

# INSPECTION REPORT

## HAZEL WOOD INFANT SCHOOL

Totton, Southampton

LEA area: Hampshire

Unique reference number: 116243

Headteacher: Miss S Peters

Reporting inspector: Jennie Willcock-Bates  
1967

Dates of inspection: 23-25 June 2003

Inspection number: 253888

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:	Hazel Farm Road Totton Southampton
Postcode:	SO40 8WU
Telephone number:	023 8066 6767
Fax number:	023 8086 0199
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Deasy
Date of previous inspection:	9 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	History, Physical Education, Music, English as an Additional Language, Equal Opportunities.	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
11418	Donya Urwin	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
1939	Michael Benson	Team inspector	English, Design and Technology, Religious Education.	
22434	Sandra Bradshaw	Team inspector	Areas of learning for children in the Foundation Stage, Mathematics, Art and Design.	
26961	Michael Taylor	Team inspector	Science, Information and Communication Technology, Geography, Special Educational Needs	How good are curricular opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hazel Wood is a large infant school with 224 pupils aged 4 to 7 years old. It is situated in a large estate in Totton, a district to the west of the city of Southampton. Many pupils come from the mainly private housing estate. Very few pupils are entitled to free school meals. Pupils are from mainly white British background and the very few pupils whose mother tongue is not English are fluently bilingual and a pupil from a travelling fairground family gets support for learning when travelling. Four year olds enter school at the beginning of each school year joining two classes for the Reception Year and two classes containing pupils from Year 1. They initially start part-time and their attainment on entry is average. Some children are already reading but a significant proportion finds it hard to settle into classes with other children. The proportion of pupils with special educational needs is above average, and 23 per cent receive support from school and other agencies outside the school. They have moderate learning difficulties, emotional and behavioural needs and multi-sensory impairment. One pupil has a statement of special educational needs for visual impairment. Because of imbalances of numbers in each year group, some pupils are taught in classes with mixed age groups. There are more boys than girls.

### **HOW GOOD THE SCHOOL IS**

This is a happy and successful school. The school achieves standards that are always as good as they should be and often better. Almost all teaching is at least satisfactory and much is good or better and pupils are learning and achieving well. The school is very well led and managed and its ethos, policies and practices ensure that all groups of pupils are fully included in all aspects of its work. It provides good value for money.

#### **What the school does well**

- Pupils attain standards in reading and number that are often better than expected because the basic skills of reading, writing and number are taught very well.
- Pupils are enthusiastic learners and have excellent attitudes to their work because staff care for them and support their academic and personal welfare very well.
- Leadership and management are very good because the headteacher, governors and staff share a common purpose and put the pupils and their achievement first.
- The children get a very good start to school because exciting and interesting activities help them become confident and achieve well.
- The provision for special educational needs is very good and this helps pupils to be fully involved in all activities and make good progress.
- The school has outstanding links with the parents and provides excellent information about their child's progress.

#### **What could be improved**

- Standards in art and design and design and technology are not yet as good as in subjects such as English and mathematics.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvement since the previous inspection in 1998 because, while the strengths identified have been extended or maintained, standards in English, mathematics, science and information and communication technology have significantly improved and are now above average. A new headteacher and teaching team is in place and improvements have been rapid in the last 18 months. This has been due to the very effective leadership and management of the governors, headteacher and senior management team. Good improvement has been made in the key issue because teaching is now good, and there are significant strengths in the improvements to the curriculum and organisation of the school. The school is continually seeking ways of improving its work and has a very well thought out strategy for continued 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	A	A	B
Writing	C	B	C	D
Mathematics	D	B	B	C

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

The results of the 2002 national tests for pupils in Year 2 were well above the national average and above the average of similar schools. Pupils perform well in reading, mathematics and the teachers' assessment in science. Results in writing were not as strong as in other subjects because fewer pupils attained the higher than average Level 3 and an intensive programme of improvement was put in place. Results are continuing to rise and the school sets appropriately challenging targets supported by effective monitoring of achievement.

Attainment on entry to school is broadly average. While some pupils have a broad vocabulary, which helps them read and write, a significant proportion has special educational needs. The children achieve well and are meeting or exceeding the all National Early Learning Goals. Many are already working within the Programmes of Study of the National Curriculum for pupils in Years 1 and 2. Standards of work seen in English, mathematics, science and information and communication technology by the end of Year 2 are above average and are still improving in writing. Differences between the work and the test results are mainly due to the different abilities of the pupils. Pupils achieve well in physical education and history. While standards are at least average they are not as good in other subjects such as art and design and design and technology as they are in English and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils are highly enthusiastic learners and enjoy school.
Behaviour, in and out of classrooms	Very good: pupils are polite, and there is no evidence of oppressive behaviour or bullying.
Personal development and relationships	Very good: pupils work and play happily together, taking their many responsibilities very seriously, showing respect for the beliefs of others.
Attendance	Very good: there is no unauthorised absence and authorised absence is low. Pupils are punctual.

Pupils co-operate well in groups, getting on very well together. The rate of exclusion is low and pupils with challenging behaviour are sensitively managed and try hard to behave well.



## TEACHING AND LEARNING

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

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

The quality of teaching is good and helps the pupils to learn effectively. Teaching was satisfactory or better in almost all lessons, good or better in seven out of ten lessons and very good or better in three out of ten. Teaching of children from the Reception Year is very good and examples of very good teaching were observed in both Years 1 and 2. Teaching is very good in mathematics and good in English, science, information and communication technology and art and design. The basic skills of reading, writing, number and the use of information and communication technology are very well taught. Pupils' skills and understanding are developed systematically as they progress from year to year. Effective links between subjects mean that pupils can apply what they have learned in a range of successful situations. Teaching is at least satisfactory in geography, music and religious education. It is not possible to make a secure judgement about teaching in design and technology because too few lessons were planned to take place.

Lessons are very well planned to ensure that all groups are included in all classes, including those with two year groups. This is also a strong feature of the high quality teaching as is the support received by the pupils who have special educational needs. Teachers have very good subject knowledge and understand how to teach this age group effectively. Many activities are innovative and capture the pupils' interest, motivating them to want to learn more. Very good relationships formed between pupils and the teachers and learning support assistants inspire and help pupils to try new things. Calm and positive discipline and high expectations of both behaviour and learning mean that pupils are very well managed. Evaluation at the end of lessons is effective because it helps pupils to begin to know how well they are learning and what they find too hard, in addition to providing information to the teachers about pupils' achievements. There are very few shortcomings in teaching; in a few lessons in art, geography and religious education the same work is planned for all pupils, irrespective of their ability. This means that sometimes work is too hard for some and too easy for others.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum is broad and balanced and the strategies for teaching literacy and numeracy are very good.
Provision for pupils with special educational needs	Very good: work is very carefully planned and well matched to the pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: the provision for social and moral development is very good and for spiritual and cultural development it is good. Activities help pupils to understand different cultures around the world. More could be done to help pupils appreciate the richness of the cultural traditions in their society.
How well the school cares for its pupils	Very good: teachers know the pupils because they carefully monitor their development and provide very effective care and support.

The range of extra-curricular activities is good. Assessment is thorough. Child protection procedures are very good. The school has an excellent partnership with parents and provides exceptionally good information for them about the school and their child's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher provides very clear and positive leadership. Key managers are very effective. The strong sense of teamwork enables staff to use the skills and talents of all to the full.
How well the governors fulfil their responsibilities	Very good: the governing body has an excellent understanding of the school's work and makes a significant contribution to improvement.
The school's evaluation of its performance	Very good: governors, headteacher and staff rigorously analyse test results and evaluate teaching and learning.
The strategic use of resources	Very good: the school is very effective and efficient at using available resources to improve pupils' achievement and teaching and learning.

The school has a good number of well-trained teaching and non-teaching staff. The accommodation is very good, although poor ventilation means that the hall and classrooms get stuffy when it is warm. Resources are good quality and well managed and maintained. The school fully includes all the different groups of pupils in its work and effectively promotes racial harmony. The school very successfully seeks ways of getting best value out of its resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents feel their children enjoy school, work hard and make progress.</li> <li>They think that behaviour and teaching are good.</li> <li>They feel comfortable about approaching the school.</li> <li>They feel that the school is helping their child to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>A minority feel that there are not enough activities outside lessons.</li> <li>A minority do not feel that their child gets the right amount of homework.</li> </ul>

The inspectors support the very positive views of the parents. Pupils thoroughly enjoy their lessons and their behaviour is very good. Inspectors found that there is a good range of activities outside lessons at lunchtime and some after school. Homework is appropriate for this age group and is used effectively to extend the pupils' learning in lessons.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Overall, standards are above average by the end of Year 2 and pupils' achievement is good. The main reasons for this are challenging teaching that is carefully planned to meet the needs of the different groups of pupils, and the fact that the basic skills of English, mathematics and information and communication technology are taught well. This is an improvement since the previous inspection.

2. The results of the national tests in 2002 for pupils at the end of Year 2 were well above the national average and above the average of similar schools. Pupils performed well in reading and mathematics and according to the teachers' assessment in science. Results in writing were not as strong as reading because fewer pupils attained the higher than average Level 3. The school carefully analyses results by gender and special educational needs and following such an analysis discovered that the purposes behind pupils' writing were not clear and the skills were not taught as systematically as reading. An intensive programme of improvement has been put in place and standards remain satisfactory and there are signs that high attaining pupils are beginning to reach higher than average levels. The results of boys and girls were similar although the girls performed slightly better than boys in reading and mathematics.

3. Information from assessment indicates that attainment on entry to the school is broadly average. While some of the pupils are already articulate and have a broad vocabulary, which helps them read and write quickly, a significant proportion has special educational needs related to their personal development, which sometimes slows their progress. However, the provision is very good and children are taught the key skills in the national areas of learning in the Early Learning Goals very effectively. This means that by the end of the Reception Year almost all exceed the goals in their personal, social and emotional development, their communication, language and literacy, mathematical development, their knowledge and understanding of the world, their creative and physical development. Many are already working within the Programmes of Study of the National Curriculum for pupils in Year 1.

4. As a result of the teachers' consistent and successful effort to improve teaching and learning in English, the achievement of all groups of pupils is good. In the work seen, by the end of Year 2, pupils are attaining above average standards in English. Pupils achieve well to attain above average standards in speaking and listening. They express their ideas clearly and listen attentively to each other and the adults who work with them. Standards in reading are good because basic skills are taught very well. Pupils are confident readers who enjoy books and are achieving well in using their skills to read text quickly and find information. Through careful analysis of results, teachers recognised the need to improve the provision for pupils' writing following a dip in results last year. Standards are now in line with those expected for this age group and a higher proportion of pupils is attaining higher than average levels. Pupils can now write for a greater range of purposes and use interesting vocabulary. Punctuation is sufficiently accurate and the standard of spelling is good. Effective links with other subjects enable pupils to apply the literacy skills they have learned in subjects such as geography and science.

5. The teaching of numeracy skills is very good. Pupils have sufficient opportunities to apply them in other subjects. For example, in physical education pupils recorded measurements of their jumps and length of their ball throwing and timed their runs.

Knowledge and understanding of numeracy is above average. They can calculate mentally using a range of strategies such as adding on and counting in tens and measure distance and time with reasonable accuracy. Pupils use mathematical language confidently and thoroughly enjoy being mathematicians.

6. Standards in science are above average and pupils' achievement is good at the end of Year 2. One of the reasons for this is that skills, knowledge and understanding in science are taught systematically as pupils progress through the school. Pupils know that plants need various elements to help them grow. They know that living creatures choose different habitats in their pond area by observing what is being eaten. They can put objects propelled by force into sets and quickly recognise that some objects fit into a set that both push and pull to move along. Sometimes the methods of recording are prescribed by templates and high attaining pupils do not always have enough opportunity to experiment freely or explain their thinking fully in written form.

7. Standards in information and communication technology are above average and pupils achieve well as a result of very good training, which helps them to plan tasks that challenge them and extend their skills. There is a clear indication that standards will rise even further. Pupils quickly acquire good competence at operating the programs on the computer. By the end of Year 2, pupils have a developing understanding of how to use information and communication technology to classify fruits in the rain forest using a binary tree. They use technical language such as 'database'. High attaining pupils can complete simple block graphs and amend the presentation on the screen. They know how to interrogate information from a CD ROM and some were amazed when they found more and more pictures of the tropical butterflies found in the rain forest. Information and communication technology is used as an effective support for pupils' learning in most other subjects.

8. Pupils achieve well in physical education and the pupils reach good standards in running, jumping and have good control of a ball. While standards are in line with those expected in all other subjects, pupils achievement is good in history because they have a well-developed sense of chronology and a good knowledge about the periods of time they have studied. Standards and achievement are enhanced because teachers make learning fun. In discussion, pupils felt that mathematics was their favourite subject and they 'loved' history because teachers made it 'come alive'. However, while standards are at least satisfactory they are not as good in other subjects such as art and design and design and technology as they are in English and mathematics.

9. Work is carefully planned to build upon what the pupils know and understand. This means that boys and girls, pupils with special educational needs, bilingual pupils, those in public care and high attaining pupils make the same good progress and are fully included in all lessons. Assessment and the results of national tests are carefully analysed by the headteacher and the senior managers. Test papers are reviewed for common mistakes and the information used for training to improve the provision. For example, the recent concerns about writing results led to intensive improvement in teaching pupils strategies for writing sentences and an extended range of writing opportunities for pupils. Pupils' progress is monitored by the subject managers and information used to develop the curriculum and plan the next stages of learning. Appropriately challenging targets are set for pupils, year groups and teachers, which help the school to improve the pupils' achievement. Local and national data are used to track achievement and make realistic predictions about possible levels of attainment. Consequently, the governors, teachers and learning support assistants have clear and realistically challenging targets about what has to be done to raise standards even further.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes, values and personal development are very good and have a significant impact on attainment and achievement. They are significant strengths of the school. Some of the strengths identified by the previous inspection have been enhanced. The pupils have excellent attitudes, and they are very enthusiastic. Their eagerness to get involved in all activities is very apparent. This starts in the Reception Year. Children work and play happily together. They confidently talk in front of adults because they are encouraged to talk about what they do. The clear focus on always doing what works best for the pupils and their progress means that pupils in Years 1 and 2 are proud of the school and their achievements. Encouragement, appreciation and applause are evident, and as a result, the school creates an environment where working hard, kindness to others and taking responsibility is understood by even the youngest pupils. The pupils respond very confidently to this: stating, 'we love coming here - finding out about things is fun'. Consequently, enthusiasm for the school and the desire to learn is very high in all groups of pupils which include boys and girls, those with special needs, pupils from different social backgrounds and those who speak English as a second language.

11. Behaviour is very good and is praised by parents, teachers and other adults who work with them. The very few pupils who have special needs, because of challenging behaviour, are very well managed to help them try to behave well. Very careful efforts are made to include these pupils. Pupils describe the school as 'kind, caring and friendly'. There was no evidence of bullying or other forms of inappropriate behaviour during the inspection, and when discussed with pupils they were keen to point out that 'this sort of bad behaviour doesn't happen here'. Pupils are very enthusiastic about how pupils look after each other. Despite their young age, they appreciate that from time to time pupils will argue and might be unkind. Where incidents do occur, the school has well rehearsed procedures and issues are tackled in a constructive and realistic manner with problems resolved quickly and efficiently. The number of pupils excluded temporarily is very low, and when problems occur the school works hard with pupils and carers to find strategies to ensure that those experiencing difficulties get the most that they can from their time at the school. Pupils take their responsibilities and demonstrate initiative through spontaneously helping their classmates and teachers for example, by giving out registers, organising lunch boxes and setting up the hall for assembly.

12. Relationships are very good. Pupils' ability to get on very well with one another is a very strong feature in the school. It is evident in the way in which they energetically co-operate in lessons and play happily together. A good example of this was when a child from a travelling family returned to school understandably unsure. The teacher was quick in her reassurance and other children in the class spontaneously took the child's hand to make sure she knew the way to the physical education lesson on the playground. The warm and encouraging relationships between adults and pupils contribute very well to the quality of learning and pupils' achievements. Pupils are confident to ask for support and guidance when they need it, because teachers value their contributions. When working in pairs and other small groups, they co-operate well, respecting each other's point of view and showing maturity for their young years.

13. Pupils show respect for each other and for the values and beliefs of others including religious beliefs and practices. For example, in religious education they talked sensitively about Judaism and handled a copy of the Torah gently and with great respect. Property is well looked after, and pupils are grateful of the open access to their school. Personal development and caring about others is a consistent consideration and pupils are encouraged by all staff to consider the impact of their actions. The school has a 'friendship squad' where selected pupils look out for pupils who may be 'lonely or sad' and give them the support that they might need. The pupils involved, report that their role makes them 'think

carefully about how other children might be feeling'. This not only helps pupils understand that, 'we aren't all the same' but also gives them confidence in relating to pupils who may have different needs to their own.

14. Attendance has improved since the last inspection and is now very good. Authorised absence is now well below the national average and there is no unauthorised absence. The school maintains registers of pupils as required and punctuality is very good.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

15. The quality of teaching is good and helps the pupils to learn effectively. Teaching was satisfactory or better in almost all lessons, good or better in seven out of ten lessons and very good or better in three out of ten. Teaching of children from the Reception Year is very good and examples of very good teaching were observed in both Years 1 and 2. This marks a significant improvement since the previous inspection when teaching was judged to be satisfactory.

16. The very good teaching in the Reception Year, both in the single age and mixed-age classes, ensures that children get a very good start to their education. This helps them achieve well, exceeding the national goals for children at the end of the Reception Year. There are particular strengths in the way teachers encourage children to be confident and build very good relationships with them. This helps children learn new things, which foster their personal, social and emotional development, their communication, literacy and language and their mathematical development. Classroom routines help children to become independent and the teachers and learning support assistants value the children's contributions in lessons. As a result of this, all the groups of pupils are involved in a wide variety of interesting activities that inspires them to use their imagination and thoroughly enjoy their learning.

17. The good and sometimes very good teaching ensures that pupils' learning is continuous as they progress through the school. Great care is taken to ensure that all groups of pupils achieve well because they are fully and carefully included in all the activities. This is a particular feature of the high quality teaching and support received by the pupils who have special educational needs. A good example of this is the sensitive support provided by learning support assistants who show initiative. This enables the co-ordinator for special needs to establish a flexible timetable that allows classroom assistants to withdraw pupils, whenever it is appropriate, for specialist support. Because of this, it is possible to make sure that pupils are not taken out of the same subject at the same time on a regular basis, while also making it easier to ease the pupils back into the lesson when their individual or group work is completed. Work is very carefully planned to meet their different needs. For example, pupils with challenging behaviour are very well supported by their assigned support assistant when working with other pupils. This helps them to modify their behaviour and meet success, albeit at short times during their day.

18. Teaching is very good in mathematics and good in English, science, information and communication technology and art and design. The basic skills of reading, writing, number and the use of information and communication technology are very well taught. Pupils' skills and understanding are developed systematically as they progress from year to year. Effective links between subjects means that pupils successfully apply what they have learned in a range of situations. For example, in the physical education lessons, pupils had to measure their runs, jumps and ball throwing in units of time and length. They carefully recorded their findings to challenge themselves to improve during the lesson. This was highly motivating and pupils concentrated hard to make accurate measures and a great deal of physical effort ensued as they successfully improved their success rate. Pupils are encouraged to read and

write as part of their studies in science and information and communication technology. Information and communication technology is used very successfully to support pupils' learning in almost all subjects. For example, a group of pupils from Year 2 took great delight in reading information from the CD ROM about butterflies in the Amazonian rainforest and carefully made notes to share with the rest of the class. 'It's amazing!' exclaimed one child as she read the captions about the butterflies, skilfully turning the pages of the program she was using. Teaching is satisfactory in all other subjects, although it was not possible to make a secure judgment about teaching in design and technology because too few lessons took place during the inspection.

19. Teachers have very good subject knowledge and understand how to teach this age group. As a result, many activities are innovative and capture the pupils' interest, motivating them to want to learn more. A good example of this was a Reception class history lesson when the teacher dressed up as an elderly lady to talk to her class about the seaside in the past. These young pupils had planned their questions and were captivated by the information they received. The teacher had them spellbound and there was no indication from the children that they realised it was their teacher. Teachers' subject knowledge is used effectively in planning to help the pupils very successfully acquire skills, knowledge and understanding. Very skilful and rigorous questioning helps the pupils move on to the next stages of learning and extends their thinking. The beginning of a science lesson in a Year 1 and 2 class set the class buzzing by the teacher asking the pupils to help her with a question that had been bothering her. 'How does water get up to the branches of the tall trees in the rainforest?' She enquired. The class were full of ideas and skilfully she guided their learning and they were excited to try out tests and investigations to find an answer for her.

20. Very good relationships are formed between pupils, teachers and the learning support assistants who work with them. This inspires trust and confidence and helps the pupils to try new things. In one mathematics lesson in Year 2, by moving raisins around a plate pupils played with sets of numbers. As their confidence grew they began to see how they could find out inverse calculations such as  $5 \times 4 = 20$  and  $20 \div 5 = 4$ . One group of high attaining pupils were highly motivated by this and quickly played with a range of similar calculations they knew. The teacher encouraged and praised pupils, gently giving all groups confidence to have a go. Pupils behave very well in lessons and one of the reasons for this is the very effective strategies used by the teachers. Calm and positive discipline and high expectations of behaviour and learning enable the pupils to be clear about what is acceptable and what is not. It is very rare for lessons to be slowed because the teacher has to interrupt pupils to remind them to behave sensibly. As a result, pupils work hard and handle equipment and resources sensibly. They co-operate effectively, learning from each other as well as from the teacher and learning support assistants.

21. Teachers know the pupils' achievements well because on-going assessment is good. Evaluation sessions at the end of lessons are effective because they provide opportunities for pupils to begin to know how well they are learning and what they find too hard. In addition, teachers use this time to assess what aspects of lessons have gone well and what needs to be repeated. As a result, lessons are generally very well planned to ensure that all groups are included. Good attention is given to the needs of different pupils in each class. This is a particularly strong feature of planning in the mixed age classes. This is a marked improvement since the previous inspection. While there are good examples of marking that encourages pupils to improve their work and the new policy is in place, the quality of marking is not yet consistently effective in each year group.

22. There are very few shortcomings in teaching. However, in a few lessons in art, geography and religious education the same work is planned for all pupils. While in some instances this is appropriate, at times work is too hard for the low attaining pupils and not

always appropriate for high attaining pupils. Objectives in lessons are almost always clear and discussed with the pupils. This helps them know what they are going to learn. In geography more could be done to ensure that the objectives are related to the skills and knowledge about the subject.

23. The learning support assistants are knowledgeable and provide very good support for both teachers and pupils. They work very hard and use their initiative because they are fully involved in planning. Team work is of a high quality and this has a significant impact on providing a coherent approach to teaching and learning throughout the school.

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

24. The school provides a good range and quality of curricular and other learning opportunities and prepares the pupils well for the next stages of learning. This is because a broad and balanced curriculum is in place that meets the needs of all groups of pupils in the school. Statutory requirements are met well and this includes provision for daily act of worship. All subjects of the National Curriculum and religious education are taught. This marks an improvement since the previous inspection and the deficiencies in art and design and design and technology have been overcome. Appropriate time is now allocated to art and design in each class, and all the elements of design and technology are taught. The curriculum for children in the Reception Year provides a very good range of opportunities well organised around all areas of learning in the National Curriculum for the Foundation Stage.

25. An appropriate amount of time is allocated to all subjects, which have clear, practical policies. Curriculum development teams representing teachers from each year group and governors ensure that effective schemes of work that meet requirements are being adapted so that they suit the needs of pupils. There are particular strengths in the curriculum for English and information technology. The curriculum is in one and two year programmes of study, to ensure that all pupils, including those in mixed age classes, have access to an appropriate and stimulating range of activities.

26. Teachers work very well together as a team to ensure effective continuity and progression in pupils' learning and the development of skills. The strategies for teaching literacy and numeracy are very good and successfully based on the national strategies. Sensible links between subjects enable pupils to apply their literacy and numeracy skills to other subjects, such as work in science where Venn diagrams are used to classify objects that move as a result of pushes and pulls. In geography, pupils used their writing skills effectively to record their observations of similarities and differences in localities. Links between other subjects are also good because teachers identify opportunities for these in their planning. Information and communication technology is used extensively to support pupils' learning in most subjects.

27. All teaching and non-teaching staff work hard to make sure that all boys and girls have access to the full curriculum. As a result, the provision for all groups of pupils is very good, and they achieve well. Careful planning ensures that pupils of all levels of attainment are fully involved in all activities. Gifted and talented pupils achieve well because they are fully supported and encouraged through appropriately adapted programmes of work. Pupils from travelling families are sensitively included and appropriate work is provided for them when they are travelling with their parents. Pupils' in public care have appropriate personal education plans. The provision for pupils with special educational needs is very good and exceeds the requirements for the Code of Practice. Arrangements for the withdrawal of pupils for individual support or teaching in small groups are effectively organised. The few occasions withdrawal occurs are spread across different subjects and times of day. Pupils



who have specific disabilities are able to enjoy a full curriculum because of the school's commitment to inclusion and the very good support of teaching assistants. Work is very carefully planned and well matched to pupils' individual education plans.

28. The provision for pupils' personal, social and health education is good and is being further developed by the school. The school's policy provides clear guidance and links with other subjects are clear. For example, as part of the drugs awareness programme the role of drugs as medicines forms part of the overall programme and is also included in science, English and religious education. Outside agencies such as the police and the school nursing service make very useful contributions to the pupils' learning. Sex and relationship education are taught within the science programme. Pupils are helped to become conscious of their environment through geography and studies of their local environment, including the school pond.

29. The provision for extra-curricular activities is good. Since the last inspection the range of extra-curricular activities has been extended to include gym club, football coaching, recorder group and also a computer club that has enabled parents and pupils to work together to develop their skills. Visits to places of interest and visitors to the school provide enrichment to the curriculum. As a result, pupils often are inspired to work enthusiastically on projects across a range of subjects. Pupils also have opportunities to participate in a schools' music festival in a nearby city, to visit museums and to watch theatre groups and puppeteers.

30. There are very good links with other schools and a good relationship with the wider community. Teachers actively participate in activities with a local schools' group. For example, recent work has included joint planning and ideas that help them to meet the school's aim to develop creativity in the curriculum. There are also strong and frequent links with the partner junior schools that involve visits to productions and open days and also very good transfer arrangements for pupils in Year 2. Because of this, pupils can confidently move on to the next phase of their education. Outside agencies are used effectively to support the learning of pupils with special educational needs, and there is a particularly good relationship with the local Pupil Referral Unit that provides part time education for pupils with extreme challenging behavioural in addition to training and support for teachers in the school. Sponsorship from local business has enhanced resources. Adult literacy and numeracy sessions for parents have been arranged as a result of a joint venture with the local college.

31. Provision for pupils' personal development is very good, and this has been successfully maintained since the previous inspection. In assemblies pupils learn to reflect on their own feelings and behaviour, and this encourages them to think about the effect of their actions on others. During one assembly for example, pupils were asked to reflect on who should be responsible for looking after our beautiful world. They understood that we should all be responsible. Whilst two pupils read their own prayers pupils listened attentively, reflecting on the things that they might do to keep the world beautiful. Some opportunities for pupils to share in the wonder of the things around them arise in other curriculum areas. For example, children in a reception class were captivated as their teacher appeared before them as an old lady who could enlighten them about days gone by. In religious education pupils are given the opportunity to explore the values and beliefs of Jewish people. Teachers value pupils' questions and give them time for their own thoughts, ideas and concerns.

32. The provision for pupils' moral and social development is very good. Pupils know how the rules are to be applied in the classroom and in the playground. This provides a very moral framework in which pupils can grow. Pupils have a good understanding of what is right and wrong. The school recognises all the positive things pupils do. Classes effectively discuss a range of issues including behaviour and relationships and this reinforces the pupils'

efforts to behave well. All pupils contributed successfully to the rules of the playground. Recently, a 'Buddy' system has been introduced. Pupils in Year 2 take it in turns to be part of the 'friendship squad' who make it their responsibility to be helpful and kind to any pupils who may feel sad or lonely. There is a special friendship bench in the playground where pupils may go if they are without a friend or feeling unhappy. Although, a relatively new system it is proving to have a positive effect at playtimes and lunch times. Lunch times are happy relaxed occasions with pupils behaving sensibly and taking care of each other. There is a high level of respect between pupils and teachers and between pupils and pupils. Pupils were very helpful to inspectors and readily engaged in discussions about their work and the school. Pupils are pleased to be involved in fund raising activities for projects which the school supports.

33. There is good provision for pupils' cultural development. Many visitors, including a theatre group, an author and puppeteer are invited to the school. Pupils visit several places in the area. For instance, they visit a nearby farm and they travel to Southampton for an annual music festival. Many pupils take part in country dancing and maypole dancing. Stories and music are used thoughtfully, and pupils are developing a good awareness of their own culture. Pupils have opportunity to observe the work of famous artists such as Van Gogh and Monet. During a project on India pupils performed dances, composed music, made an Indian drink called 'Lassi' and learned how to create 'Mendhi' hand designs. As well as finding out about traditions, food, and the geography of India, they were delighted to be shown a sari and were amazed at its length. The school has a wide range of multi-cultural percussion instruments that are well used. Although pupils are made aware of other cultures and religions, more could be done to develop further opportunities for pupils to explore the richness of the multi-cultural nature of their society.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. The school cares for its pupils very well and the procedures for child protection and for ensuring welfare are very good. This very good provision has been maintained since the previous inspection and remains one of the school's strengths. Pupils receive a very good level of care, and they are very positive about the support and guidance given to them by school staff. The school has worked very hard to build a strong, yet enjoyable sense of order and security throughout all activities and consequently, pupils report that they 'love' coming to school and always feel very safe and secure. Warm and close relationships exist between pupils and staff and pastoral care is very good. Strong foundations of thoughtfulness, kindness and respect are firmly in place. Pupils and staff are very clear about why these features are important and what makes them work. The staff talk regularly of feeling 'valued and appreciated' by the school and this atmosphere of mutual support and respect provides substantial benefits for all pupils, particularly those whose behaviour needs support. Kindness to others is consistently encouraged and achieved. Good induction arrangements are in place and well-planned activities ensure that pupils are well prepared and confident about their transfer to junior school. The care and support for a pupil with a statement of special educational needs are excellent.

35. Procedures for assessing the pupils' attainment and achievement are good. Arrangements for assessment and for monitoring and support in English and mathematics are very good and are making a very effective contribution to raising standards. The use of targets is particularly good and helps the teachers to make sure that pupils are making as much progress as they should. In addition, the teachers are very well informed about the standards that the pupils are reaching and what they need to do next. Teachers record pupils' progress accurately and use this information efficiently. Recording systems are very well developed in mathematics and English. In information and communication technology there is a good, readily useful, recording system. In geography, history and science reliable

end-of-unit assessments are in place. In other subjects design and technology, religious education, music and art, teachers record details of what has been covered but need to provide more detail on the attainment of individuals and different groups of pupils.

36. This wide range of information about the pupils' performance is used very well to help teachers plan their work. National tests as well as assessments undertaken in the classroom are carefully evaluated and used to decide what pupils should be able to achieve in the coming year. This helps the teachers decide what needs to be taught and the appropriate level of challenge. Careful analysis is made of the performance of different groups in the school to establish whether there is any difference between boys and girls or what effect mixed age classes may have. Regular meetings between the special educational needs co-ordinator and staff enhance effective systems for tracking progress related to individual education plans. Regular reviews and revisions of these plans and classroom observations by the co-ordinator supports teachers in ensuring that targets for pupils with special needs are met and that the level of provision is very good. Information from the assessment of all pupils strongly influences the work planned by the teachers and is reflected in the individual targets that are set for groups of pupils or for individuals.

37. Planning for personal, social and emotional development is very good across the school. The school maintains this momentum. Procedures for monitoring and promoting good behaviour and personal development as pupils move through the school are very good overall. The school consults very widely with parents, and pupil consultation is developing which results in behaviour codes and policies, which are clearly understood and implemented by all. When there are lapses in pupils' concentration and restlessness occurs, teachers and learning support assistants quickly and unobtrusively restore calm, and good standards are maintained throughout the school day. A simple and straightforward 'traffic light' process is used which establishes rules and expectations and develops pupils' knowledge and ownership of responsibilities. 'Golden Time' at the end of the week ensures that there is recognition for personal effort and achievement, which is publicly acknowledged during the Friday Assembly often with parents looking on. Praise for individuals and groups is allocated using merit stickers for good work and marbles for good behaviour, and these are awarded daily building to regular awards.

38. The school is very diligent in making the school facilities and routines all combine to secure pupils' welfare, health and safety. Arrangements for child protection are very good. There is a comprehensive working policy on health and safety with overall management provided by regular reports to a governors committee, which meets regularly, and there is a prompt response to issues, which might cause concern. Every care is taken with the administration of medicines, and precautionary routines, such as fire drills. A school council is at an early stage of development. Pupils meet with the headteacher and the council is involved in decision making. For example, the pupils' representatives were involved in negotiating the provision in the playground. The school is involved in the Healthy Schools Project, and there have been several actions resulting from this. For example, water is now available at all times. The headteacher is the designated person for child protection and close liaison is maintained with relevant authorities concerning the well being of pupils. A great strength is the fact that all staff know all the pupils extremely well, and both teachers and support staff make a noticeably positive contribution to the provision of a warm, safe and harmonious environment to support learning in the classroom. There is very effective, well-informed support for travelling pupils and those pupils in public care.

39. Procedures for monitoring and improving attendance are very good and well managed. This ensures that absence or lateness are dealt with promptly and thoroughly. New technology is used to register pupils at the start of the day and the beginning of the

afternoon session. Annual absence figures are included in the annual report to parents and the school provides a range of rewards for good attendance.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. The effectiveness of links with parents is excellent and marks a significant improvement since the previous inspection. Parents have very positive views about what the school does to help pupils make good progress. Almost all parents are very pleased with the work of the school. They believe their children like school, that teaching is good and that children work hard and make good progress. A very small number of parents are critical of certain areas of the school's work, notably, homework and extra-curricular activities. The headteacher is well regarded, and parents appreciate all that she and her team have done to ensure that they are involved in the design and application of a variety of essential school activities. For example, parents' views and opinions about annual reports were sought and acted upon. They now provide excellent information about children's progress.

41. Information to parents is outstanding. Detail is provided through the prospectus, governors' reports, regular newsletters, half-termly curriculum updates, consultation evenings and annual reports. The school works very effectively with parents to provide appropriate support and encouragement to the pupils, and this has created strong relationships. There is reliable contact with the parents when there is a problem and conversely, the headteacher encourages parents to raise any worries or concerns as they occur. Complaints are taken seriously and resolved quickly. The procedure is very effective. Annual reports about pupils' progress are very detailed, informative and provide a good analysis of pupils' attainment and progress. Personal targets are consistently included and therefore, guidance about future direction and action required is very clear. Reports are supported by regular consultation evenings when parents and teachers can discuss progress and achievement and agree next steps.

42. Parents make a very good contribution to the pupils' learning. A significant number support in the classrooms and with extra-curricular activities such as gymnastics. They make every effort to encourage their children in shared learning activities at home. School events are very well attended, and parents have signed the home to school agreement. A very committed group called the Friends of Hazel Wood successfully helps to organise events and raise funds. This strong relationship is encouraged right from the start in the Reception Year and pupils are encouraged to be actively involved throughout the school. A very successful initiative was the information and communication technology club where parents learned skills and competencies alongside their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. Overall leadership and management are very good and have a significant impact on standards, pupils' achievement and school improvement. This marks an improvement since the previous inspection, although the headteacher, her deputy and almost all the teaching and non-teaching staff are new to the school. Following the retirement of the headteacher, a period of turbulence due to changes of staff and different acting headteachers occurred. While standards did not fall the many changes offered significant challenges to the leadership and management and the role of the governors within the school. The new headteacher, appointed in January 2002, quickly gained the confidence of the governors, parents, staff and pupils and initiated a period of well-planned but intensive improvement. The pace of change has become more rapid because of a thorough evaluation of standards, teaching and learning. The carefully constructed strategic plan provides a very effective tool for improvement and change. Leadership now ensures a very clear educational direction for the

school and this has a significant impact on improved teaching and learning and the high morale of all staff.

44. The headteacher provides very positive leadership, and she has managed change very effectively, by building a high performing team. She is committed to further raising standards and improving teaching and learning. The strong emphasis on raising standards in English, mathematics, science and information and communication technology has led to the successful implementation of important national strategies. This is largely due to the support of the headteacher, the senior management team, subject managers and the local education authority. In addition, the governors, headteacher and staff work very effectively together. They know what has to be done to improve. The governors and teachers are fully involved in decision making and evaluation.

45. There is a very strong sense of teamwork. Key managers on the senior management team are very effective. This well co-ordinated team has a determined commitment to improve and a pride in the school's achievements. Morale is high. This means that there is a strong and positive ethos. The staff set high goals for achievement and recognises and celebrates success. The aims are strongly reflected in all its work and they are successfully used as part of the evaluation process. The contributions made by all groups of pupils whatever their gender, social and ethnic background, level of attainment or special educational needs are valued and their achievements are celebrated. This has a significant impact on the very good behaviour and excellent attitude pupils have towards their work.

46. The governing body fulfils its responsibilities very well because they have an excellent understanding of the school's strengths and weaknesses. This enables them to be very effective in shaping the direction of the school. There are a number of reasons for this, which include:

- careful evaluation of pupils' performance,
- a very clear understanding of what is working well and what needs to improve,
- acting on consultation with parents, the local authority, the headteacher and subject managers,
- an increasing role in monitoring and evaluation of teaching, learning and pupils' work.

Several governors are new and are being given a very effective induction to their individual roles, using experienced governors as mentors. This enables them to become effective quickly and make a positive contribution to the committees they attend. Overall, the governing body is making a very good contribution to the quality of education in the school.

47. The management of special educational needs is very good. The headteacher and the co-ordinator have established a very effective system that involves all staff, which results in very good levels of provision for the pupils. This is one of the school's many strengths. The early identification of concerns about pupils' learning and behaviour enables support to be provided and targeted at the child's individual needs. All staff, including very skilful learning support assistants, are well trained and pupils' work is carefully monitored and evaluated. A governor plays an important part in evaluating the provision, teaching and learning. The adults involved in direct support for the pupils' are effectively managed, and they work closely together for the benefit of the pupils.

48. The teaching team has a good range of responsibilities for leading and managing subjects and aspects within the school. The headteacher is successfully enabling the teachers to use their many strengths well. Leadership and management are very good in English and good in mathematics, science, information and communication technology, art and physical education. Subject development plans make a positive contribution to the school's strategy for improvement.

49. Monitoring and evaluation of the school's performance is very good and enables the governors, headteacher and staff to strategically plan appropriate priorities for development. Pupils' performance in national tests is rigorously analysed using local and national data and the information used to modify the curriculum and to set appropriately challenging targets for individual pupils, teachers and the school as a whole. The headteacher and key subject managers rigorously monitor and evaluate teaching and learning through observation. Other subject managers carefully monitor planning and pupils' achievement.

50. The school has good number of well-trained teachers and learning support assistants to meet the demands of the curriculum and the pupils' needs. The teachers' very good knowledge and understanding are used well and their individual skills and subject expertise enhance the pupils' achievement. Induction procedures for new teachers and learning support assistants are very good, enabling them to be effective from the start. Arrangements for the continued professional development of teachers and learning support assistants are very good. Training is identified as part of the performance management process and by the priorities in the strategy plan. It is undertaken within the school, and with a group of local schools, and covers a broad range of subjects. Learning support assistants are very effective because they are very well briefed by teachers and fully involved in planning and the evaluation of lessons and pupils' achievements.

51. Resources for learning are good and are well managed and maintained. There has been significant improvement since the previous inspection, particularly in the Foundation Stage, where there is now a very good range of equipment available to the pupils for both indoor and outdoor activities. Resources are now very good for information and communication technology and they are used very effectively to support pupils' learning in almost all other subjects. Pupils have good access to CD ROMs for research and to the internet. Resources are good in English, mathematics, science, history, physical education, music and religious education. The accommodation is very good. The only weakness is the lack of proper ventilation in the hall and some other areas of the school, which means that on warm days the school becomes hot and stuffy and can make pupils lethargic. Classrooms are very well organised and attractive displays of good quality work promote interest and celebrate pupils' learning. The school benefits from very good grounds that provide a major resource for study and recreation.

52. The school is very effective and efficient at using its budget and planning and budgetary controls are very good. The budget is used very effectively to raise standards and enhance the learning of all groups of pupils. Very good use is made of strategic resources. The governors supplement the grant for pupils with special educational needs to provide additional learning assistant support to meet the pupils identified needs. Funds to improve teachers' skills are used well. A good example of this is how the teachers' skills and knowledge in information and communication technology has been significantly enhanced, enabling them to use the technology confidently to support their work with pupils. Educational priorities are very effectively supported through efficient financial planning carefully linked to school improvement. New technology is used very well to manage the budget, communicate with governors, local schools, and the local authority, record and monitor attendance and research information for teachers to use in lessons.

53. Very effective systems are in place to ensure that the governors apply the principles of management to get best value. The headteacher, senior management team and subject managers analyse results and assessments and track the progress of individual and groups of pupils, for example those with special educational needs, boys and girls, pupils in public care and the bilingual pupils. Each year, pupils' achievements are compared with previous performance. Comparisons with similar local schools and schools nationally are used to

ensure that the school is keeping on track. Parents and groups of parents are consulted about aspects of school life. A good example of this was the consultation about reports on pupils' progress. Parents offered their views about the usefulness of reports and the school changed the format in light of the parents' ideas. The council of pupils made up of representatives in each class is new and does not meet regularly. However, pupils were consulted about improvements to the playground. Representatives discussed ideas with the class then the council as a whole and proposals were then taken to the headteacher for further discussion and modification that was then discussed and agreed by pupils. The governors are careful to seek value for money when planning major and minor building projects. A lengthy consultation about an appropriate shed for outdoor equipment for the youngest children took place and governors were anxious that the building would be substantial and last and would fit into the general look of the building. Care was taken to consider all options before the final building was agreed with all concerned, including parents. In addition, governors seek best value from their training opportunities and the development or appointment of staff.

54. Administrative procedures are very efficient and minimise bureaucracy. The administration team are very efficient and support the headteacher well. The senior administration officer provides very good leadership to a small team and makes a significant contribution to the efficient running of the school and the senior management team. The school is very well organised to enable teachers to concentrate their efforts on the pupils and the headteacher to fulfil her leadership and management roles. Standards are above average and still improving, the quality of education is good. Pupils thoroughly enjoy school, and their behaviour is very good. The school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To further improve the effectiveness of the school the governors, headteacher and staff should implement their very well thought out strategy plan and should:

(1) Further raise standards in art and design and design and technology by:

- i) implementing planned improvements;
- ii) further enhancing teachers' subject knowledge;
- iii) ensuring that pupils make their own informed choices about equipment, tools, materials and techniques they could use in their work;
- iv) further improving assessment to inform planning learning.

(Paragraphs: 7, 22, 35, 90-91, 92-95, 115)

The following minor weaknesses should be considered for inclusion in the governors' action plan:

- Improve the consistency of marking.

(Paragraph: 21)

- Improve opportunities for pupils to explore the range of different cultures represented in their local area.

(Paragraph: 33)



## 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	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	18	10	1	0	0
Percentage	2	34	37	24	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	224
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.7

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*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	2003	42	34	76

<b>i. National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	39	40	40
	Girls	33	34	33
	Total	72	74	73
Percentage of pupils at NC level 2 or above	School	95 (94)	97 (99)	96 (99)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	40	40	41
	Girls	34	32	34
	Total	74	72	75
Percentage of pupils at NC level 2 or above	School	97 (96)	95 (99)	99 (100)
	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

### **b) Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
214	2	0
1	0	0
2	0	0
3	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
1	0	0
0	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)	9.6
Number of pupils per qualified teacher	25
Average class size	28

#### **Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	236

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0

### **Financial information**

Financial year	2003-4
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	£
Total income	573,334
Total expenditure	582,793
Expenditure per pupil	2601
Balance brought forward from previous year	31,219
Balance carried forward to next year	23,942

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9.4
Number of teachers appointed to the school during the last two years	10.4

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	225
Number of questionnaires returned	109

### ii) Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	2	0
My child is making good progress in school.	65	29	3	3	1
Behaviour in the school is good.	56	40	3	0	1
My child gets the right amount of work to do at home.	38	49	12	1	0
The teaching is good.	64	33	2	0	1
I am kept well informed about how my child is getting on.	50	42	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	1	1	0
The school expects my child to work hard and achieve his or her best.	62	37	1	0	0
The school works closely with parents.	60	34	4	0	2
The school is well led and managed.	72	24	3	0	1
The school is helping my child become mature and responsible.	66	30	4	1	0
The school provides an interesting range of activities outside lessons.	33	36	16	4	11

### Other issues raised by parents

Parents felt that the school has improved rapidly in recent years.

## **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**

56. The provision for children in the Reception Year is very good and is successful in helping them all to achieve well in both the single age and mixed age classes. They get a very successful start in their education. This is one of the school's strengths and marks a good improvement since the previous inspection. Children are admitted to school in the September of the year in which they are five. Currently there are 72 children in the reception year. The initial assessments conducted show that attainment on entry are broadly in line with standards expected. The achievement of all groups of children, including those with special educational needs, is good and by the end of the year a significant proportion of children will exceed the National Early Learning Goals in all areas of learning. This is because teaching is very good. Many children are already working appropriately and confidently within the Programmes of Study of the National Curriculum for pupils in Year 1.

#### **Personal, social and emotional development**

57. All children are well on course to exceed the Early Learning Goals in this area of learning by the end of the Reception Year. This shows very good achievement because of the sensitive teaching in all classes. Children are constantly encouraged to feel confident about what they can achieve. Most are learning to concentrate and persevere with an activity to finish it. They are co-operative, get on well with each other and want to do well in their work. Children confidently prepare for physical education and dress and undress sensibly. They can take turns and adhere to class rules, such as the number of children allowed to play in the water or in the role-play area. During whole class sessions, children sit quietly, remember to take turns when speaking and learn to consider the feelings of others. They are polite, using conventions such as 'please' and 'thank you' and are beginning to consider the consequences of their actions. The children enjoy learning, particularly when involved in role-play activities. They develop happy and constructive relationships with each other and the adults they work with and have a positive attitude to school. All children respond well to the high expectations of good behaviour and are already settling happily to the more formal activities, such as literacy and numeracy sessions. They can carry out instructions carefully and conscientiously.

58. All adults treat each other and children with respect and courtesy. Children know that they will be listened to. This leads to trusting relationships and helps the children to develop good patterns of behaviour and to be aware of others. All the staff ensure that there is sufficient time for children to choose activities for themselves and to initiate their own ideas through play. The range of resources to support these activities is good and inspires children to use their imagination. However there are too few resources for teaching children to appreciate the richness and diversity of other cultures.

#### **Communication, language and literacy**

59. Provision for communication, language and literacy is very good. In relation to their attainment on entry, most children make good progress in acquiring the basic skills of speaking, listening, reading and writing. By the end of the Reception Year, most children exceed the expected standards. One of the reasons for this is that the teachers' skilful questioning and friendly, encouraging approaches ensure that most children listen for a good length of time without losing concentration. Staff take every opportunity to encourage children to communicate. For example, at the beginning of the morning session, teachers give

children the opportunity to tell the rest of the class about events which have occurred at home. Children clearly enjoy these moments and confidently talk about their family, pets and places they have visited.

60. Books have a prominent place in the classrooms. Children know how to handle them and will sit quietly looking at the pictures and reading simple texts. All children enjoy reading with the teacher and talking about the events in the story, relating them to their own experiences. During one good lesson most children were very successful at identifying words that had been covered up. They used pictures and the text to help them find the 'missing' words. Many of them attempt to read words by using well-taught strategies using the sound letters make. Most of the children, by the time they enter Year 1 can write their own name. About half the children can write simple sentences and spell frequently used words. Many have a sound understanding of the use of capital letters and full stops.

61. Teaching is often very good. As a result, children are beginning to understand the different uses of writing, for example when writing instructions for planting sunflowers. High attaining children are beginning to write stories. Effective opportunities are provided for children to develop their handwriting skills. In one very good lesson, in a mixed Reception and Year 1 class, the teacher and learning support assistant employed very successful methods for ensuring that children were able to practise the correct shapes of letters and to know how to join letters. Children used chalk and squeeze bottles of water to draw large letters on the playground. Teachers' very skilful questioning helps children to learn to think. As a result, the different groups of children in all four classes, including travelling children and those with special educational needs, systematically gain new knowledge and a sound understanding.

### **Mathematical development**

62. Most of the children can count to 20 and beyond, which exceeds the Early Learning Goals for children at the end of the Reception Year. They have a good idea of what the numbers one to ten represent and are able to write the numbers unaided. Their achievement is good in their knowledge and understanding of shape and pattern. They are familiar with some two and three-dimensional shapes. Most children develop an appropriate understanding of mathematical language such as 'shorter than' and 'longer than' when making comparisons of length. The reasons for this good achievement is because teachers take every opportunity for pupils to count and talk about numbers and shapes. In all classes, the resources for mathematics are good, and the variety of practical experiences provided, encourages children to participate in real-life situations. For instance, when buying items from the teacher's shopping bag and identifying the coins that would be needed for a given amount. Children capable of achieving more are challenged to work out the amount of change that is needed.

63. Teaching is very good. This is rooted in very good planning that interprets the requirements of the National numeracy strategy for children of this age group in innovative ways. The activities are interesting; children work hard; they concentrate well. The learning support assistants make very good contributions to the children's learning in mathematics because they are well briefed and involved in the planning.

### **Knowledge and understanding of the world**

64. Children are exceeding the national goals in this area of learning by the time they enter Year 1. Very good teaching overall enables them to achieve well. The skills of how to use a computer are taught well, thus children are gaining confidence in controlling the mouse to operate appropriate programs. Most are familiar with the names of the various parts of the computer. Programs involving drawing, painting and spelling are used for the children to



practise their computer skills. By the end of the Reception Year, most children understand the difference between past and present as they look at photographs and posters of people at the seaside long ago and make comparisons with their own experiences of going to the beach. Children are developing an understanding of Shabbat and its importance to Jewish people. They have some understanding of the rituals and objects associated with this special meal. They are becoming familiar with another religion.

65. A good range of construction toys and materials are available enabling children to explore and use their skills to make models. They are beginning to understand the importance of planning before they begin constructing. This was evident when children made wooden spoon puppets. Children cut, glued and fixed materials together with a degree of dexterity as they made their puppets carefully guided by the adults working with them. They are now ready to exercise their independence to a greater degree by being offered a wider choice of materials and tools.

### **Physical development**

66. Standards in physical development are good by the end of the Reception Year. Most children achieve well, which is evident when they confidently use both large and small apparatus and equipment. They are developing good physical control, mobility and awareness of space. During a very good dance lesson children reacted very well to a piece of music by moving at different speeds and using the space effectively. The lesson was linked to other areas of study, and children really enjoyed moving around the room imitating the movements of various fish. Most children can control a ball well and are able to roll, throw and catch balls with sufficient accuracy. In outdoor play lessons, children show that they can successfully control vehicles, walk confidently on stilts, throw and catch balls and jump in and out of hoops with agility and control. There is very good provision for free movement and play on apparatus both indoors and outdoors. This marks a good improvement since the previous inspection.

### **Creative development**

67. Opportunities to enhance children's creative development are good and by the time they are five years old, most exceed the national goals. Very good teaching means that children soon learn to control mark making tools such as brushes and pencils. They develop successful working routines. For example, many of them put on aprons without being reminded before painting or making models. They enjoy gluing, painting and drawing. Teachers provide good opportunities for drama and imaginative play in the home corner. A variety of themes are provided such as a beach café, a puppet show and a beach area supplied with flippers, beach towels, buckets and spades. This shows good improvement since the previous inspection and children benefit from the good support they receive from learning support assistants and teachers to make choices relating to free play.

68. The children can sing songs and nursery rhymes and often sing in tune. They have a good understanding of loud and soft sounds; this was well demonstrated in one very successful music lesson. They play percussion instruments and control the timbre very well.

69. The quality of teaching is very good. Reception children are divided into four classes. Two of the classes are made up of all reception children. The other two classes have both reception and Year 1 children in them. The Foundation Stage manager has spent a great deal of time effectively monitoring teaching, learning and progress of reception children in the four classes. Teachers plan together successfully and this ensures that all children receive their entitlement of the foundation curriculum. As a result of the attention given to this by teachers and learning support assistants, all the different groups receive a wide and interesting variety of activities that inspires children to use their imagination and express their

ideas in different ways. The standard of care is very high. Teachers have high expectations of what they can learn. Work is challenging and well matched to the pupils' different needs and stage of development.

## **ENGLISH**

70. Standards overall are above average and pupils' achievements are good. This is an improvement since the previous inspection. The results of the 2002 national tests for pupils in Year 2, were well above the national average and above the average of similar schools in reading. Results in writing were in line with national averages but the school did not perform as well as similar schools because fewer pupils reached the higher than average Level 3. The school analysed why results had slipped in writing and put in an intensive programme to improve how the skills of writing are taught to the different groups of pupils in each year group. This has had a positive impact on the pupils' written work because a higher proportion are reaching the higher Level 3. Direct comparisons are unreliable because of the different numbers of pupils with special educational needs in each year group but standards are continuing to improve steadily.

71. Standards in speaking and listening are above average. The school has set out to improve skills in speaking and listening over the last two years as part of their overall English strategy. This strategy has been successful and is making a good contribution to the pupils' achievement in both English lessons and other subjects, for example in information and communication technology. By the end of Year 2 pupils speak clearly when they are explaining their ideas, most giving reasons for their views. Lower attaining pupils still need prompting by the teacher. Most pupils are good listeners and their comments indicate that they have considered what is being said. This accounts for much of the improvements in their work in English and other subjects. For example when talking about the books they like to read they are articulate and confident.

72. Standards in reading are above average because basic skills are taught very well. By the end of Year 2, pupils are confident reading both fiction and non-fiction and can find the information they are looking for quickly. Pupils are confident when using a good range of strategies to help them read, such as the sounds of letters, words within words or reading on for meaning. They are effectively developing skills of skimming a text, and they are beginning to use these effectively in other subjects. This helps them cope well with the different styles of text when using the internet. Pupils state clear preferences for the types of books they like to read and some are developing a taste for a range of different authors such as Nick Butterworth. Improving skills in reading are making a good contribution to the pupils' achievements in all subjects. In particular it is helping to improve their writing.

73. Standards in writing are average, although the proportion attaining the higher levels has increased significantly since the tests in 2002. There is a good level of consistency in the pupils' writing, which now covers a greater range of styles than before. Pupils' improved skills are making a good contribution to other subjects such as recording investigations in science and events in their study about the Amazonian rainforest in geography. By the end of Year 2, almost all pupils can write stories with a simple structure. They are beginning to use a wider range of vocabulary to make more complex sentences, and higher attaining pupils can use imaginative adjectives to capture the readers' interest. Although the range of the pupils' writing is being extended, they are not always confident when writing simple reports and recording instructions. The school is aware of this and has adapted its strategy appropriately. Punctuation is good, and spelling is generally correct. Work is marked appropriately but marking is not always effective throughout the school.

74. The quality of teaching and learning is good. This is an improvement since the last inspection. Planning is effectively based on the National Literacy Strategy. Pupils' knowledge, understanding and skills are systematically developed in each year group. Work is challenging, and teachers use a range of suitable methods to cater for pupils from different year groups in mixed age classes. For example, in a class with both reception age and Year 1, some pupils were taught separately for part of the lesson. Learning support assistants play an important role and work very effectively with individuals and groups of pupils. Teachers set pupils clear targets to help them improve their work. These can be about writing, spelling or other topics such as the use of full stops or more adjectives. Many pupils use these targets well but some need to be regularly reminded of their targets.

75. The pupils with special educational needs make good progress in English because teachers make sure that they are able to participate fully in all lessons. Work is carefully planned to enable these pupils work on the same aspects of learning objectives as the rest of the class. A good example of this was when a learning support assistant worked with a group of pupils in a small group whilst the rest of the class were taught by the class teacher. This strategy, used for both higher and lower attaining pupils, works very well because the learning support assistants are very well prepared and clear goals are set for each lesson.

76. The subject manager provides very good leadership and is making a very good contribution to improvements in the subject. This is because she has a thorough and comprehensive understanding of the strengths and weaknesses of the provision for English. Monitoring of teaching and learning has been used very efficiently to assess the progress being made and to give encouragement and to motivate staff as well as identifying and dealing with weaknesses. Analysis of pupils' achievements is rigorous and this means that strategic planning is based on very reliable data. This allows good support to be given to the staff and makes it clear what is working well and needs to be continued and what has to be done to make sure the pupils' performance continues to improve. The curriculum is broad and balanced and resources are used effectively.

## **MATHEMATICS**

77. By the end of Year 2, standards are above average, which is a significant improvement since the previous inspection. Pupils achieve well as they move from year to year. The main reasons for this are the teachers' very good subject knowledge and their very effective systems for assessing pupils' achievements.

78. The results of the national tests in mathematics in 2002 are above the national average and in line with the average of similar schools. A similar proportion attained the higher standard of Level 3. There is a rising trend in results because of the pupils' good achievement. Pupils with special educational needs and others whose mother tongue is not English are effectively supported and also make good progress.

79. Improving confidence in basic number skills and the application of these skills to solving problems has been the successful focus of school development. Teachers have worked hard and have a very good determination that the pupils will succeed. The pupils conduct investigations and carry out practical work skilfully, and the majority have a good understanding of the mathematical content of lessons. They carry out mental and written calculations confidently and accurately. Throughout the school, pupils use a range of strategies when they calculate in their heads and they can usually explain the methods they use. Their understanding of place value is developing well. Pupils achieve well and use known number facts to carry out simple multiplication tasks mentally. They use these skills to investigate the relationship between multiplication and division. In two very good lessons in Year 2, pupils successfully solved problems about the inverse of multiplication, some quickly

realising that  $4 \times 5 = 20$ ,  $5 \times 4 = 20$  and  $20 \div 4 = 5$ . They are developing their confidence to use different strategies to carry out investigations and teachers positively encourage this approach. Most pupils confidently explain the methods they have chosen using appropriate mathematical vocabulary. They can find the difference between measures and develop their understanding of time using both analogue and digital clocks. They are increasing their knowledge of problem solving and employing quick methods of calculation such as doubling and rounding up. Some use is made of information and communication technology, for instance when working with the floor turtle and controlling it to move in various directions. However this aspect remains less well developed than other areas of mathematics.

80. The quality of teaching is very good and has improved since the previous inspection. Teachers have very good knowledge of the subject and how to teach it. They have high expectations of the pupils and they know their capabilities well. These factors enable them to prepare interesting activities that motivate the pupils, generate enthusiasm and facilitate their developing knowledge and understanding. Teachers ensure that there is a good balance between teacher-directed and practical activities and they are skilled questioners, observers and listeners. Thus they find out what the pupils know, and then they use this information as a basis for further teaching in order to take the pupils' thinking forward. A major strength of the teaching is the contribution made by the learning support assistants. The relationships between these assistants and teachers are very good. They participate fully in lessons, supporting individuals and groups. The learning support assistants make a particularly strong contribution to the progress of pupils with special educational needs.

81. The subject manager provides effective leadership. Resources are used well, and there is very good planning and preparation that underpin lessons. Pupils' progress is carefully monitored identifying areas of the curriculum that need development and informing planning. Good organisation ensures that little time is wasted. Mathematics makes a sound contribution to literacy as the teachers encourage the pupils to use correct mathematical vocabulary and make sure that there are good opportunities for speaking and listening.

## **SCIENCE**

82. By the end of Year 2, standards are above average. The proportion achieving the higher than average level in the teachers' assessment in 2002 was well above the national average and the average of similar schools. Since the last inspection, standards have risen because of good teaching and a well planned curriculum that has been focused on the development of scientific enquiry. The standards seen in pupils' recorded work are not as high as the standards attained in the practical tasks observed in lessons. All groups of pupils achieve well, systematically building on their scientific knowledge, skills and understanding. Pupils with special educational needs are very well supported both by their teachers and by well trained teaching assistants. As a result, they are well motivated and achieve good standards for their abilities.

83. By the end of Year 2, pupils have had much practical experience in pond dipping, investigating the conditions required for the growth of plants, formulating hypotheses on why habitats are chosen and observing plant samples in order to identify the part that is eaten. In other areas pupils know how to carry out lively, practical activities such as predicting whether objects will float or sink, measuring how far a particular sound will travel and sorting a wide range of materials by their properties. They can research information effectively, making especially good use of CD-ROMs and the internet as well as using skills learned in other subjects. For example, when considering how objects are propelled by forces, pupils are able to organise their information in the form of a diagram that clearly identifies objects that both pull and push to make them work. However, the method of recording is frequently prescribed and templates are regularly used to guide pupils through the practical activities they are to

undertake. These restrictions result in higher attaining pupils sometimes not having enough opportunity to experiment freely, think of their own ways of testing or to explain their thinking fully in written form. Despite this, all groups, including those who have special needs, make consistently good progress and achieve well. They retain information and most are able to articulate clearly what they know, although pupils' knowledge and understanding of physical processes and some aspects of the properties of materials, such as changes that take place when objects are heated or cooled, is less secure.

84. The quality of teaching is good. Teachers are skilful at drawing out pupil's thoughts and ideas through very rigorous question and answer techniques. These result in a good depth of understanding and the pupils wanting to follow through enquiries. Good planning enables topics to be introduced in lively and interesting ways. For example, in one lesson in a Year 1 and 2 class, in order to motivate pupils to consider the way a tree draws up water, the teacher begins with her own reflection: "Do you know, when I was at home in my garden, I was just thinking, 'How can the water get all the way up to the leaves in trees?'. And, you know, no matter how hard I try, I just can't work it out". This made the pupils buzz with solutions to the problem. Teachers' subject knowledge is enhanced by effective team work. However, the quality of marking varies between classes and age groups and is not as good as it should be. Therefore, pupils do not regularly receive written feedback that will help them to make the next step in their learning. Teachers, successfully supported by well briefed classroom assistants, make good use of a wide range of resources that include an effective selection of text books, ready access to information technology and the school environment. As a result, pupils respond by being eager to learn. They are confident and collaborate well, while their behaviour is also of a very high standard because of the consistent application of a practical and positive behaviour policy.

85. The subject is well led and managed by a knowledgeable subject manager. She ensures that teachers have clear direction through implementing a well planned, relevant curriculum. Assessment is good and pupils' progress is carefully tracked as they move through the school. Monitoring and evaluation are efficient and effective, forming the basis of the subject's appropriate development strategies.

## **ART AND DESIGN**

86. During the inspection it was possible to observe only two lessons. Judgements are based on curriculum plans, pupils' work on display and in the art portfolio and conversations with pupils and staff. This evidence indicates that overall, all groups of pupils, including those with special educational needs and those pupils for whom English is not their mother tongue, are attaining standards that are expected for this age group. Achievement is satisfactory. This is an improvement since the previous inspection when standards were said to be unsatisfactory. However, standards are not yet as good as in other subjects, particularly English and mathematics.

87. Pupils paint with bold colours and use a pale wash to achieve effect. They produce careful and accurate observational drawings using pencil and charcoal to achieve light and dark shades to emphasise form and shape. Pupils in Year 1 have successfully used seeds, shells and various textures to produce pictures in the style of Van Gogh's sunflowers. In Year 2, pupils use pastels with good control to produce different shades and earlier in the year made figures to represent the characters in the nativity.

88. Displays around the school are bright and colourful and illustrate satisfactory achievement in a broad range of techniques such as painting, drawing and collage. For example, pupils illustrated flowers for the garden centre role-play area and produced pictures in the style of the impressionists such as Monet. In connection with environmental studies of

the pond area, pupils produced detailed drawings of the creatures found there to illustrate their science. The school arranged an 'India Day' earlier in the year. Pupils made colourful posters to advertise the event, made Diva lamps and designed Mendhi patterns on their hands. However, pupils do not have enough opportunities to make choices about techniques, media and materials they could use in their work.

89. During one good lesson in Year 2, pupils carefully managed clay and play-dough to create shapes using pinching and pulling techniques. The teacher provided some interesting models of creatures and pupils worked very carefully to manipulate the material but without adding and attaching pieces for features and limbs. They produced interesting three-dimensional models and used spatulas to create patterns and markings.

90. Overall the quality of teaching is satisfactory. Teachers had successful training some time ago on how pupils' art and design skills should be developed. A manageable and potentially effective assessment system has been introduced although no moderation of standards has taken place at this time. Pupils are familiar with paint and draw programs, information and communication technology is being developed appropriately.

91. The provision and teaching of art and design has improved since the previous inspection and there is now a designated time allocation given to all classes each week. There is now a need to enable pupils to practise and apply their skills in a variety of ways, while making their choices regarding the type of materials and equipment they use.

## **DESIGN AND TECHNOLOGY**

92. No lessons were seen during the inspection because design and technology was not scheduled to be taught in this part of the term and as result it was not possible to make a secure judgement about the quality of teaching. However from the inspection of the pupils' work, including displays, photographic records, evaluation of the subject manager's monitoring records and from discussion with the pupils, standards appear to be in line with what is expected nationally for this age group. However, standards in design and technology are not yet as high as in other subjects.

93. This marks an improvement since the last inspection, when standards were judged to be below average. The school has made steady improvement in the subject. The most significant of these improvements are; establishing a scheme of work that ensures that the subject will be taught systematically throughout the school and that appropriate attention is paid to developing the pupils' skills as they progress through the school. The achievement of all pupils, including those with special educational need, is satisfactory and they are fully involved in the programme of work. Assessments are satisfactory but could make a better contribution to plans for future work. This means that it is harder for the teachers to provide some of the pupils with sufficient challenge, so that they can work at the higher than expected levels that they do in some other subjects.

94. By the end of Year 2, pupils can make simple plans for the objects that they are going to make. They produce satisfactory drawings and some annotate them to remind themselves of which material could be used. They do not yet produce many alternatives or variations of their design so that they can make a final choice, mostly preferring to utilise their first thoughts and design. For example, the pupils making puppets all used a similar outline shape as their starting point and this in some ways constrained individual response to their brief. They successfully make simple evaluations of what they have done but most are still not able to suggest improvements in any depth.

95. Subject leadership and management are satisfactory although much more needs to be done to promote design and technology in the school. There is now a satisfactory scheme of work, based on nationally approved guidelines, which provides breadth and balance. The scheme offers guidance to ensure that pupils acquire an appropriate range of skills, knowledge and understanding. The scheme of work provides guidance throughout the school about developing the pupils as well as their knowledge and understanding of the subject.

## **GEOGRAPHY**

96. Standards are the same as those expected nationally and pupils' achievement is satisfactory. The curriculum in geography has improved since the previous inspection and is now appropriately planned as a result of the successful revision of long and medium term planning.

97. By the end of Year 2, pupils are skilled at describing what they observe and find out. They can accurately draw simple aerial views and make charts and maps with keys to communicate information. Pupils are also able to compare familiar and unfamiliar localities. They are provided with good opportunities to engage in a wide range of lively and interesting studies of other cultures such as those of India and Mexico. Pupils benefit from listening to visitors, which extends their understanding. Good use is made of the immediate environment. For example, pupils evaluated the features of the school grounds by carefully selecting and drawing their favourite view or following an imaginary trail enlivened by photographs affixed to trees. However, they do not always ask geographical questions. Pupils found it difficult to make direct comparisons with the contrasting locality of the Brazilian rainforest to their own locality. One of the reasons for this was that the differences between two areas were extreme and beyond the comprehension of pupils of this age group.

98. Achievement is satisfactory. Pupils' geographical skills are appropriately enhanced when they make accurate use of plans and simple maps, such as a map of a walk experienced by a fictional character in a book they all read. In addition, pupils successfully reinforce their learning in mathematics, by using a floor turtle to reinforce their understanding of direction. Information and communication technology is used effectively to support learning when pupils make use of digital cameras to record the features they are studying, and research information using CD-ROMs. Pupils readily work at the tasks they are set because teaching is lively and creative. Although pupils are able to express their views, explain and sometimes justify their thinking, they are not learning to ask questions of a geographical nature using geographical vocabulary. One of the reasons for this is that tasks do not always have clear, geographical objectives that are communicated to pupils. Pupils with special educational needs are very well supported by the adults and this helps them progress appropriately. However, there is inconsistency in the achievement of pupils both between classes and between year groups. For example, some pupils do not achieve enough in Year 2 when they are restricted to activities that involve only drawing and labelling.

99. The quality of teaching is satisfactory and there are examples of very good teaching in Year 2. Teachers plan activities effectively and identify where to assess what pupils have learned. But some objectives are not consistently set out in clear, geographical terms. Teachers make effective use of a range of teaching methods that help to maintain a good pace in lessons while also motivating pupils and capturing their interest. There are examples of creatively designed activities that have a significant impact on their achievement. When the same activities are planned for all pupils, some find them too easy and finish quickly, while others find them too hard.

100. Subject leadership and management are satisfactory. The subject manager, with help from the local authority adviser, has improved planning for geography. This includes greater use of the school environment. Well developed links with other schools ensure that the curriculum and planning are refreshed with new ideas. Lesson plans are appropriately monitored and pupils' achievement is evaluated at the end of each topic. Resources have improved and dated materials are being replaced. Library books that match geography topics have been identified. There is an appropriate plan for further development.

## **HISTORY**

101. No history lessons took place during the inspection because it is not the current focus of teaching. From discussion with pupils in Year 2 and assessment of previous work, standards are broadly as would be expected for this age group and they achieve well in their understanding of chronology and that the past can be divided into periods of time. Pupils have good recall of what they have studied. Teaching has instilled in them a love of history. They were able to recount why Florence Nightingale was important and that Grace Darling's efforts at saving the lives of sailors would have been easier if she had a motorised launch. Pupils remembered the sequence of events as Guy Fawkes plotted to kill the King and parliament. They recalled that Southampton was important in history because the Titanic sailed from the docks. Although standards are similar to those identified by the previous inspection, there has been an increase in pupils' understanding about the passage of time.

102. The pupils' have developed a good understanding of how to find information from first and second hand sources. They know that the Internet and the CD ROM will provide useful information. They remembered, with excitement at examining artefacts from the past such as toys and could recognise what represented recent and distant history. The pupils have a good knowledge of the coding system in the library demonstrating how to find history books to help their research. With prompting, the pupils felt that it would be important to seek information from older people like grandparents and great grandparents.

103. The pupils' work and their skills, knowledge and understanding, indicate that teaching is at least satisfactory and has strengths in the way it motivates and enthuses the pupils to want to learn more. The history curriculum is good and each component of work is effectively assessed. A collection of work is developing as an effective tool for assessment and ensuring that pupils' are progressing at appropriate rates. Subject management is satisfactory and there are appropriate plans in place for further developments. The subject manager and a shadow trainee manager are enthusiastic and ensure that the curriculum is appropriately planned in blocks of time over the school year. Visits and visitors are used appropriately to enhance teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. Standards in information and communication technology are above average as a result of the very good training and support provided for teachers by the subject manager, a broad range of good quality resources and lesson planning that builds effectively on prior learning. All strands of the statutory curriculum are addressed in a way that establishes a lively and creative approach to learning.

105. Pupils' achieve well, and there is a clear indication that standards will continue to rise. This is because teachers have high expectations. Pupils build on the very good start in the Foundation Stage and the good quality of teaching that continues in Year 1. One example of pupils' good quality work is their use of a binary tree to classify the range of fruits that the teacher brings in to show them. These fruits are carefully chosen to make links with work in geography and science on the Brazilian rainforest. As a result, the pupils readily appreciated



the relevance and were enthusiastic and attentive. Skilful questioning that is adapted to suit all pupils, including those who have special needs, involves all pupils at an appropriate level, while subject specific language is used throughout the instructions for the activity. More able pupils, having gone on to complete a simple block graph, are then challenged to find out how to amend the presentation on screen by reversing horizontal and vertical axes and introducing three dimensional imagery.

106. Pupils throughout the school achieve well because of the very good provision of a wide range of learning opportunities that are planned across the whole curriculum. For example, in order to gain access to information about a rainforest, pupils are independently able to locate the correct region on a world map on the monitor screen, and then click on to take them into the pages of information that they seek. There are also numerous opportunities for pupils to work independently by accessing either the class based computers or those in the library area. In this way, pupils confidently research information from CD-ROMs and the internet, also applying themselves to skills building programs such as those that develop phonic awareness or mathematical thinking. Very good adult support in lessons enables all pupils to participate and experience success, whatever their background, previous experience or ability, while many teaching assistants have developed the confidence to introduce groups of pupils to new software, extending their range of computer skills. In addition, pupils are practising their social skills as they sensibly share the hardware, collaborating on tasks, while the good range of encyclopaedia-oriented software contributes towards opportunities for developing cultural understanding.

107. Teaching and learning is good throughout the key stage. This is the result of teachers, who have good subject knowledge, planning their lessons well and building on prior learning very effectively. Pupils are eager to extend their learning, thirsting for challenge in response to very good direction by their teachers. Although there is as yet no clear system in place for the feedback of information to pupils on their achievements in each of their activities, a very good assessment programme that has been developed by the subject manager ensures that they have a sound, overall knowledge of their learning. Opportunities for pupils to use computers are maximised. All staff are committed to the delivery of a broad, balanced and relevant curriculum for the subject because they are supported by very good organisation and planning and a scheme of work that facilitates the use of information and communication technology across a range of other subjects. A good example of this is in English work where pupils, especially those of lower ability in the subject, are enabled to readily locate texts by using a suitable referencing program.

108. Management and leadership are very good. The subject manager provides very good training and support, all of which is detailed in a comprehensive portfolio that also offers annotated examples of pupils' work, very good, diagnostic assessment information and a record of the school's progress. There is a good range of software that now needs to be enhanced to support Foundation subjects, while very good hardware resources include digital cameras, floor turtles, tape recorders, music CDs and internet access on many of the school's computers. The ratio of computers to pupils is well above that expected nationally. The subject manager has a clear vision for the development of the subject which has led to the school making good progress since the last inspection, addressing in particular the identified need to improve resources.

## **MUSIC**

109. Only two music lessons were planned to take place during the inspection. However, the evidence gained by observing singing and instrumental work in assembly and the work in lessons, standards in music are about what are expected for pupils of this age group and achievement is satisfactory by the end of Year 2. Pupils throughout the school sing

expressively, enthusiastically and with good diction. By the end of Year 2, pupils can use symbols to represent sounds when they are composing. The recorder group confidently played in assembly to demonstrate their new skills, which demanded great concentration and enthralled the audience. Pupils achieve well in composing a rondo using tuned and untuned percussion and make improvements to their work following discussion. Although standards identified by the previous inspection were above average there has not been a decline in standards but a change in the demands of the national curriculum at the end of Year 2.

110. Teaching is satisfactory, and there are strengths in the innovative way music is introduced to these young pupils. A good example of this was in a lesson in a Year 1 and 2 class, who were exploring and creating music based on their studies of the sea and pirates adventures. Pupils played their instruments and sang enthusiastically using a score created by the teacher to guide the story. They concentrated very hard to control their instruments as they accompanied the pirates' walk through rivers, trees and mountains. In Year 2, pupils met considerable challenges when composing rondo. Most worked hard in large groups to record and modify their compositions as part of their work on the rain forest. However, the work was too challenging for some pupils and demanded too much intervention from the teacher. Consequently, pupils are not as confident as they should be at applying the skills they have learned and seek help too frequently, which slows their learning.

111. The music curriculum is broad and balanced covering all the required skills of composing, performing, listening and appraising. The scheme of work appropriately supports the non-specialist teachers. Extra-curricular lessons for recorders and, at times in the year, a choir, enhance the provision. A good range and quality of musical instruments supports the pupils' learning, and an electronic key board is used enthusiastically by the pupils. Further ways of using information and communication technology to support pupils' learning would enhance the provision. The key skills pupils have learned are carefully assessed at the end of each unit of work and this helps to inform planning and curriculum development. Subject management is satisfactory. Teachers' planning is monitored and pupils' responses in lessons are evaluated appropriately. However, the systematic monitoring of teaching and learning is not yet in place because music is not the current focus for development.

## **PHYSICAL EDUCATION**

112. From the two lessons observed in Years 1 and 2, a dance lesson in the Reception Year, talking to the pupils informally and observing a football club, by the end of Year 2 standards often exceed those expected for this age group nationally. The good standards identified at the previous inspection have been maintained. Achievement is good and pupils build on skills they have learned in previous classes. One of the reasons for this is that teaching is challenging and demands rigor and good concentration. This enables pupils to achieve well in controlling their bodies and understanding tactics and techniques and how to undertake complex physical movements. They can run and increase their speed with practice. Pupils can jump a good distance and challenge themselves to improve. Progress was good in lessons because teachers challenge pupils to think about what they are doing and use techniques to improve their runs and jumps. Many show good co-ordination when kicking or throwing a ball. Pupils with special physical needs are fully and sensitively involved in lessons and consequently achieve well.

113. In the lessons observed, teaching was good and based on good knowledge of how to teach physical education to this age group. Good attention to the importance of warming up before rigorous exercise helps pupils understand that exercise keeps the heart healthy. A good range of interesting activities enable pupils to test their fitness and skill. Pupils were motivated and consequently they worked very hard. They thoroughly enjoy running, jumping and hopping. In both lessons good links with mathematics helped the pupils successfully

apply skills of accurate measurement using a metre wheel and stop watch. Concentration was intense as pupils ensured accurate measures, and then challenged themselves to do better. Sometimes pupils have to wait too long listening to instructions, when they are eager to get started in a comparatively short lesson. This also means that the very effective learning support assistant is not used well at the beginning of lessons.

114. The physical education curriculum is broad and balanced and carefully designed to ensure good achievement from the Reception Year to Year 2. The subject is well led by a knowledgeable subject manager who has used her knowledge to good effect in providing successful lesson plans for teachers. Effective links are made with other subjects such as the sea topic in dance and measuring using mathematics skills in games. Good links are made with health and safety and personal, social and health education through the 'Healthy Schools Project'. Systems for assessment are good because they are based on the key skills pupils need to learn by the end of Year 2. This enables the subject manager to monitor pupils' achievements. There is an appropriate plan for development in physical education and clear points for improvement that include monitoring of teaching and learning.

## **RELIGIOUS EDUCATION**

115. Standards in religious education are in line with the expectations of the locally agreed syllabus for this age group. Pupils' achievement is satisfactory. Planning has been improved and now extends the pupils' knowledge and understanding and standards are rising. Teaching is improving and the pupils are covering work in greater depth. By the end of Year 2, pupils are making satisfactory gains in their understanding of Judaism, its customs, rituals and major festivals. They are learning to compare these practices with aspects of Christianity. For example pupils know that both faiths have places where worship can take place and sacred texts. They understand that both Christians and Jews have different Holy Days and that the rituals that surround these days are different. They are able to reflect on these differences and are very interested and sensitive to what different people do to express their faith.

116. The quality of teaching is good. Teachers skilfully allow pupils plenty of time for discussion, which helps them reflect on what they are learning and ask questions. It also allows them to talk about their own experiences and to make appropriate comparisons with their own lives. This deepens pupils' understanding of both their own and others beliefs. Pupils are interested and keen to learn. Activities are carefully planned to be interesting and help the pupils remember what has been taught. A good example of this was in Year 1 when pupils were highly motivated by creating a small scroll of their own writing from right to left. The teacher skilfully enabled them to reflect on the differences that had encountered. Occasionally the time allocated for lessons is too short and pupils were hurried when completing their activities forcing the time used for an evaluation session to be rushed and not as successful as it should have been.

117. The curriculum meets the requirements of the locally agreed syllabus. During their time in the school, pupils learn about Christianity and Judaism. Gaining knowledge and understanding of these faiths makes a good contribution to the pupils' spiritual and cultural development. Pupils and staff are very sensitive to the views and beliefs of others. Teachers seek ways of confirming and respecting ethnic, cultural and religious diversity. For example, when pupils were looking at a copy of the Torah they handled it gently and with appropriate respect. Relationships are very good and everyone's contribution is equally valued. This makes a very good contribution to the pupils learning and to their personal development.

118. Leadership is satisfactory and despite not being a priority for the school, a scheme of work has now been established that is helping teachers plan an effective programme linked to the Locally Agreed Syllabus.