum test data

72. The proportion of pupils attaining the expected level in the 2002 end of key stage tests was above the national average for reading and in line with the national average for writing. The proportion of pupils attaining the higher Level 3 was above average for both reading and writing. The same applies for these results in comparison with similar schools. Although results at Level 2 fell slightly this year, standards in reading and writing have risen over the past four years. There has been a significant improvement in the number of pupils reaching Level 3 in writing. This year girls did better than boys in reading and writing. A high proportion of girls attained the higher level in writing. Pupils achieved better results in mathematics than in English.

Inspection standards

73. Attainment in lessons reflects these results. By the age of seven speaking and listening and reading skills are above the national average for most pupils, whilst writing is in line with national expectations. Most pupils make good progress, including pupils with special educational needs and those for whom English is an additional language. Most of these pupils are achieving standards, commensurate with their capabilities.
74. The development of speaking and listening skills is a strength of the school. From Year 1, pupils listen carefully and respond in clear, simple phrases and sentences. By the end of Year 2, higher attaining pupils are clear, fluent speakers able to organise their thoughts and express them clearly. Standards in speaking and listening skills are enhanced by the good opportunities provided not only in literacy lessons, but in most other subjects. By the end of Year 1, standards in reading are in line with national expectations and above by the end of Year 2. Most pupils make good progress, especially pupils with special educational needs. There are very good strategies in place for the teaching of reading and very good reading resources are provided. The strategies for the teaching of writing are also very good, a particularly effective example being the way that teachers write with pupils. There are some opportunities to practise writing in a range of forms in other subjects. As a consequence, most pupils make good progress, particularly higher attaining pupils, who produce independent, extended writing that is well above national expectations. There is regular and systematic handwriting practise and attainment is in line by the end of Year 2.

Teaching, learning and behaviour

75. The quality of teaching is very good. All the teaching is at least satisfactory and three-quarters is very good. A feature of teaching is very good long-term planning. Teachers use the National Literacy Strategy very effectively to plan sequences of lessons with clear learning objectives. This enables pupils to build on their previous knowledge and understanding. For example, Year 1 pupils regularly sing songs and tongue-twisters to learn sounds and play games to make words. They use a story to learn new vocabulary and retell it, building sentences lesson by lesson. Teachers have very good personal knowledge and teaching expertise. When this is coupled with very good class relationships, they create stimulating and secure learning environments, in which pupils feel safe to take part and try out their ideas. For example, in a Year 2 class, pupils rewrite a story as a whole-class activity with the teacher. They begin by creating simple sentences and then add imaginative vocabulary to express their ideas.
76. Underlying the very good teaching are thorough assessment procedures. Teachers know the capabilities of their pupils, carefully monitor their progress and provide activities appropriate to their needs. For example, in a Year 2 class, higher attaining pupils retell a story writing independently, whilst average attaining pupils are given a sequence of pictures and write a sentence about each one. Pupils with special educational needs are helped by a learning support assistant to sequence correctly a series of pictures and then the group composes a sentence together. Provision for pupils' spiritual, moral, social and cultural development is very good. Teachers choose stories with messages that enhance these dimensions; they encourage pupils to share their ideas and work co-operatively together. Pupils behave well in class. They try hard and concentrate well. Most pupils take a pride in their work and enjoy English. These positive attitudes contribute significantly to their learning.
77. Not all aspects of teaching are equally successful. For example, learning assistants are effectively used to support pupils during group work, but are often underused during whole-class activities. Provision for Pupils for whom English is an additional language are well taught when specialist support is provided, but in general, class lessons their needs are not always sufficiently well identified and provided for.

Management

78. The leadership and management of English are very good. Teachers are very well supported. There are policies and guidelines and a development plan to which everyone has subscribed. There is regular monitoring of teaching and evaluation of pupils' progress. There are two curriculum areas for further development; to ensure that a teaching programme for information and computer technology and for drama become an integral part of literacy planning. There has been a satisfactory improvement since the last inspection.

MATHEMATICS

Provision is very good.

Strengths

- Standards at the end of Key Stage 1.
- Boys and girls exceeding the national average,
- The teaching of mental strategies.

Areas for development

- Setting suitable challenges for higher attaining pupils.
- Setting numeracy targets for individual education plans.
- Giving more opportunities in lessons for pupils to apply their knowledge to problem solving.

National Curriculum test data

79. The 2002 National Curriculum test results show that the standards achieved by the average attaining pupils is about the same as the national average, but that a higher proportion of pupils than is found nationally attain the higher Level 3. This is both against all schools and similar schools. This is similar to the last inspection report, which means that over time the school has maintained its high standards.

Inspection standards

80. Pupils have a very wide range of attainment. Different groups of pupils progress equally well; for example, those with special educational needs and those for whom English is an additional language make similar progress to their peers. There is little difference in the attainment of boys and girls. Pupils are able to apply their knowledge and understanding of number to solve problems in mathematics and to handle data related to other subjects. They are encouraged to discuss their work and to give reasoned answers. By the age of seven, pupils have a good understanding of how to halve and double numbers. They use a variety of methods to help them, and explain what they have done with confidence. They can round numbers to the nearest ten. They recognise numbers that added together make 20 and many pupils can apply quick strategies for adding or subtracting the numbers 9 and 11 in their heads, although some still need to use their fingers or other apparatus to help them. Most pupils understand that subtraction is the inverse of addition and can demonstrate how this is so. Higher attaining pupils can apply their mathematical knowledge to problem solving for example; '*How many children are older than...?*'. Lower attaining pupils need the help of a number square when adding or subtracting. Pupils have a good knowledge of three-dimensional shapes and they make good progress in estimating and measuring lengths, using centimetres and metre rulers. They successfully conduct simple surveys and plot the results in the form of pictograms.

Teaching, learning and behaviour

81. The numeracy strategy is very effectively incorporated into the teaching of the subject. Very good procedures are used to track pupils' progress and effective use is made of the information gained to ensure that in lessons work is matched to pupils' levels of attainment. Pupils with special educational needs are well supported and, as a result, make good progress. The small number of pupils who have English as an additional language are well supported during their numeracy lessons and make at least satisfactory progress. Most of the teaching in Years 1 and 2 is good and there were examples of very good and excellent teaching seen during the inspection. Pupils are encouraged to explain how they have arrived at their answers, and good use is made of working in pairs, which that encourages pupils to discuss their work sensibly.

82. All teachers have good subject knowledge and have implemented the National Numeracy Strategy well. Expectations of both behaviour and effort are high. Consequently, pupils respond positively and learn well in their lessons. Lessons are well prepared and organised. Good account is taken of the needs of all ability groups, so that work is well matched to the range of attainment within each class. Pupils are continuously being assessed and given new targets. In some lessons very high attainer's are set more challenging work, but this is not consistent across the school and is an area that needs to be developed.
83. Pupils with special educational needs are well provided for. The classroom assistants make a valuable contribution to the progress made. There are good examples of effective marking, but more written comments could be made to provide pupils with points for improvement. Pupils who have English as an additional language are well supported in mathematics lessons and are well integrated and make satisfactory progress.
84. Pupils enjoy mathematics. They behave well and work at a good pace, completing the tasks set. The very good attitudes to work impact positively on the standards that most pupils achieve. They respond well to working in pairs and groups, usually of mixed gender, discussing their work sensibly.

Management

85. The co-ordinator has very good subject knowledge and the subject is very well co-ordinated. She keeps up to date by attendance at courses and with meetings with co-ordinators from other schools. She leads staff meetings informing staff of new initiatives and changes. Very good systems are used to track pupils' progress. Results from statutory and non-statutory tests are carefully analysed and appropriate action is taken. The resources for the subject are of good quality.

SCIENCE

Provision is good.

Strengths

- Teachers' subject knowledge.
- The knowledge pupils gain through the teachers' good questioning.
- The use of information and communication technology for research.

Areas for development

- Learning more through practical activities, and the recording of their work, could better reflect an investigative approach.

National Curriculum test data

86. In 2002, the percentage of pupils reaching the expected Level 2 in the National Curriculum teacher assessments at the end of Year 2 was in line with both the national average and similar schools. The percentage reaching the higher Level 3 was well above average in both comparisons. This is a considerable improvement on the previous year when they were below average at Level 2 and in line with the average at Level 3, both when compared with national and similar school results. Standards reported at the last inspection were above the national average, overall. There is little difference, however, between the results at the two inspections. In 2001, the weakest aspect of the subject was in the study of physical processes where the percentage of pupils reaching the expected Level 2 was below the national average. In all other aspects of the subject they reached average standards.

Inspection standards

87. Standards overall are average with a substantial number of pupils reaching above average standards in lessons. In Year 1, pupils have studied the five senses, can sort objects into living and non-living things, can name the main features of the human body and have studied the life cycle of the frog, and how animals move. Higher attainers are able to write; for example, a sentence about each animal, and they complete their written work neatly and colour in carefully. Average attaining pupils suggest one word to describe how animals move, such as 'slither', 'fly', or 'jump' and they comment, with surprise, that humans are animals too. Lower-attaining pupils and those with special educational needs and English as an additional language also have a complete record of what they have learned and are supported well with worksheets, which helps them to make good progress.
88. As they move up the school, pupils know that plants are used for food and they name the parts of a plant and flower. They have discovered what is magnetic and what is not magnetic. They know what materials are waterproof and which are not. When studying materials they have also looked at which are used when building a house. They know about sources of light, such as fire, car lights and candles and have learned about parts of the eye. They have studied sound and know that the ear is used to hear information, warnings of danger and for listening to music. They learn how to care for their teeth. Pupils use a tally sheet to record favourite foods and then produce a block graph of the results. Higher attaining pupils record these graphs on computer and draw conclusions from their work. Pupils know which foods to eat to grow strong and keep healthy. They know about the importance of exercise such as stretching, jumping, tennis, skipping and swimming. They have learned about animals and their young; for example, how a kitten grows. They list their own ideas of things that should be done when looking after a pet.
89. By the end of Year 2, pupils have also studied 'forces' and can describe how to move objects. They know what will and will not bend or melt and can make a simple circuit. They know why animals and plants live in particular places such as by the school pond or near trees. The range of work covered is very good and pupils of all abilities reach at least satisfactory standards; higher attainers write more fully and reach above average standards.

Teaching, learning and behaviour

90. The quality of teaching in lessons is very good. Teachers and visiting adults question pupils very well and draw out answers from them successfully. Pupils develop a good scientific vocabulary and know; for example, that 'hibernating' means being asleep in winter and 'nocturnal' means that the animal is awake at night. Their subject knowledge is very good and visits from specialists, such as from the hedgehog sanctuary, provide pupils with expert knowledge. He answers question such as, 'Why have hedgehogs long noses?', and tells them that their very small feet help them to climb and swim easily. They learn about how the mother has her babies, how hedgehogs move and sleep and that their teeth are very small and that is why they can have so many. They know that only badgers eat hedgehogs. Opportunities are also taken to teach pupils about care of hedgehogs near bonfire night and that parents should be asked to check bonfires before lighting them. In all lessons pupils are very attentive and interested in what is being taught.

91. Pupils discover that all medicines are unsafe, and should be kept out of the reach of children. They look at different medicines and divide them into two groups; those that are safe and those that are not safe. Teachers demonstrate well, dividing packets and bottles into sets and pupils produce a poster warning others of the dangers. Teachers introduce new vocabulary well and in some classes pupils with English as an additional language are well supported bilingually. However, when these pupils are unable to give an answer, instead of helping them to find an answer, teachers pass on to the next pupil. Work in pupils' books shows that didactic teaching predominates at the expense of a more investigative approach. This results in pupils not always remembering what they have been taught and test results being lower than they should be. Their recording seldom follows a clear sequence of events, such as predicting what will happen, listing what they need to carry out the investigation, recording what they did and then what they found out.
92. New textbooks have been purchased recently and science is also promoted through literacy when 'Big Books' and group readers are used. Pupils in Year 1 enjoy using the computer for finding out information about different animals and use a word bank to help them to write about them. The outside wildlife area, which includes a very attractive pond alongside a main corridor, provides pupils with opportunities for daily informal observations as well as planned observations in science lessons. It is well stocked and used extensively to promote an attitude of care and concern towards nature. The subject provides very well for pupils' spiritual, moral and social development.

Management

93. The subject is managed well by a relatively new co-ordinator who took over the subject, which had previously been led and resourced well. The present co-ordinator has observed teachers teaching science and has monitored their planning. She attended co-ordinator meetings and has produced a very detailed curriculum map that clearly states Programmes of Study and ensures continuity in the learning of skills as well as facts. The subject is taught both as a separate subject and as part of topics. Drug and sex education are included in the scheme and health and safety and citizenship aspects are addressed. Assessment opportunities are underdeveloped and this is something that the co-ordinator has identified. She is developing an interesting record sheet that will record exactly what pupils understand and can do. There is an excellent range of science books in the school library covering a very wide range of topics.

ART AND DESIGN

Provision is very good.

Strengths

- The quality of work on display.
- The subject's contribution to pupils' spiritual, moral, social and cultural development.

Areas for development

- Assessing individual pupils' progress in acquiring skills.
- Developing a portfolio of levelled work.

Standards

94. The quality of work observed in displays around the school indicates that by the end of Year 2 standards in art and design are above average as they were in the last inspection.
95. The high quality displays of pupils' work reveal a suitable emphasis on teaching basic skills and techniques. The pupils investigate a range of materials including card, wool, paper, fabric, clay and glue. They are encouraged to make choices, which helps in the development of their increasing independence. Year 1 pupils have produced self-portraits of a high quality. Year 2 pupils studied paintings by well-known artists such as '*L'Infirmiere*' by Beatrice How and '*Blue and White Self-portrait*' by Rita Keegan, and talked about how they felt about the person in the portrait. One pupil wrote about '*L'Infirmiere*' 'She holds the baby gently'. They discuss what they can see and how the artist has made the portrait. 'It looks like the lines have all been drawn very quickly,' wrote one pupil. After this discussion they successfully draw portraits of their partners. The portraits that Year 2 pupils paint show progression in observation and pencil and paint control. No judgement has been made about the standards attained by different groups of pupils as the work on display does not make such distinctions.

Teaching, learning and behaviour

96. No lessons in art and design were observed during the inspection, but the work on display and information in the co-ordinator's file and planning shows teaching to be good. The pupils are happy to talk about their work and they are proud of their achievements. Art and design makes a significant contribution to the pupils' development of spiritual awareness. The pupils look at pattern and texture and represent their feelings in collages and weavings. They have the opportunity to explore ideas and meanings in the work of visiting artists and sculptors. There are splendid wooden sculptures displayed outside the school, which were made with the children by a sculptor in residence. There are good examples of colour mixing in Year 2 to represent the colours of the autumn leaves. There are good links with other subjects, which contribute very well to the pupils' cultural awareness. For example, Year 2 pupils learn about Divali and they make 'welcome' patterns and hand designs (mendi). They also make divas (candle holders) and divali cards. The school has had considerable success in competitions. A pupil from the school was the outright winner of the Southampton in Bloom painting competition beating finalists from all age groups. Her poster is being used to advertise the city. Pupils are also taken on visits to the Art Gallery. The school uses the suggested national guidelines for the subject, but there is no formal assessment of the subject. This is an area for development.

Management

97. The co-ordinator is experienced and committed. She has organised training for the staff on various topics such as spirituality and art and studying different cultures through art, as well as enhancing teachers' skills such as studying specific techniques; for example, batik. She monitors teachers' planning and organises the displays. Management of the subject is good.

DESIGN AND TECHNOLOGY

Provision is satisfactory.

There was not as much evidence available as for the last report. Therefore, this report is based on limited evidence.

Strengths

- Good links with the community.
- Good use of the cookery room.

Areas for development

- Assessment and recording procedures to track progress.
- The development of a portfolio of levelled work.

Standards

98. Only one lesson was observed, but this, together with evidence from documentation, pupils' past work and discussions with pupils indicates that standards are broadly in line with expectations by the end of Year 2. At the time of the last inspection standards were judged to be above national expectations, but there was more evidence available then. The photographic evidence available during this inspection was very limited and there were no finished artefacts to see.

Teaching, learning and behaviour

99. Teaching of design and technology is satisfactory. Planning follows the recommendations of the national guidance for the subject. This ensures that suitable progress is made by the age of seven. From an early age children use construction kits to make things. They make models by assembling, joining and combining materials. They begin to identify what they could do to improve their work. Pupils in Year 1 explore the sensory qualities of materials and gain in their understanding of the working characteristics of materials. For example, when Year 1 pupils designed and made a chair for a giant, they found out that to make the legs of the chair stronger the paper needed to be rolled tighter. The school is fortunate in having a designated room for cookery. A rota of mums has been drawn up by the parents and these volunteers work very successfully with small groups of four pupils making such things as fairy cakes, sandwiches and Christmas biscuits. The children are encouraged to select materials and tools and learn the basic points of food hygiene. They are shown how to clear up and tidy away leaving the kitchen in an orderly state ready for the next group of children. The cost of this is borne by the parents association and the buying of ingredients is also organised by them. Children have good attitudes to their work and enjoy the opportunities they have for cooking and making things.
100. Resources are adequate and used well. Good support is given by the support assistants.

Management

101. Management of design and technology is satisfactory. Since the previous inspection the school has had to concentrate on implementing the Literacy and Numeracy Strategies and, therefore, design and technology has not been given a high profile. However, the co-ordinator has worked hard to incorporate the national guidance into the school's scheme of work. As yet there is no formal assessment of the progress pupils make in acquiring skills and this is an area for development. A portfolio for teacher reference showing the different levels of attainment would also contribute to raising standards in the school.

GEOGRAPHY

Provision is satisfactory.

As was the case with the last report, this report is based upon limited evidence.

Strengths

- Local geography in Year 1.
- Provision of learning resources.
- Pupils' positive attitudes contribute to their learning.

Areas for development

- A procedure for assessing pupils' attainment and progress.
- The improvement of continuity and progression of learning.

Standards

102. By the end of Year 2, pupils' attainment is in line with national expectations and most pupils make satisfactory progress. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress with the additional help of learning support assistants. Year 1 pupils develop an understanding of local geography. Pupils match photographs to places around the school campus. They develop an understanding of the way maps represent place and distance and they draw maps of routes to school. Pupils are developing an understanding of the urban landscape, recognising different types of housing and street furniture such as lamp posts and telegraph poles. In Year 2, pupils are developing a wider sense of location. They place Southampton in the British Isles and begin to locate other countries in relation to Britain. Pupils are beginning to recognise features that make other countries different from Britain; for example, climate and language.

Teaching, learning and behaviour

103. The quality of teaching is satisfactory with some good teaching. Teachers establish good relationships with pupils and use pupils' experiences effectively as starting points for learning. For example, in Year 2, a pupil from Venezuela spoke some words in Spanish and a pupil, recently returned from holiday in Spain, described some of the differences between the two countries. Pupils decide what they would take with them for a Spanish holiday. Teachers introduce imaginative approaches to learning about different locations. All pupils have a 'passport' in their folders and these are completed as the year progresses, with pupils entering details of places visited both at home and abroad. Learning is enhanced by good learning resources. For example, in Year 1 classes there are well-produced local maps with photographs of landmarks to develop pupils' understanding of the local area. All classrooms have maps and globes. Teachers develop effective links with literacy teaching. Year 2 pupils make lists using subject specific words and write about their visits to other places. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils visit an environmental centre and a farm. They learn about customs in India through the story of Divali. Pupils enjoy geography; they work hard and behaviour is good and their positive attitudes enhance their learning.

Management

104. Leadership and management are good. Teachers are well supported. There are clear policies and a scheme of work to which that all teachers have subscribed. There are good learning resources and they are well organised. Pupils' work is monitored and there has been some in-service training disseminated to all teachers. Geography is taught alternately with history and this affects the continuity and progression of learning. Currently there are no assessment procedures. These are areas for further development. Improvement since the last report is satisfactory.

HISTORY

Provision is satisfactory

Strengths

- An improvement in standards.
- An improvement in the quality of teaching.
- Provision of very good learning resources.
- A good range of school visits to complement and extend classroom learning.
- Pupils' behaviour and attitudes contribute to their learning.

Areas for development

- A procedure for assessing pupils' attainment and progress.
- The improvement of continuity and progression of learning.

Standards

105. By the end of Year 2, pupils' attainment in history is above national expectations and most pupils make good progress. This is an improvement since the last inspection. Pupils with special educational needs and pupils for whom English is an additional language make good progress with additional support from learning assistants. Pupils develop a good understanding of the differences between times past and the present day. For example, in Year 1, they learn of the different conditions people experienced living above or below stairs. Pupils recognise the differences between household items of the late Victorian period and the present day. Pupils use their investigative skills to match new items with old and discuss the difference between them. Pupils in both year groups have a good knowledge of the main events in the life of Florence Nightingale and higher attaining pupils describe the part she played in changing the status of women in the mid-nineteenth century. Pupils are beginning to understand the relationship between cause and effect, as they study the effect of poor hygiene and lack of medicines on soldiers in the hospital in Scutari. They also learn about Mary Seacole, her bravery, and different people's reactions to her as a black woman caring for the white English soldiers on the battlefield. They learn, from a video, how she won people's trust and affection in Victorian times and never gave up in spite of prejudice.

Teaching, learning and behaviour

106. The quality of teaching is very good and some is excellent. Lessons are very well planned to provide for the development of pupils' knowledge and understanding. This enables pupils to build on their previous knowledge and to understand the learning objectives of each lesson. Teachers have very good subject knowledge and teaching expertise. Classes are very well managed and relationships are very good. Teachers make good use of videos, dressing up and artefacts to bring history alive. There are imaginative approaches that stimulate pupils' interest. For example, in a Year 2 lesson that followed considerable previous learning about Florence Nightingale, pupils consolidated their understanding through a role-play activity. Three pupils, dressed as a soldier, a nurse and as Florence Nightingale, acted as visitors. The class asked them wide-ranging questions about their lives and conditions at the time. Pupils managed to sustain their roles very well. Teaching is also enhanced well by a visiting support teacher, funded through the ethnic minority achievement grant service, and a bilingual teacher for one pupil. Both teachers, who work closely with class teachers, bring a welcomed, wider dimension to teaching than is available amongst the permanent staff, through their different racial and linguistic backgrounds. Provision for pupils' spiritual, moral, social and cultural development is very good. Discussion of these dimensions arises naturally in history and pupils are given opportunities to reflect upon them. They are encouraged to work together in pairs and groups. Pupils' interest and enjoyment of history, coupled with their good behaviour, make a significant contribution to their attainment and progress.

Management

107. Leadership and management are good. Teachers are well supported with good learning resources and these are well organised. There are a number of school visits that complement and extend classroom learning. There is a scheme of work that meets National Curriculum requirements, but it is taught alternately with geography and this affects the continuity and progression of learning. Currently there is no systematic procedure for assessing pupils' attainment and progress. These are areas for development. There has been a good improvement since the last inspection, with raised standards and improvements in the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Standards are satisfactory, but present provision prevents time always being used well.

Strengths

- Teaching is good.

Areas for development

- The monitoring of pupils' access to computers and the time they need to complete a task.
- Computer and software resources are not fully compatible and time is not, therefore, used effectively.

Standards

108. From the limited amount of evidence available, pupils are working at standards that are in line with what is expected of pupils of their age. However, computers were used for a limited amount of time during the week of the inspection and only a few pupils had access to them. For all pupils to use computers within a reasonable amount of time on a rota basis, they need to be on for a larger amount of time with pupils accessing them for more of the day. In a Year 2 lesson, six pupils used computers and only two higher-attaining pupils completed the task successfully. They then went on to try new ideas of their own. This was because they and another pupil were on new computers while three other pupils, of average and lower attainment, were using two older computers and had to be shown separately how to carry out different functions, which proved to be more difficult on these machines. Higher attainers were able to change fonts, the size of letters and colours and use italics and bold, as planned. The task set, asked them to use one of these to emphasise a particular word in a sentence. However, as they were given unlimited time, having succeeded in this, they then changed all the letters, and the point was lost. With a larger number of personal computers, and less amount of time, a greater number of pupils could have achieved the task set. In contrast, the other pupils were only just beginning to understand how to change these functions. The subject action plan shows that pupils are beginning to use the Internet and use computers across the curriculum to widen the amount of information available to them, but there was little evidence of this. Parental permission has been granted for use of the Internet. The action plan also states that information and communication technology is used more effectively now in the literacy and numeracy hours. Again there was little evidence of this. One pupil was using logo by the time he left the school at the end of Year 2 last year and all classes have access to a programmable floor robot.

Teaching, learning and behaviour

109. No whole-class lesson was observed, although there was a good introductory session with the whole class in one Year 2 lesson. Teaching in this was good and the teacher demonstrated well, using the keyboard and a computer, to show pupils how to carry out a given task. She then spent a considerable amount of time working with four pupils on the different computers, having to leave the rest of the class working at their desks at a different lesson. Demonstration was used well in a Year 1 class when a small group

were shown how to use a numeracy program. The teaching of groups is good, in so far as resources allow, but time is wasted because pupils have to be taught on different makes of computers and classrooms have a restricted number of computers. In another Year 1 class pupils worked on two different computers at programs well matched to their different abilities, but again they spent too long at the task and had achieved what was set well before the time they left the computers, wasting a considerable amount of time repeating what they already knew. No monitoring of how long pupils spend in each session, how many pupils use the computer during a day or what the outcomes are, are kept, although a checklist is kept of pupils' attainment over a longer period of time. Pupils do not appear to keep records of their own so that they are aware of what they have learned, and have no sense of pace when set a computer task. Whilst pupils often work very well with a partner and this contributes to their social development, little is contributed to their spiritual development when they become bored or frustrated.

Management

110. The co-ordinator manages the subject very well and has made improvements since the last inspection. However, she is restricted in what she can do to develop the subject by the lack of compatible equipment. Improvements since the last inspection have included the purchase and installation of two new personal computers linked to the Internet, 12 new personal computers, two scanners, two digital cameras and software. In addition, three second-hand Acorn computers were donated by a local school. The school has set up its own website and pupils' drawings are included in this. The school bases the planning of the subject on the Quality and Curriculum Authority guidance. The school does not employ a technician and the co-ordinator is expected to manage any hardware or software problems. This is not a good use of a teacher's time. Teachers have been trained to use a personal computer, the Internet and e-mail systems and support staff have recently started their training. Computers are used well for target setting and for managing assessment data. Individual parents and governors have been granted use of the school's computers and Internet facilities.

MUSIC

This report is based on limited evidence.
Provision is good.

Strengths

- The quality of teaching.
- The promotion of pupils' personal development.
- Extra-curricular provision.
- Pupils' positive attitudes contribute to their learning.

Areas for development

- Opportunities to listen, respond and reflect on music.
- Opportunities to compose.

Standards

111. By the end of Year 2, pupils' attainment and progress in music are satisfactory. Pupils with special educational needs and those for whom English is an additional language, make satisfactory progress and attain standards commensurate with their capabilities. Pupils sing very well together in assemblies; they sing clearly and in tune and maintain the rhythm of the music. In music lessons pupils learn songs quickly and accurately, because they listen very carefully. Pupils are developing an understanding of musical terms and simple notation. They are familiar with a good range of untuned percussion instruments. They name them and know how to hold and play them. They are developing performance skills and are learning to play well together. Some pupils have just begun learning the recorder and most play two notes accurately and rhythmic tunes based on them. Less well developed are pupils' composing skills.

Teaching, learning and behaviour

112. The quality of teaching is good with some class lessons taught by a visiting specialist music teacher. Pupils learn well because lessons are well structured with a good variety of activities. For example, in Year 1, pupils play singing games to develop their understanding of untuned percussion instruments, clapping games to develop a sense of rhythm and tempo, learn new songs and listen and reflect on music. A feature of a Year 1 lesson was playing the claves by the whole class. Teachers make very effective use of recorded music programmes and pupils' learning is enhanced by the progressive development of the skills they provide. Provision for pupils' spiritual, moral social and cultural development is good. Extra-curricular activities, for example, contribute well to these personal dimensions. Classroom learning is consolidated and extended by visits from professional musicians such as members of the London Mozart Players. There are visits from the local junior school's orchestra. In assemblies this week, the local vicar played the guitar and a junior school pupil performed Indian dances to Ravi Shankar's music. There are musical performances in school and pupils participate in local carol concerts and at recorder festivals. Pupils' interest in and enjoyment of music lessons, coupled with their good behaviour, contribute significantly to their learning.

Management

113. Leadership and management of music are good. There are sufficient resources and the teaching of music is well organised. There are clear policies and teachers are working together to develop a scheme of work that all class teachers will feel confident delivering. The music area lies off a main corridor and lessons are subject to disturbance. This particularly affects musical appreciation; this aspect of music, together with further opportunities for composing music, are areas for development. Improvement since the last inspection is satisfactory

PHYSICAL EDUCATION

Provision is satisfactory.

Strengths

- The quality of teaching.
- The organisation of physical education and games.
- Pupils' positive attitudes contribute to their learning.

Areas for development

- Further opportunities for pupils to participate in creative dance.

Standards

114. By the end of Year 2, attainment is above national expectations and most pupils make good progress. Pupils with special educational needs and those for whom English is an additional language participate fully in lessons. There is good support for them and they make good progress and attain standards in line with their capabilities. In gymnastics, pupils are making good progress. They are developing a good sense of control as they explore movement and balance. Higher attaining pupils are beginning to sequence movements. Pupils use the apparatus appropriately. In games, pupils practise a range of ball skills. Boys and girls do equally well in the development of dribbling, throwing, rolling and catching.

Teaching, learning and behaviour

115. The quality of teaching is always good and is very good in one half of the lessons. There has been an improvement in the quality of teaching since the last report. Teachers are very well organised, they move lessons forward briskly and have high expectations of pupils. Class management is very good; pupils warm up and warm down appropriately and there are no health and safety issues. Teachers ensure that all pupils have the opportunity to participate in a wide range of activities in each lesson. In Year 1, pupils move around a circuit of activities that include rolling balls between posts, hoopla, netball shooting, dribbling a football around posts and throwing bean-bags onto a target. A feature of teaching is the opportunity provided for pupils to evaluate their progress in relation to others. Pupils demonstrate their skills, and teachers point out their strengths and how an activity might be improved. Provision for pupils' spiritual, moral, social and cultural development is good. Pupils work very well together in teams and exhibit a good sense of self-discipline. A feature is the very good response pupils make to each other's work. These dimensions are enhanced by extra-curricular activities. These are equally well supported by both boys and girls, but both the football training and the multi-sports activities are for limited numbers. Pupils' attitudes to physical education are positive. They work hard and try hard and their behaviour is good. Pupils enjoy physical education and their enthusiasm contributes to their learning.

Management

116. The leadership and management of physical education are good. There are sufficient resources and the teaching timetable is efficiently organised. There is an appropriate health and safety policy. In-service training has been provided and the planning of pupils' work is monitored. Extra-curricular activities are well organised. There is a range of dance activities; for example, country dancing and maypole dancing, but creative dance is an area for further development. The provision of outdoor games is limited by the constraints of the playgrounds and the lack of a school field, but some use is made of a local sports centre. Improvement since the last inspection is satisfactory.

RELIGIOUS EDUCATION

Provision is very good.

Strengths

- Subject knowledge of teachers.
- The interest of the pupils.
- The good range of resources.

Areas for development

- Assessment as suggested by the locally agreed syllabus.

Standards

117. Pupils achieve standards of knowledge and understanding that are well above those expected by the Hampshire Local Agreed Syllabus, 'Vision and Insight', because of the considerable subject knowledge of the teachers. This shows a considerable improvement since the last inspection. There is no difference between the standards of boys and girls. Statutory requirements are met and both attainment targets, 'Exploring and responding to human experience' and 'Investigating religious traditions', are covered very well. Information and communication technology is occasionally used, such as when pupils word-process the Christmas story. Whilst most lessons, rightly at this age, focus on oral and activity-based learning, the school has found a satisfactory range of ways to quickly record what has been learned in a lesson. Pupils know stories that Jesus told and key events of His life. They know important stories of the Jewish people, such as the Creation story, and learn about symbols such as 'light' in the understanding of different religions. The standard of the recorded work is good and provides pupils with a helpful aide-memoire to look back on and remind them of what they have learned. There is no evidence that moral messages agreed in a lesson are recorded, although these could be helpful. Good cross-curricular links are made with religious education and class teachers often follow up what the religious education teacher has taught in art, literature and food technology lessons.

Teaching, learning and behaviour

118. The quality of teaching is excellent. Both teachers not only have considerable subject knowledge, but they also have strategies for teaching that help pupils to gain an insight into and very good understanding of Judaism and Christianity. Teachers' lesson plans are good and are very good where key questions are included in the planning, as these focus the teacher on what she wants pupils to understand and how she will develop this through targeted questioning. The pace of lessons is very good. The incidental teaching of facts throughout a lesson, referring back to what has been previously taught and to additional knowledge that the teachers have, gives pupils a good depth of understanding. As a result, the quality of the pupils' learning is excellent. The behaviour of all pupils is very good as they are very fascinated with what is being taught. Lower attaining pupils and those with special educational needs are very well supported, by the class, teacher in the class session and the classroom assistant when recording their work. Pupils with English as an additional language are well supported bilingually in one class but little further bilingual support is available in other classes, although learning support assistants work well with them. Support for these pupils is, overall, satisfactory, although teachers make no reference in their daily plans for the language support of these pupils.

119. In lessons there is a good balance between the speed at which facts are taught and the time needed to experience an activity to understand the full meaning of it. For example, having briefly looked at a 'Big Book' together on Shabbat, teachers laid a Shabbat table respectfully, and carefully explained what different members of the family would do at different times. For example, the children might be asked to clean the silver, the

mother would ask God for a blessing when she lit the candles and the father would stand up and say a blessing over the Challah bread, before breaking it and passing it around the family. Pupils were given the opportunity to share a similar experience with their class. They were very attentive and watched carefully, gaining a good understanding of a Jewish tradition and the ability to empathise with other people. The teacher's review of what had been learned in the lesson, towards the end of the session, assessed pupils' knowledge very well indeed in one class.

120. A very good range of teaching and learning styles are used over the year, with drama, music and cooking used in particular lessons. Display is also used very well to teach about different religions including Hinduism and Sikhism, which are not taught in religious education lessons, as agreed with the junior school. However, pupils of these religious backgrounds are seen to be valued, as are their customs, through for example, a very successful assembly on Hinduism. Pupils visit the local church in Year 1 when they are working at a topic on water, and consider baptism. Occasionally the local vicar visits classes during religious education lessons to answer questions. The subject, together with assemblies, promotes the spiritual, social and cultural development of all pupils very well indeed.

Management

121. The management of the subject is very good. The co-ordinator, who has been leading the subject for many years, has ensured that the subject has continually developed, guided by a clear development plan. She has updated the policy recently and ensured that the school scheme of work matches the revised agreed syllabus. She has built up an excellent resources file of lessons, which is both useful for her and to other teachers who may teach the subject. She has also built up a very good collection of artefacts and videos and is in the process of building up a collection of 'Big Books', which is resulting in teachers being able to illustrate their lessons very well indeed. She has attended courses in the past, although none recently. Whilst the co-ordinator has a methodical way of assessing pupils by working with a different group each week, and individual pupil records are updated half-termly, assessment has not been fully linked to suggestions in the agreed syllabus. The co-ordinator's lessons have been monitored by senior management, but she has not been able to monitor others teaching the subject.