

# INSPECTION REPORT

**Cherbourg Primary School**

Eastleigh

LEA area: Hampshire

Unique reference number: 115887

Headteacher: Julie Greer

Lead inspector: Lynn Adair

Dates of inspection: 9<sup>th</sup> - 11<sup>th</sup> February 2004

Inspection number: 255770

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll:	331
School address:	Cherbourg Road Eastleigh Hampshire
Postcode:	SO50 5QF
Telephone number:	023 8061 2557
Fax number:	023 8062 0362
Appropriate authority:	The Governing Body
Name of chair of governors:	Bob West
Date of previous inspection:	11 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Cherbourg Primary is a larger than average urban community school with 331 pupils. It is situated close to Southampton airport. Although the number of pupils who are eligible for free school meals is broadly average, this does not reflect pupils' social circumstances that are generally more disadvantaged than those found nationally. A small number of pupils are in public care, and a small number are at an early stage of learning English. Significantly more pupils, approximately 13%, join and leave the school between the usual starting point in the reception classes and at the end of Year 6, more than is found nationally. A broadly average number of pupils have special educational needs, although most have a higher level of need than found nationally. The number of pupils with statements of special educational need is also above average, mainly related to emotional and behavioural needs. Pupils' attainment on entry is low, particularly in speaking and listening skills, which is a much lower starting point than the average standards identified at the previous inspection.

The school has achieved the Basic Skills Quality Mark and Investors in People status. It is involved in work on the UN Convention on the Rights of the Child. A Family Learning programme has been developed, externally funded and validated. The school also operates out of school and holiday care facilities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21095	Lynn Adair	Lead inspector	Foundation Stage, art and design, music, physical education
8991	Pamela Goldsack	Lay inspector	
21171	Sally Handford	Team inspector	English, religious education, English as an additional language
25778	Andrew Hicks	Team inspector	Mathematics, information and communication technology, design and technology
22778	Anne Shannon	Team Inspector	Science, geography, history, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Cherbourg Primary is a **good** school that provides good value for money. When pupils join the reception classes, standards are well below those expected for their ages. Pupils achieve well and, by the end of Year 6, standards are about average overall. Teaching and learning are good. Leadership of the school is good and has gained the confidence of parents and pupils who feel that the school is doing a good job.

The school's main strengths and weaknesses are

- Leadership and management of the school are good, with very effective leadership provided by the head teacher who has created a very positive climate in the school where all are valued, and also provides the impetus for driving through improvements.
- Pupils achieve well during their time in school, although standards in mathematics and in spelling are still below average by the age of eleven.
- Teaching is good overall, with very good teaching in Years 3 to 6.
- The school places a very strong focus on ensuring all pupils' needs are taken into account, and those with special educational needs are particularly well provided for.
- The school takes good care of its pupils.
- Assessment is thorough in English and mathematics, but in other subjects is not as good.

The school has made **good** improvement since the last inspection, having dealt with all the issues successfully. Standards have been raised in information and communication technology (ICT) and religious education. Monitoring and evaluation of teaching and learning is systematic and have helped to target and improve provision effectively. Spiritual and cultural development has been improved, and daily acts of collective worship meet statutory requirements. The professional development of staff is much improved, including the induction procedures for new staff.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	E*	E*	C	C
Mathematics	E*	E*	E	E
Science	E	E*	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** From a low starting point when they join the school, children in the reception classes achieve well, although many are unlikely to reach the goals expected nationally by the end of reception in most areas of learning, the exception being in creative and physical skills, which are broadly as expected. By Year 2, standards have improved in many subjects, demonstrating good achievement overall, and are broadly average. Although standards in English and mathematics are still below average, pupils have made very good progress in their speaking and listening skills, which are mainly as expected of seven year olds. By Year 6, pupils continue to achieve well so that standards in English and most other subjects are average. However, standards in mathematics are still below average while in religious education, standards are high. Standards are higher in mathematics and science than those seen in last year's national tests, and reflect the school's concerted efforts to raise standards, in spite of high numbers of pupils leaving and joining the school. However, across the school, pupils do not spell accurately and this reduces the quality of their

writing. Pupils with special educational needs and English as an additional language achieve well because they are provided with effective support.

**Pupils' personal qualities are good.** Pupils' attitudes to work are good as is their behaviour, although play becomes a little boisterous at morning play when there are lots of children in a relatively small space. The school provides lots of opportunities that develop pupils' spiritual, moral, social and cultural skills that have a positive impact on their approach to learning. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**Teaching and learning are good.** Teaching in Years 3 to 6 is very good because challenging tasks and effective questioning make pupils of all abilities think deeply and learn more. Across the school there are strengths in: careful planning that matches the needs of pupils; very good management of behaviour so that pupils concentrate well and work hard; and some imaginative teaching methods that engage and inspire the pupils to want to learn. A key strength is the deployment of teaching assistants who support individuals and groups of pupils effectively so that they make good progress. In some lessons, time is not always well used and this affects the rate of learning.

The curriculum is well planned and provides a good range of enrichment activities. Systems for assessing pupils' attainment and monitoring their progress are very good in English and mathematics and ensure that teachers know exactly what pupils need to learn next. In other subjects, systems are not effective enough for tracking the pupils' progress. The school provides good care and support for its pupils during school time and through extended provision after school. It has created a good partnership with parents, and supports their learning as part of its extended provision for family learning activities.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher provides very effective leadership. This gives a clarity of vision and has created a successful partnership with all staff and governors and driven through a number of improvements successfully. All have a good understanding about what still needs to improve and are firmly committed to raising standards. Leadership by key staff is good and the head teacher has created an effective and well-structured team. **Governance is good.** The governing body is knowledgeable, well organised and plays a significant part in formulating school policies and monitoring how well the school is doing. The school improvement plan is a good document, which focuses correctly on the most important priorities. Performance management arrangements are effective, reflected in the school's accreditation for Investors in People status.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have positive views of the school. The great majority of parents feel that the school is doing a good job and helps their children to make good progress. They feel comfortable about approaching the school with any concerns. Pupils enjoy their lessons and like school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:  
Raise standards in mathematics  
Raise standards in spelling  
Improve assessment in subjects other than English and mathematics.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement of pupils across the school is good, an improvement on the satisfactory progress made in the last inspection. From a low starting point on entry, pupils achieve standards that are broadly in line with those expected nationally by the age of eleven in English and science, although standards in mathematics are just below expected standards.

#### **Main strengths and weaknesses**

- Pupils achieve well.
- Otherwise satisfactory standards in writing are let down by spelling.
- Standards in mathematics are still below average by Year 6.

#### **Commentary**

1. When children join the school in the reception classes, their basic skills are well below those expected of similar aged children, particularly in their language skills. This is a significant change in the pupil profile since the last inspection where it was considered broadly average. Good teaching, well matched to children's needs and interests, helps children in the Foundation Stage to learn and develops their skills well, resulting in good achievement. However, attainment in most areas of learning is still likely to be below expected standards by the end of the reception year, the exception being in creative and physical skills that are broadly in line.

2. By the time pupils reach Year 2, pupils have achieved well in English, particularly in speaking and listening skills, and satisfactorily in mathematics but standards in work seen are still generally below average. After a downward trend in national assessment results in previous years, good teaching and good leadership in the subjects are driving standards up and they have been steadily rising over the last two years so that they are now close to the national average. By Year 6, standards in English are broadly in line with those expected of most eleven year olds, although spelling is still a weaker area of writing. In mathematics, results are still just below average. However, standards seen during the inspection show that the school's efforts in improving provision are helping pupils to achieve well in both English and mathematics. For example, the school is targeting specific groups of pupils, such as those of lower ability 'on the cusp' of the average band, based on thorough assessment of their progress, and teaching different groups according to their ability so that work is well matched to their needs. This bodes well for future test results and looks set to continue the recent trend of improvement for those reaching the expected level 4 in tests. This is in spite of a higher than average proportion of pupils entering and leaving the school mid key stage as well as the relatively large number of pupils with high levels of special educational need.

3. Standards in science work seen are broadly in line with expected standards for seven and eleven year olds. Pupils achieve well because of the good teaching and leadership of the subject, which creates high expectations. This suggests an improvement on national test results in 2003 and continuation of an upward trend in performance. In other subjects, pupils achieve standards that are in line with those expected among seven and eleven year olds and achievement is generally satisfactory, with some good achievement in history. Pupils also achieve well in religious education, so much so that standards are good by Year 6, a significant improvement on the low standards observed in the last inspection. In addition, provision for ICT has significantly improved so that standards are in line with those expected for eleven year olds, again an improvement on the previous inspection.

4. Additional support ensures that pupils with English as an additional language are helped to achieve at the same rate as their classmates. All pupils with special educational needs achieve well



in relation to the targets set for them in their individual education plans. Both groups are well supported by teaching assistants deployed to aid their learning. Pupils of higher ability are challenged particularly well in ability groups in English and mathematics, and in other subjects through work planned to extend their learning. This helps them to achieve well. No significant variation was noted between boys and girls achievement in lessons.

### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	14.7 (14.7)	15.7 (15.8)
Writing	14.4 (14.0)	14.6 (14.4)
Mathematics	15.7(15.3)	16.3 (16.5)

*There were 46 pupils in the year group. Figures in brackets are for the previous year*

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	26.7 (23.0)	26.8 (27.0)
Mathematics	25.2 (22.1)	26.8 (26.7)
Science	27.9 (25.5)	28.6 (28.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

### **Pupils' attitudes, values and other personal qualities**

5. Pupils' attitudes and behaviour are **good**. Their attendance is **satisfactory** and punctuality is **good**. Pupils' personal development including spiritual, moral and social development is **good** overall and their cultural development is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils are enthusiastic learners who enjoy their lessons and other activities.
- Pupils' behaviour is very good in lessons, but outdoors it is sometimes only satisfactory as it is adversely affected by overcrowding at morning playtime.
- The promotion of pupils' spiritual, moral and social development is good.

#### **Commentary**

6. Pupils arrive promptly each morning and their attendance is equal to the national average. Attendance is not as good as it was at the last inspection because some families take holidays during term time. All absences are monitored and there is little unauthorised absence.

7. Pupils display good attitudes, as in the last inspection, and make the most of all that the school has to offer. They are enthusiastic participants in clubs and extra-curricular activities. All pupils of whatever ability, race or gender are fully included in all aspects of the school. In lessons pupils listen carefully to teachers and to each other. Surveys of parents and their children confirm that pupils like school. They are highly motivated and keen to do their best. Pupils respond well to the high quality teaching that is provided for them. For example, in a very good literacy lesson in Year 5, pupils displayed outstanding attitudes and successfully drafted their own poems and read them aloud to the class. All supported each other's efforts and this enabled them to extend their poetic skills and express themselves creatively.

8. Behaviour is better than that seen at the last inspection. The school is an orderly community with a good atmosphere for learning. The school's positive approach to discipline is successful and pupils are well aware of the school's 'Golden Rules'. Pupils also work together at the beginning of the school year to agree their own class rules. Staff members act consistently to promote discipline, their expectations are high and misbehaviour results in 'time out' from 'Golden Time' activities on Fridays. Parents are pleased with the quality of behaviour in school, which overall is very good in lessons. Outdoors, pupils' behaviour is at least satisfactory and often good, although during morning breaks when the main playground is most crowded, some pupils are very boisterous and this occasionally turns into rough play. In the survey of pupils' views they expressed concerns about misbehaviour but adults deal with this quickly and successfully. Bullying occurs occasionally but is also addressed without delay. Racial harmony is good and the school acts immediately if there is any name calling of a racist nature and follows the guidance in its race equality policy.

9. Provision for spiritual, moral, social and cultural development is good overall, an improvement in all aspects since the last inspection. In particular, the spiritual and cultural dimensions have improved significantly since the last inspection where they were considered unsatisfactory.

10. Pupils' good spiritual and moral development is well promoted by the schools' involvement in the Rights of Children Project. Pupils show empathy for less fortunate children around the world and relevant themes such as friendship, fairness and anti-bullying are regularly explored in assemblies, personal, social and health education (PSHE) lessons and when opportunities arise in other subjects. During an assembly about Ghandi pupils listened attentively to a story about his experiences of racial prejudice during his early life in South Africa and were able to make comparisons with the story of the Good Samaritan.

11. Social development is good and pupils work well together in lessons and share ideas and equipment readily. Older pupils willingly assume responsibility and carry out monitoring jobs and volunteer to play with the youngest pupils in their designated play area. Parents are pleased with the arrangements to help their children mature.

12. Pupils' cultural development is satisfactory. An interesting variety of visitors and school trips to places in the local environment help pupils to learn about their heritage. These range from a 'Roman visitor' to enliven history, a trip to a Winchester Art Exhibition and workshop with a local artist, to theatre companies and Book Week. Pupils learn about other cultures by studying the world's main faiths in religious education and through geography and history lessons. At appropriate times there are whole school celebrations of Eid and Divali and Chinese New Year. However, pupils are not so aware of the cultural diversity within contemporary British society.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.3
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	267	2	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

13. The quality of education provided by the school is **good**. Teaching and learning are **good**, although assessment in subjects other than English and mathematics needs to be improved. The curriculum is **good**, being well planned to meet the needs of pupils of different ages and abilities, particularly those with special educational needs for whom the provision is **very good**. Pupils' learning is enriched by a **good** range and quality of activities provided beyond lessons. The staffing, accommodation and resources are **satisfactory** overall, although the accommodation provides some constraints at times. There are **good** procedures for ensuring pupils' welfare. **Good** links are made with parents, the community and other local schools.

### Teaching and learning

14. Teaching and learning are **good**, with very effective teaching in Years 3 to 6. Assessment is **good** overall, but systems in some subjects need to be improved.

### Main strengths and weaknesses

- Teaching assistants are used very well across the school to support pupils of different abilities and help them achieve well.
- Very high expectations and a very good level of challenge in Years 3 to 6 lead to very high achievement in some lessons.
- Teachers manage pupils' behaviour very effectively so that pupils are helped to concentrate.
- Time not always used well enough.
- Assessment is very thorough in English and mathematics, but assessment in other subjects is not always good enough to track pupils' progress effectively.

### Commentary

15. The good and very good teaching is an improvement since the previous inspection, with work planned carefully to match the needs of pupils of different abilities so that all achieve well. In Years 3 to 6, very effective questioning and high expectations set a high very level of challenge for pupils, which makes pupils of all levels of attainment think more deeply and learn particularly effectively. For example, in a lower ability mathematics lesson in Year 6, pupils with special educational needs were

given a good framework for learning about exchange rates and a high level of autonomy to encourage their independence. In an excellent Year 5 higher ability mathematics lesson, pupils were taught to ‘think mathematically’ and to explain strategies associated with money problems very effectively.

16. Lessons are well organised and some imaginative methods are used that help pupils to learn in different ways. In reception classes, for example, a strong emphasis is placed on children thinking about and planning their own activities, so that they gain a good level of independence. In a Year 5 religious education lesson, the complex concept of comparative belief was taught effectively using mathematical diagrams that helped pupils to sort similarities and differences in creation stories and learn well. Interesting resources for practical activities in mathematics lessons engage the pupils’ interest and keep them involved. On some occasions teachers use computers to support pupils’ learning effectively, for example in a geography lesson to consider how to produce travel brochures to Kenya, and in art to explore patterns.

17. Sometimes time is not used well enough in lessons. Discussions can go on for either too long or are too short to develop or consolidate learning effectively enough. Time is wasted on return from play, which sometimes intrudes on lesson time. In physical education lessons, too much time is taken to set out apparatus so that pupils sit inactive for too long.

18. Teaching assistants play a very good part in supporting pupils with lower ability, as well as those with specific learning and language needs, to ensure that they are included in all activities in the classroom and receive individual and group support directly related to their needs. The assistants play a vital role in managing the children and guiding them in activities. They offer unobtrusive but effective support. As a result, pupils make good progress.

19. Teachers and their assistants manage pupils’ behaviour very well, particularly those experiencing behavioural problems. In an excellent Year 3/4 religious education lesson, pupils were strongly encouraged to express their thoughts and feelings through highly effective questioning, and the very good relationship between the teacher and pupils contributed to the involvement of all pupils. The enthusiasm of teachers helps to engage children so that they become engrossed in their learning, for example when stories are read aloud by teachers who employ a good level of expression.

20. Assessment in the reception classes is good as regular observational notes are made of children as they work in each area of learning. In English and mathematics in the rest of the school, assessment is very good and individual progress is well recorded. Pupils are involved through access to individual or group targets so that they know what they are expected to learn. The assessment of pupils with specific learning or language needs is very good. A strength of the provision for special educational needs is the early identification of these pupils and the commitment to ensure that the provision is always built on and never a repetition. In other subjects, systems do not always track individual progress so effectively. Marking is often not constructive enough in helping pupils identify strengths and weaknesses in their work and what they need to do next.

**Summary of teaching observed during the inspection in 60 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(3%)	14 (23%)	26(43%)	18(30%)	0(0%)	0(0%)	0(0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

**The curriculum**

21. The curriculum provided for pupils is **good**, enriched by a **good** range of additional learning opportunities. Accommodation and resources are **satisfactory** overall, with the experience and expertise of staffing well-matched to the curriculum, particularly among support staff, although the accommodation is only just adequate in some areas.

### **Main strengths and weaknesses**

- The school has developed the curriculum effectively to meet the needs of pupils well and to ensure that it is interesting and relevant.
- The school is fully inclusive for all pupils, meeting the needs of pupils with special educational needs particularly well.
- The very good programme for PSHE, which includes the Rights of the Child project, is a strong feature that contributes to pupils' positive attitudes to learning.
- A good range of additional learning opportunities enriches pupils' learning.
- Accommodation is cramped in some areas and creates congestion at different points of the day.

22. The curriculum is broad and balanced and meets statutory requirements. Overall improvement since the previous inspection is good. Religious education is now effectively taught and daily acts of worship meet legal requirements. The new computer suite is well organised with high quality resources and this has helped to improve standards in ICT. In addition, planning structures have been established for the Foundation Stage and in all subjects of the National Curriculum and are regularly reviewed to make sure that there is progression in skills and that all ages and levels of attainment are catered for.

23. The school places a very strong emphasis on ensuring all pupils are provided with a curriculum that meets their needs. The curriculum has been developed effectively to focus on the needs of particular groups of pupils. Teaching groups are formed so that pupils are taught alongside others who are at similar standards and ages; as a result, work is provided that matches well the needs of all pupils. There is very good provision for children with special educational needs throughout the school. The coordinator works very effectively with all members of staff to organise the support for pupils and ensures that they have full access to the curriculum. Individual targets are reviewed regularly to monitor progress and set new ones, ensuring provision matches the individual pupil's education plan. Provision for pupils with English as an additional language is also good with support targeted carefully to help them to acquire English at a good rate and ensure they are not disadvantaged in lessons. Pupils with special gifts or talents are identified and provided with the chance to improve their skills, for example to discuss philosophy in individual sessions with the head teacher.

24. The very good programme for PSHE helps pupils to develop a responsible and caring approach to the school and the wider community. Health education, which includes sex education and drugs awareness for older pupils, is well provided for.

25. Good links with local playgroups and secondary schools ensure the smooth transition of pupils into school and to their next stage of education.

26. The school gives pupils a good programme of additional educational experiences. There are a number of clubs, such as art, choir, computer and sports clubs as well as after school and holiday clubs. Specialist music tuition is provided in brass, woodwind and violin. A good range of visits are planned to support work, for example in geography and history. Visitors greatly enhance pupils' learning and extend pupils' chances to have expert support, for example in arts and drama activities.

27. Teachers generally have good subject knowledge, and their expertise and experience are well matched to the needs of the curriculum and pupils in different phases. Teaching assistants are skilled and well trained, providing pupils with very good quality support. The level of resources to support learning and the accommodation is satisfactory overall. The library, housed in a corridor, does not encourage pupils to browse reading material or conduct research comfortably, although funding has been earmarked for addressing this next term. The new classrooms provide pupils with

bright environments for learning. However, some of the classrooms are barely adequate in size for the number of pupils, and the hall is small. Sporting facilities are limited due to limited hall space and the absence of an outdoor grassed area, but links with the local secondary school increase pupils' opportunities. The external play area is small and play can be boisterous in the cramped playground. However, additional play equipment, specific areas designated for particular year groups and quiet areas help pupils make the best use of limited space.

## Care, guidance and support

28. The provision for pupils' care, welfare, health and safety is **good**. The provision of support, advice and guidance is **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

## Main strengths and weaknesses

- Pupils are very well known by staff members and trusting relationships support their well-being very effectively
- The wide range of links with outside agencies provide very good access to additional support, advice and guidance for pupils
- Although monitoring of academic progress is very good in some aspects, tracking of progress in some subjects is not sufficiently well-developed

## Commentary

29. The procedures to ensure the safety and well being of pupils are good and have improved on the satisfactory provision noted at the last inspection. Governors lead risk assessments of the buildings and grounds annually. An ample number of staff members are trained to administer first aid. Teachers and assistants also take part in specialist training to provide care for individual pupils as required. The arrangements to provide for child protection are good. The headteacher is the named teacher responsible for child protection and maintains a good oversight of any concerns. All members of staff are regularly informed about procedures and responsibilities in this area. The headteacher plays a leading role in establishing and maintaining close links with outside support agencies, for example the speech therapist and educational psychologist. In response to evolving and increasing needs of pupils and their families, other specialists and organisations have been contacted and effectively involved to provide additional support and guidance. There is careful monitoring of looked after pupils to ensure their well-being.

30. The trusting relationships between pupils and teachers and their assistants mean that all pupils have at least one adult that they can talk to if they have a concern. Two members of staff are trained to provide specialist pastoral support. Questionnaire results confirm that pupils have adults they can go to if they are worried. The induction arrangements for pupils who join the school in reception classes and at different times of the year are good. New arrivals are paired up with a 'buddy' and welcomed by other pupils so that they settle quickly.

31. Staff members know pupils very well and give good support based on monitoring of each area of learning for those children in the reception classes, and of their personal needs and their achievements in English and mathematics in the rest of the school. Pupils are aware of their targets in these subjects and refer to them regularly. Academic monitoring in other subjects is not as well-developed. However, pupils with special educational needs are given very good support. The school identifies pupils with special needs at a very early stage and individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. Support assistants keep detailed records that are well monitored by the special needs manager to ensure that pupils are being given the correct support and that assistants are working to the individual education plans.

32. The school provides a nurturing environment for all pupils. Displays highlight pupils' own work and assemblies celebrate their best efforts. Specific PSHE lessons and assemblies provide pupils with opportunities to put forward their opinions and ideas. The school will act on them as appropriate and pupils were keen to point out that the playground markings and design were the result of their ideas.

### **Partnership with parents, other schools and the community**

33. The school's links with parents and the community are **good**. The links with other schools and colleges are also **good**.

### **Main strengths and weaknesses**

- Parents are provided with good information about school life and how well their children are doing
- The school is active in encouraging parents to help with their children's learning

### **Commentary**

34. The school enjoys the confidence of its parents in all areas of school life and the good partnership between home and school has been maintained since the last inspection. The quality of information provided for parents is good. The prospectus and governors annual report contains all of the required information in a parent-friendly format. Most parents sign the home-school agreement contract and show their support for the school's expectations. Pupils' annual reports to parents give detailed information on how well pupils are achieving in English and mathematics and less detailed but nevertheless helpful information about other subjects. Newsletters about school activities are issued regularly and parents are given an overview of the curriculum their children will be studying. Meetings to discuss pupils' progress are held each term. The school works closely with parents when their child is put on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for the child to achieve, and the special needs manager is available on a weekly basis for parents to discuss these as well as any problems or worries they may have.

35. The school values the opinions of its parents and frequently seeks their views about school, although sometimes the level of response is disappointing. However, most recently they surveyed their views regarding a proposal to add a specialist behaviour unit to the school with a greater level of interest being shown by parents. The Family Learning programme is an innovative and highly regarded opportunity for parents to enhance their skills and help with their children's learning. Interested parents enrol for a term and spend one morning each week in school and are joined by their child for part of the session. Parents have been able to improve their skills in English, mathematics and ICT. Parents are better able to support pupils' homework and some have moved on to further studies in college courses. Parents' awareness of learning in school has also increased by their participation in the 'Learning Together About Children's Rights' course.

36. A small number of parents support the school by volunteering to help in classrooms. The Friends of Cherbourg organises fundraising and social events on a regular basis. A significant amount of money has been raised to help fund new building for a proposed staff room and library.

37. The links with the community are good, an improvement on the last inspection, and pupils make regular visits to local sites for field trips. Students from nearby colleges support pupils with sports and drama and gain work experience in the school. There are good links with the local secondary school that assists with the smooth transfer of Year 6 pupils. The transition visits begin in the summer term but there are other shared activities between the schools at different times of the year. Such activities include a mathematics club for more able Year 6 mathematicians, musical performances and instruction and sharing sports facilities. The school also has good transfer arrangements for pupils who move on to other secondary schools.

## LEADERSHIP AND MANAGEMENT

38. The leadership and management of the school are **good** overall. The headteacher's leadership is **very good**. The leadership by key staff is **good**. Governance and school management are **good**.

### Main strengths and weaknesses

- The headteacher provides very effective leadership and has created a strong ethos where all in the school community are valued and the needs of the individual well considered.
- Teachers with management responsibilities are conscientious in their roles and make significant contributions to curriculum development.
- The governing body has a good understanding of the school's strengths and weaknesses and monitors school development well.
- Spending is linked well to a small number of key development priorities. Financial control is very good.

### Commentary

39. The headteacher is a strong leader with a clear sense of purpose. She shares her vision well with colleagues, governors and parents so that all in the school community are clear about the direction in which the school is heading. Key issues from the previous inspection have all been addressed successfully. Staff morale has improved significantly in recent years and the climate in the school is very good with all staff and governors committed to raising standards and working well together to achieve improvement. As a result, the capacity for further improvement is good. The needs of all pupils are central to the school's work, expectations are high and its approaches to ensuring every child is included in all activities are very good. The headteacher's effective work in special educational needs has been recognised by the local authority so that they have proposed that a new resource centre be established at the school.

40. Over the past few years the headteacher has remodelled the school's management structure to meet school needs better and to share whole school responsibility with a greater number of colleagues. Senior managers and other subject leaders have clear, complementary roles, which they carry out well. For example, the special educational needs manager oversees the professional development of support staff. Training is good, and consequently teaching assistants have a good understanding of pupils' needs. They are fully involved in developing and monitoring progress towards targets set out in pupils' individual education plans. Clear lines of management and effective support ensure that teachers new to the school settle in quickly, an improvement since the previous inspection, and that the contributions of all members of staff are valued. As a result, the staff work well as a team to implement developments effectively through the school, such as the recent "mathematical thinkers" initiative. Performance management arrangements are good. The award for the 'Investors in People' quality mark, gained in 2003, was assessed as a model of good practice.

41. The governing body knows the school's strengths and plays a significant role in shaping and monitoring developments to address areas requiring development. Relationships with the headteacher and other staff are strong, but governors are not afraid to challenge senior managers and hold them to account, for example to check on how well the school is tackling the priorities identified in the school improvement plan. Senior managers report regularly to the governing body. Consequently governors are well informed about how well the school is progressing towards its development targets.

42. Planning for school improvement is good. Weaknesses in monitoring and developing the quality of teaching and learning that were identified in the last inspection have been addressed well. A programme of lesson observations and other professional dialogue has taken place, and following a fall in standards in the national tests due to changes in the nature of the pupil intake major initiatives to improve the quality of teaching in English and mathematics have been introduced. Although not



fully worked through yet, these have been effective in reversing the trend. Standards are now rising and achievement is good.

43. The school improvement plan focuses well on what is important to help the school move forward. Although few in number, development priorities are well chosen. Financial implications and time scales for implementation are clear. Financial control is very good. The school's budget is monitored regularly, and action taken where necessary to reduce costs. For example judicious restructuring of teaching staff and prudent spending on resources has enabled the school to reduce a deficit of £20000 in the last financial year to a projected deficit of £5000 in the current year.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	806 571
Total expenditure	828 831
Expenditure per pupil	2582

Balances (£)	
Balance from previous year	2770
Balance carried forward to the next	- 19 490

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

44. The overall provision for children in the reception classes is **good**.

#### **Main strengths and weaknesses**

- Good teaching results in children achieving well.
- Effective monitoring of children's progress is made through regular assessments.
- Role-play areas are not always stimulating enough to engage children's interest.

#### **Commentary**

45. Children enter school with low levels of basic skills, particularly in speaking and listening but most achieve well in all areas of learning because of the good features in teaching that help children to learn well. For example, highly effective partnerships have been developed between teachers and their assistants to support different groups of children. All children are strongly encouraged to think about and plan their own activities, which gives them real independence in their learning. Overall, though, a large number of children are still unlikely to reach the standards expected at the end of the reception year in most areas of learning, due to the generally low starting point, and only a very small proportion is likely to exceed them. However, standards in the creative and physical areas of learning are in line with expected standards among most children due to a slightly better starting point. Children's good achievement demonstrates an improvement since the last inspection as a result of better teaching. Other features of high quality, such as assessment, have been maintained.

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

46. Provision for children's personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teachers have high expectations for children to choose and plan their own work.
- Sometimes children have to sit for long periods, which leads to some restlessness and inattention.

#### **Commentary**

47. Children make good progress in developing their skills through good teaching and learning that permeate much of the curriculum. Children confidently leave their carers in the morning, are keen to deposit their coats and bags and settle quickly to work on their 'morning books'. They are building positive relationships with adults, but are still wary about sharing resources fairly with other children and need reminders from adults to do so. Quite a number of children undress and dress for gym by themselves, requiring little assistance as a result of teachers encouraging their independence. Children are well behaved. This is because all adults consistently reinforce school rules and routines. Children's views are valued and they are helped to explore their feelings well, for example using 'persona dolls' to talk about their likes and dislikes.

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

48. Provision in communication, language and literacy is **good**.

## **Main strengths and weaknesses**

- Teachers strongly encourage children to talk, helping them to make particularly good progress in speaking aloud.
- Teachers read stories very expressively so that children become engrossed in story lines.
- Children do not write and record their ideas frequently enough.

## **Commentary**

49. Teaching is good. Teachers encourage children to enjoy books by sharing them together effectively. Group activities are well planned and supported to enable children to learn and match letters and sounds in words, as seen in a 'bingo' game with the teacher. More able children constructed simple words such as 'cat' and 'pet' but were not sufficiently encouraged to write these words in order to practise their writing skills further. Children can often make only a very few marks when they join school. Lower attainers are helped to trace individual letters in sand, and some more able children are copying words successfully and make attempts at their own words, but letters are not always correctly formed and upper and lower case letters are mixed. Children are encouraged to listen attentively and teachers elicit responses from even the most reluctant child, although this is often just one or two words. A very small number of more able children use simple phrases, for example to explain their views about an 'angry ladybird' in a shared book.

## **Mathematical development**

50. Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Children achieve well in counting and their knowledge of numbers.
- Teachers use good methods to help children to achieve accuracy in their number work.
- Sometimes opportunities are missed to reinforce recording numbers.

## **Commentary**

51. Good teaching helps children to count correctly, for example when using a puppet to sound aloud the gongs in 'Hickory Dickory Dock'. A good range of resources and activities engage and challenge the children, and assistants are used well to support the children as they work. For example, lower attaining children were helped to throw objects onto numbers in a target area, which aided their number recognition. Some higher attainers are able to count larger numbers to more than 10 accurately and add single digit figures with support. However, many children struggle to count and calculate accurately and need lots of adult support. In their written work, children do not always form their numbers well.

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

52. Provision in knowledge and understanding of the world is **good**.

## **Main strengths and weaknesses**

- Teachers use a good range of experiences to enable children to explore their environment.
- Some particularly high standards are achieved in computer work.
- Questioning was not always good enough in group work to enable children to compare what they see more effectively.

## **Commentary**

53. Teachers use resources effectively to engage children's interest, raise their curiosity and enable them to explore first hand, although children's attainment is often limited by their ability to explain what they see and have find out due to weak speaking and listening skills. However, children do observe well, for example when collecting similar coloured materials from outdoors, they looked carefully at pre-prepared strips to match colours closely. They also investigated how magnets attract different materials, although there was not enough deeper questioning to help them to compare sizes and strengths more effectively. High expectations by teachers help children to achieve high standards in computer skills. They log onto computers in the suite with a high degree of independence and use the mouse confidently and accurately to make pictures to represent 'Hickory Dickory Dock'. However, early finishers did not always make the best use of subsequent time.

## **Physical development**

54. Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers model moving around spaces well.
- Good use of imaginative large equipment aids children's coordination and teamwork.
- Sometimes children have to wait too long for their turn which creates some inattention.

## **Commentary**

55. Children achieved well in a gym session where they moved into spaces with increasing thought and awareness of each other as they moved at different speeds. They were inspired by the example set by the teacher in 'driving her car' into spaces and reminders for themselves about avoiding bumps. Children's control and coordination were improved as a result of raising and lowering a parachute together which they also had great fun with. They also used hands and feet to move around hand and footprints on the floor, but had to wait for too long as individuals completed their circuits. This slowed their progress. Children have opportunities to develop their physical skills on a regular basis and on a larger scale outdoors, using 'space hoppers' for example to bounce along. Children show sound finer control of small equipment and tools to make marks and cut out shapes.

## **Creative development**

56. Not enough evidence was seen to make an overall judgement on provision in creative development.

### **Main strengths and weaknesses**

- A good range of opportunities is provided to work with different media on a large and smaller scale.
- Role-play areas are not always inspiring and encourage imaginative play.

## **Commentary**

57. In the work seen, standards match those expected for children of this age. However, not enough was observed to show how well children achieve or progress over time. Teachers provide a good range of opportunities for artwork in two and three dimensions, as seen in experiments with shoe prints and some simple but effective spiders. Children are helped to explore different media to experiment with colour, shape and texture. The quality of role play areas varies. An effective 'castle'

has been created in one area which drew children to act out simple situations, but in another class there is little to engage or stimulate children effectively.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

58. The provision for English is **good**.

#### **Main strengths and weaknesses**

- The quality of teaching is good and helps pupils to achieve well, particularly in their speaking and listening skills.
- Standards are rising, although standards in reading and writing are still below average by the end of Year 2 and standards in spelling across the school are weaker than in other areas of writing.
- Leadership is very effective and priorities for further development are accurately identified.
- The library is inadequate as a resource to encourage reading.

#### **Commentary**

59. Standards in national tests for pupils at the end of Years 2 and 6 are rising. At the end of Year 2, however, they were still below average in writing and well below average in reading in 2003. Year 6 results last year were in line with expected standards, due to a larger proportion than average gaining the higher than expected level 5. Standards seen during the inspection show that most pupils in Year 2 are working in the expected band for their age, although few pupils attain higher standards and this makes their overall attainment still below average in reading and writing. In Year 6, standards are broadly average. Overall, achievement across the school is good, especially in speaking and listening skills, although pupils do not make enough progress in spelling accurately.

60. Teaching is good, with some very good teaching in Years 3 to 6, an improvement on the previous inspection. Most teachers have good subject knowledge and use methods that involve and stimulate pupils to achieve well. The promotion of very good personal and social skills throughout the school gives pupils the confidence to respond to teachers' challenging questions. In this way, they are actively involved in their learning. Pupils achieve well in developing their speaking and listening skills because of the good discussion opportunities they are given. Pupils listen carefully to each other and contribute well in small group discussions.

61. By the end of Year 6, pupils' reading is of an expected standard for eleven year olds. They are confident and enthusiastic readers and enjoy reading a range of reading material. Pupils develop their comprehension skills well through focused reading sessions. For example, in a Year 5 lesson effectively designed worksheets enabled pupils to explore the imagery to good effect in poetry. However, because of children's low standards of literacy on entry to school, and in spite of some good achievement in Years 1 and 2, not enough pupils achieve higher standards in reading by the age of seven.

62. By the end of Year 6, pupils' writing is at a broadly satisfactory standard. Texts are chosen which stimulate and interest pupils and appeal to their own experiences. In this way, pupils are easily able to identify the key language and expressions to use in their own writing. A strong element in the development of older pupils' coherence in writing is the opportunity they are given to edit each other's work. While older pupils are mainly careful to present their work well, the handwriting of younger pupils is not always consistently well formed. Across the school, spelling is a weakness and older pupils are not always consistently accurate in punctuating and paragraphing their work. Teachers take care in the introductory part of the lesson to prepare pupils thoroughly for written tasks. However, there is a gap between what pupils achieve in discussion and their ability to record their ideas fully and accurately. Teachers do not satisfactorily reinforce the basic skills of spelling and punctuation, or teach younger children to improve their handwriting effectively enough.

63. Teaching assistants are well briefed and understand very well the needs of those pupils with special educational needs. They give very good help to enable pupils to rehearse responses so that they are confident to contribute in class and group discussions. Those pupils who have English as an additional language are also provided with a good level of support to help their acquisition of English and to encourage their contribution in lessons. Assistants help pupils with specific needs to practise reading and writing on individual tailored programmes or in groups so that they achieve well.

64. Leadership and management in the subject are very good. Although not long in the post, the subject leader has very clearly identified priority areas for development and has sought the advice of external specialist expertise in order to achieve targets for improvement. Detailed assessment procedures enable teachers to track pupils' progress well. The library as a resource is not well sited in a corridor, which does not make it conducive to effective use for pupils to browse or research. The school has earmarked funding for a new library, due to start next term.

## **Language and literacy across the curriculum**

65. Throughout the school, opportunities to discuss and share ideas are a strong feature in lessons, for example in PSHE lessons where pupils are encouraged to share their thoughts and feelings. This helps pupils think more deeply, to clarify ideas and explain their understanding, for example in mathematics to talk about the strategies they have employed to work things out. Key vocabulary and technical terms are often reinforced in classroom displays, which pupils can refer to. In other subjects, such as history, pupils use a range of written material to discover things about the past, and write clear accounts of what they have learnt.

## **MATHEMATICS**

66. Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are below average in Year 2 and Year 6, but both are improving.
- Teaching and learning are good. Initiatives to develop the quality of teaching are good, and contribute well to the quality of teaching and rising standards.
- Teachers assess pupils' progress well.

### **Commentary**

67. Declining performance in the Year 2 and Year 6 national tests after the last inspection has been halted in the last two years, with improved results. However, in 2003 Year 2 results were still below average, and in Year 6 they were well below average. At both ages results did not compare well to similar schools, although the indicators used for comparison did not take into account the declining attainment on entry, the larger proportion of pupils with high levels of special educational needs or the high level of pupils moving in and out of the school. When these factors are taken into account as well as school performance data showing the progress of individuals, then pupils were achieving as well as could be expected based.

68. Current Year 2 standards seen during the inspection are below average and pupils achieve satisfactorily. Year 6 standards have improved, but still remain below average. Throughout the school, most pupils are working at the levels expected for their age, but because fewer pupils than would be expected reach higher levels of attainment, overall performance remains below average. However, standards on entry to the school are low, and pupils achieve well over the time they are in the school.

69. Achievement seen in lessons during the inspection was good and this bodes well for the future. This is as a result of good teaching overall, which has improved since the last inspection. In Year 3 to Year 6 it is sometimes very good or excellent. The "mathematical thinkers" initiative

introduced a year ago has led to an increased emphasis on pupils discussing work and explaining how they work things out. This contributes well to the good quality of teaching seen during the inspection and to the rising standards that are now coming about, especially in Year 3 to Year 6. However, there has been insufficient time for it to impact fully on standards in the current Year 6. A good example of the high quality of teaching was seen in a lesson where the teacher developed pupils' problem solving skills very effectively through close questioning that led them to refine their explanations of how to convert between dollars and pounds with increasing accuracy. On occasion, discussions go on too long, at the expense of time for pupils to practise and consolidate new skills and techniques.

70. The school provides well for pupils of all abilities. In order to address the decline in standards, a decision was made that, wherever possible, Year 3 to Year 6 classes would be reorganised into teaching groups that contain pupils of the same age but a narrower range of ability (called sets). This arrangement, supplemented by additional classes known as 'boosters', works well. It enables teachers to plan effectively and to focus support efficiently on different groups of pupils. Support for pupils with special educational needs in mathematics, and also a number of others who are working just below the levels expected for their age, is good. Classroom support staff know pupils well and work well with them, for example in developing the use of mathematical language associated with mass and weight.

71. Teachers, support staff and pupils all get on well with each other. Class management is good and relationships are harmonious. This leads to busy purposeful lessons. Teachers use simple resources effectively. The excellent lesson seen was a particularly good combination of brisk discussion and written work using a shopping catalogue to develop pupils' mental and written skills in adding up money and calculating change. Pupils decided for themselves which method of calculation to use, and the teacher's insistence on pupils showing intermediate steps in working was very effective in preventing errors. At the end of the lesson pupils explained well to others the different methods of calculation they had used.

72. Subject organisation is good, especially in managing assessment information. Records of progress are very good. Teachers use assessment data well to make overall predictions of future performance, and to set individual learning targets. However, not all pupils are fully aware of what their targets are, so do not always know how well they are progressing.

73. Recent improvements in standards brought about by the development of provision and teaching are good. The coordinator provides good leadership of the subject and has been given good support from an external consultant to bring about some effective changes to provision which has helped to raise standards.

### **Mathematics across the curriculum**

74. This is satisfactory but is not a strong feature of teaching generally. Some good examples where mathematics are used effectively were observed. For example, in a religious education lesson in Year 5, pupils used a mathematical diagram to sort and compare creation stories in Hindu and Christian religions. Pupils use the language of shape and pattern to develop ideas in art.

### **SCIENCE**

75. The provision for science is **good**

#### **Main strengths and weaknesses**

- Pupils' achievement is good because of the good teaching and this is helping to raise standards.
- Leadership and management are very good in improving provision and identifying what needs to be done to improve standards further.
- Assessment is not consistent enough and marking does not show pupils how to improve.

## Commentary

76. Standards in Years 2 and 6 are similar to those of most seven and eleven year olds. This is the same as at the time of the last inspection but represents good achievement and a good improvement on the satisfactory progress that pupils made since that time, especially as the attainment of children in the reception classes is generally below average. It also shows that the recent trend of improvement in national assessments is continuing.

77. The previous report judged teaching to be satisfactory in Years 1 and 2 but teaching is now good. A very good lesson was observed in Year 2. The lesson was well planned and the activities were very well matched to the pupils' different levels of ability, for example to help them sort mains and battery appliances successfully and with different levels of challenge in the types of products they sorted. Relationships are good between the pupils and adults. Good classroom management and the very good contribution of teaching assistants encourage good attitudes and behaviour from the pupils. By Year 2 pupils have a sound understanding of the similarities and differences between humans and other animals. They have some understanding of forces such as pushing and pulling. There is still some over-reliance on worksheets to aid pupils' recording because many pupils have difficulties with writing.

78. The teaching was good in Years 3 to 6, and there was some very good teaching. In the best lessons, teachers used effective questions to provide a challenge and built learning on the contribution that the pupils made to the lesson. For example, in a Year 6 lesson a very good discussion over the cause of mould on bread arose out of a pupil recounting an experience he had recently had. Most pupils have an understanding of micro organisms and how they multiply. Year 6 pupils were observed preparing a fair test to find out which area in the school has the most micro-organisms. The written work of lower attainers is sometimes unfinished and this inhibits learning and the understanding of some concepts such as reversible and irreversible changes to materials when they are heated or dissolved is sometimes vague.

79. The last inspection reported that pupils' work on scientific processes such as predicting, fair testing and isolating variables in a test situation was undemanding. The new coordinator has addressed this by having a whole school focus on investigation skills, and there is now an effective balance to the curriculum. The leadership and management of science are very good. The subject leader has drawn up a comprehensive action plan, which is designed to improve standards further, targeting investigative science as an area for further development. An assessment package has been developed so that tracking achievement as pupils move through the school can be carried out with greater consistency. At present teachers' marking often does not tell the pupil how to improve or how well they have achieved.

## INFORMATION AND COMMUNICATION TECHNOLOGY

80. Provision in information and communication technology (ICT ) is **satisfactory**.

### Main strengths and weaknesses

- Teaching in Year 3 to Year 6 is good.
- Teachers make good links with some subjects, especially English.
- High quality resources contribute well to the quality of teaching and to pupils' achievements.
- Procedures for tracking pupils' progress are not consistent enough.

## Commentary

81. Staff training since the last inspection has improved teachers' confidence in ICT and there has been substantial improvement in the provision of computer hardware and software. Resources are now good. Teaching has improved and consequently standards, especially in Year 3 to Year 6



are rising. Standards, by Year 2 and 6, are now in line with those expected of seven and eleven year olds. Achievement is satisfactory overall, with some good achievement in some lessons, which suggests that standards may rise further in the future.

82. The computer suite is well equipped and teaching, especially in Year 3 to Year 6, is good. Teachers teach practical ICT skills well. As a result pupils learn new techniques quickly and usually achieve well in lessons. Year 2 pupils have made satisfactory progress in the text and graphics based work taught so far this year. "*Rain is good*" and other poems, exploratory work to investigate the effects of different letter styles and computer pictures, for example postage stamp designs, are all up to the standard expected. However, there is little evidence of higher levels of attainment. Many Year 5 and Year 6 pupils work very well with minimal support and have well developed computer skills. Pupils in Year 3 to Year 6 use computers extensively for text and graphics-based work. Work linked with English is particularly good, for example developing the beginning, middle and end of a story, identifying verbs in prepared texts and editing work to make it more exciting. Year 6 pupils achieve well to produce high quality work such as formal party invitations and reports of "*World War Three*" that follow a programme of "*plan, draft, edit and publish*". Year 6 pupils have a satisfactory knowledge of ICT data handling techniques such as using spreadsheets to investigate simple budgeting problems and computer control technology, for example writing short instruction sequences to make lights flash in pre-determined patterns. More work in these areas is planned for later in the school year to enable pupils to practise their skills and develop them further.

83. Planning is satisfactory, but systems for assessment are still to be fully developed. Present systems are not good enough to enable teachers to keep an accurate record of pupils' progress.

### **Information and communication technology across the curriculum**

84. Linking ICT teaching with other subjects is effective because it enables pupils to learn new ICT skills and apply them at the same time. In a very good Year 6 lesson pupils skilfully combined text, pictures and sound in attractive presentations linked to science topics such as the dangers of electricity or teeth and healthy eating. Pupils use the Internet and other information sources effectively to find information, seen for example in a good lesson linked to geography, where pupils began work on producing travel brochures for intending travellers to Kenya.

### **HUMANITIES**

85. In humanities work was sampled in **geography** and only one lesson was seen. It is therefore not possible to form an overall judgement about provision for geography. In the one geography lesson seen in Year 5 pupils were engaged in looking at the differences between U K and Kenyan farming. This very good lesson gained the pupils' interest because of the very good planning of a variety of activities and because it built skilfully on the previous learning. It also linked well to the pupils' personal, social and health development programme of work. Looking at teachers' planning and scrutiny of pupils' work shows that there is a suitable range of activities to cover the national curriculum requirements.

### **Religious Education**

86. The provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils at the age of eleven achieve standards better than those expected by the locally agreed syllabus because of the good teaching.
- Good opportunities are provided for pupils to reflect on spiritual and moral issues.
- Pupils are eager to take an active part in lessons and enjoy their learning.
- Procedures for assessment are not consistent.

## Commentary

87. The subject links well with the strong emphasis the school places on promoting pupils' positive attitudes through their personal and social development. Pupils, as they move through the school, begin to think through the moral and spiritual issues raised in their religious education lessons at a deeper level. This contributes to the sound standards achieved by Year 2 and the good standards pupils achieve by the age of eleven. This is much better than the unsatisfactory standards achieved in the last inspection and illustrates good improvement in both teaching and curricular provision. Pupils achieve satisfactorily in Years 1 and 2, due to sound teaching, but progress is more rapid in Years 3 to 6 because of the good teaching that has some highly effective features.

88. In Years 1 and 2, good opportunities are taken for pupils to consider their feelings and discuss conflicting emotions, and good relationships between adults and children enable pupils to express their views openly. Some effective role-play was observed in a Year 1 lesson to illustrate a story from the Bible and aid pupils' understanding. However, sometimes time is limited in lessons for developing learning further as pupils return late from break time. At other times opportunities are missed to involve pupils more in their learning, for example by sharing the purpose of learning with them, or by giving them more choice about how they will record their work.

89. In lessons in Years 3 to 5, teachers used good questioning to challenge and clarify pupils' understanding and to encourage them think and reflect. These discussions provide pupils with good opportunities to develop their speaking and listening skills and pupils of all abilities are able to contribute. In one outstanding lesson in a Year 3/4 class, pupils' mimed scenes from the story of the Pool of Bethesda, which showed how well they could empathise with the different characters. When called upon to express their feelings, they showed they could link the behaviour of the people in the story to their own experiences. For example: "I've been selfish, leaving that man"; the story helps people understand they "should be helpful and kind"; when I've helped someone "I have butterflies inside". The strong emphasis on teaching about Christianity and teaching about other religions helps pupils see the similarities between different belief systems. A good example was seen in a Year 5 class where pupils compared creation stories in Hindu and Christian faiths using mathematical diagrams. The teacher's methods contributed effectively to children's learning.

90. Leadership and management of the subject are good. The scheme of work has been reviewed following the previous inspection, and the subject meets the requirements of the locally agreed syllabus and is regularly taught. There are too few procedures to assess how well pupils achieve.

## History

91. The provision for history is **good**.

### Main strengths and weaknesses

- Teaching is good leading to good achievement.
- Use of visitors enriches the curriculum and interests pupils.
- Assessment of pupils' learning needs to be more consistent.

## Commentary

92. Standards in history are about the same as national expectations for seven and eleven year olds and similar to those seen at the time of the last inspection. However, due to the low starting point the end of reception, pupils' achievement is good and this is a better picture than in the previous inspection. Sound leadership and management have ensured that provision in the subject has been improved.

93. Teaching is good across the school. In the best lessons, individual work was very well matched to the ability of the pupil so that all pupils achieved well. Careful planning ensures that pupils have a range of experiences using a variety of methods. From an early age they use pictures, maps and eyewitness accounts to discover things about the past. By Year 2, pupils are aware of the way life has changed over time. They understand that their grandparents did not have sophisticated gadgets that are taken for granted in the 21<sup>st</sup> century. They also know about some of the outstanding figures of the past such as Grace Darling and some of the events that shaped the development of London such as the Great Fire.

94. Year 3/4 pupils' history lessons have been enriched by a visit from two 'Roman soldiers' and a 'Roman lady'. They were shown how to put on armour and how to march like a Roman army. A lot of interesting information was learnt which they wrote about. One pupil wrote that the most interesting fact she had learnt was that the women used crocodile droppings to make their skin pale! The best lessons end with the teacher extending pupils' learning through the skilful use of further resources. This was ably demonstrated in a Year 3/4 lesson. The teacher presented the growth of Eastleigh, since the coming of the railway, by using maps from different periods printed on transparencies. She built them one on top of the other until the present day. The pupils were very impressed by this, learned well and had a lot to say about it.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

95. No lessons were seen in **design and technology** to judge provision or sufficient work sampled to judge standards and achievement.

96. Insufficient evidence was gathered in **music** to draw a firm conclusion about overall provision or pupils' attainment and achievement as no lessons were seen. Some evidence from a singing assembly indicated that standards in singing across the school are good. The teacher leading the session made a significant contribution to children's enthusiastic approach and attention to pitch with effective teaching points, such as warming up the voice activities and modelled expectations well. As a result, children sang expressively and harmoniously, keeping in time well with a guitar accompaniment. All children, including younger pupils in the reception class, recalled the words of familiar songs. Good attempts were made to sing in two parts. The subject makes a good contribution to pupils' social and cultural development through opportunities to join in musical events after school, through performances in the local community and in singing and listening to music from different cultures.

### **Art**

97. The provision for art is **satisfactory** overall.

### **Main strengths and weaknesses**

- Some very effective features in teaching in Years 3 to 6 that develops pupils' creativity and techniques well, although in some lessons across the school opportunities were missed to develop pupils' skills further.
- Some good additional experiences provided that enliven the curriculum.
- Pupils' individual sketchbooks are not annotated with consistent effectiveness to provide good records of progress.

### **Commentary**

98. Standards at the end of Year 2 and Year 6 are in line with those expected for pupils of similar ages. In addition to the lessons seen, displays and pupils' work in sketchbooks show that achievement is satisfactory overall in developing different art skills and techniques and in using a range of materials and different media.

99. In the lessons observed, the quality of teaching was good overall but varied from very good to satisfactory. In lessons in Years 3 to 6 where teaching was good or better, pupils learnt well as teachers captured the pupils' interest effectively. For example, in Year 5 the teacher helped pupils to explore, understand and interpret the concept of pattern. She modelled the process of pattern making using 2D shapes effectively, drawing pupils' attention to detail. She encouraged the pupils to experiment with regular and irregular shapes using pencil and also the computer. As a result, the pupils' drawings showed variety and imagination. A key feature of the lesson was the opportunity to talk about and evaluate the quality of their own and each other's work. This shared good ideas and helped pupils to improve their outcomes. In other effective lessons, pupils were creatively challenged. For example, pupils in Years 3 and 4 and some in Year 6 were given stimuli based on well-known artists' work and encouraged to develop their own interpretations. Year 3 and 4 pupils created some effective collage representations of storms, and in Year 6 they produced winter trees using the technique of 'pointillism'. All work reflected pupils' individuality. There are a few examples of teachers taking one visual idea and developing it through a series of techniques (drawing, collage, clay) so that pupils can compare the effect of each one, for example in Year 6.

100. Where teaching was satisfactory, sound outcomes were produced but opportunities were missed to develop pupils' creativity further. For example, in a Year 6 lesson pupils produced sound quality copies of a well-known artists' work but had little opportunity for choice in the stimulus or their interpretation. In Years 1 and 2, pupils had insufficient opportunity to evaluate each other's work and consider most effective patterns. When matching colours to make collages of flowers, pupils had little opportunity to consider different shades of colours. With the one exception above, pupils across the school had insufficient opportunity to use computers in art to either develop their knowledge and understanding of famous artists or work in an alternative medium.

101. Good leadership of the subject has improved provision and standards in art, particularly in Years 3 to 6. A curriculum framework of good quality has been produced, which has been refined and improved further to demonstrate progression in key skills such as painting. Additional opportunities are provided, for example through an art club for younger pupils and these supplement the work in lessons for those with a particular interest in art. Work in sketchbooks is adequate, but they are not used sufficiently or consistently to experiment and develop ideas. Annotation by teachers is very variable so that marking is not a secure basis for identifying progression in pupils' art skills as intended.

## Physical Education

102. The provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- An effective framework for planning aids progression in skills as pupils move from year to year.
- There is a good focus on ensuring pupils understand the effect of exercise on the body.
- There are missed opportunities in some lessons to explore and use pupils' views fully to improve performance.
- Some constraints in terms of accommodation slow the development of gymnastic skills among older pupils.

### Commentary

103. It was only possible to observe lessons in the gymnastics element of the subject. The school has maintained the sound standards observed at the last inspection. Teaching was satisfactory in all the lessons seen and pupils' achievement is satisfactory overall.

104. In all lessons, teachers plan their work in detail, showing how learning develops during the lesson and place a strong emphasis during warm up sessions on making pupils aware of the effects of exercise on their bodies. Most pupils participate enthusiastically to move confidently around the

hall, older pupils being particularly attentive to restrictions in the space available to avoid bumping into each other. Teachers' explanations and instructions are clear and some techniques are modelled well, for example in Year 2 to show pupils how to jump and land carefully and safely. As a result these pupils were attentive to controlling their movements and to safety factors when jumping from different heights. Pupils of different abilities showed sound skills overall in terms of controlling and coordinating their movements using large apparatus. Most pupils responded to teachers' expectations for effort and persistence in extending their skills to produce some imaginative sequences. For example, pupils in Years 5 and 6 incorporated twists and turns in their sequences, formed controlled asymmetrical shapes and jumped and rolled safely. However, a small number did not apply enough effort and their performances were perfunctory and lacked thought. Teachers did not always note pupils' lack of effort. A good feature in some lessons was the way in which teachers used demonstrations by the pupils effectively so that other pupils gained a clear understanding of what they could achieve. This increased their efforts to be more adventurous in how they moved and produced more variety in individual sequences. Opportunities were sometimes missed to use pupils' accomplishments to act as an incentive to others.

105. Leadership and management of the subject are sound. A curriculum framework has been developed that gives guidance to teachers and aids their planning for progression in skills. There are some extra-curricular activities to develop pupils' interests in physical activities, such as football and a dance club. The accommodation has some adverse impact on the PE curriculum, with the hall being of just about adequate size for most pupils, although older pupils have less room to develop their gymnastics skills. The lack of grassed areas is addressed, at least partially, through effective links with the local secondary school, whose grounds are used, for example for the school's annual sports day.

### **Personal, social and health education (PHSE)**

106. The provision for personal, social and health education is **very good**

#### **Main strengths and weaknesses**

- Participation in the Rights of the Child project significantly enhances pupils' personal development.
- Discussion times in lessons and assemblies help pupils to explore issues that concern them and deepen their understanding of how to deal with them.

#### **Commentary**

107. The school has developed a very good programme of support for pupils' personal, social and health education, which is embedded in specifically defined and taught lessons and well-planned themes in assemblies, as well as woven into other parts of the curriculum, such as science and physical education, when pupils consider health related issues. The school places a very strong emphasis on promoting personal development through its involvement with the Rights of the Child project. Pupils empathise with less fortunate children around the world. Themes, such as friendship, fairness and anti-bullying are explored in specific PSHE lessons and also in assemblies. These very good opportunities contribute to the good personal qualities demonstrated by pupils by the time they leave the school, showing very good achievement in relation to their weak social skills on entry to the reception classes.

108. In two PSHE lessons seen in the juniors, teaching was good. Relationships were very good between pupils and their teachers so that pupils were able to express their views openly. Teachers entered skilfully into role-play to encourage pupils to consider the best way to react when confronting difficulties with friendships. Pupils in Year 5 entered into productive and mature discussion about what constitutes bullying and its different forms. All pupils were engaged in sensitive discussion with adults through effective questioning and valuing of their views. In an assembly, pupils listened to a story about Ghandi's experiences of racial prejudice during his early life and were helped to make comparisons with the story of the Good Samaritan and prejudices in that society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*