

INSPECTION REPORT

CROFTON ANNE DALE INFANT SCHOOL

Stubbington, Fareham

LEA area: Hampshire

Unique reference number: 115967

Headteacher: Mrs Val Morgan

Lead inspector: Selwyn Ward

Dates of inspection: 13th – 15th October 2003

Inspection number: 255915

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
Gender of pupils:	Mixed
Number on roll:	252
School address:	Cuckoo Lane Stubbington Fareham
Postcode:	PO14 3PH
Telephone number:	01329 662025
Fax number:	01329 668690
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Sally Sadler
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

Crofton Anne Dale Infant School is a large infant school that caters for boys and girls age 4 to 7. Almost all of the pupils are white and of British heritage and there are very few children learning English as an additional language. Pupils come from a wide range of different backgrounds, but they are generally socially advantaged, as is reflected in the below average proportion of pupils known to be eligible for free school meals. Fewer pupils than average have special educational needs and none have statements of special educational need. Children are generally of above average ability when they start school. The school has won two government Achievement Awards over the past three years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9339	Jan Zachary	Lay inspector	
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23288	Marianne Harris	Team inspector	Foundation Stage, Information and Communication Technology (ICT), Religious Education, Special educational needs, English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Crofton Anne Dale Infant is a **very good** school where the staff, governors, parents and children are all working very effectively together with a shared commitment to high achievement. It provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are high and pupils of all abilities achieve very well.
- The school is very well led and managed.
- Teaching is very good.
- The school provides very well for pupils' personal development and, as a result, pupils behave very well, get on very well with each other and are very keen to learn.
- Pupils are given very good support and are looked after very well.
- Parents are very supportive of the school and they are helped to help their children learn.
- Teachers have good arrangements for keeping track of how well pupils are doing and make consistently good use of this information in planning their lessons.
- Pupils benefit from a very good range of learning opportunities.
- Marking does not always give pupils enough guidance on what they need to do to do better.
- More opportunities could be found for pupils to take responsibility and express their views.

Since the last inspection, standards have improved very considerably in all subjects and the school has won two government Achievement Awards for its improved test results. Where, previously, more able pupils were underachieving, now pupils of all abilities, including the more able, are achieving very well. All of the key issues identified in the last inspection report have been tackled successfully, and previously identified weaknesses are now among the many strengths of the school. This represents excellent improvement since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	A	A	A
Writing	C	A	A	A
Mathematics	B	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Children get off to a very good start in their reception year. They make very good progress so that almost all attain all of the goals children are expected to reach by the end of their reception year and many substantially exceed them. Standards have risen sharply since the last inspection. In the tests taken by pupils at the end of Year 2, they are well above both the national average and even well above average when compared to schools with a similarly very low number of children eligible for free school meals. Standards are also well above average in science, information and communication technology (ICT) and religious education. They are above average in all other subjects seen. Boys and girls of all abilities, including the more able and those with special educational needs, all **achieve very well**.

Pupils' **personal qualities, including their spiritual, moral, social and cultural development, are very good** and, as a result, pupils get on very well with one another and their behaviour is consistently very good, both in lessons and around the school. Pupils enjoy school, their attendance is good and their attitudes to learning are very good. Their enthusiasm contributes to their very good achievement

in lessons. Pupils grow in confidence as they progress through the school but they have few formal opportunities to express their views, for example through a school council.

QUALITY OF EDUCATION

The quality of education provided is very good. Teaching is very good overall and pupils learn very well in lessons. There are good arrangements for keeping track of how well pupils are doing in every subject and good use is made of this information, consistently across the school, in planning lessons. As a result, work is very well matched to pupils' different abilities. Teachers organise their classes very well and this results in children quickly learning and following orderly routines so they are able to settle to work without fuss and get a lot done. Teachers liaise closely with their teaching assistants so that they work as very effective teams. Although assessment is good, pupils do not always have a clear enough understanding of how well they are doing and what they need to do to improve.

The curriculum is very good. The school is very well resourced and pupils' learning and achievement are boosted by the imaginative use made of opportunities to apply basic skills learnt in literacy, numeracy and ICT in a range of other subjects. Very good use is also made of visits and visitors to the school to enrich pupils' learning opportunities. Arrangements for the welfare and care of pupils are very good, and the school has been very successful in building a very effective partnership with parents and the wider community. Very good guidance is given to parents to help them to support their children's learning at home and this, again, contributes to the very good progress that pupils make.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Through the excellent leadership of the headteacher, the school has come a remarkably long way over the period since the last inspection. There is now a very effective staff team with a shared commitment to maintaining and improving still further the high standards that are being achieved across the curriculum. Almost all of the teachers share management responsibilities and all do a very good job. Monitoring of teaching and learning has been very effective, and has resulted in substantial improvements in the quality of education provided by the school. Governors do a very good job. They know the school very well and share fully the vision that has driven the school forward. They have been successful in ensuring that all legal requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Around half the parents and almost all of the pupils returned their questionnaires. Pupils' views were very favourable and they expressed no significant concerns. Parents' views were exceptionally positive.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that pupils know how well they are doing and what they need to do to do better.
- Provide more opportunities for pupils to take responsibility and to contribute their views.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Standards are **well above average** in English, mathematics, science, information and communication technology, (ICT) and religious education. They are above average in all of the other subjects seen by inspectors. This represents **very good** achievement for pupils of all abilities.

Main strengths and weaknesses

- Children make very good progress in their reception year.
- Standards are high in all year groups.
- Pupils of all abilities, including the most able and those with special educational needs, achieve very well.

Commentary

1. Children get off to a very good start in their reception year. They make very good progress so that almost all attain all of the goals children are expected to reach by the end of their reception year and many substantially exceed them.
2. Standards in the national tests taken by pupils at the end of Year 2 have risen sharply since the last inspection. Over the past two years they have been well above average in reading, writing and mathematics. In comparing results against similar schools, schools are grouped together according to the number of pupils known to be eligible for free school meals. On this basis, Crofton Anne Dale Infant is grouped with the most socio-economically advantaged schools in the country. Even when compared with other schools in this group, however, test scores are well above average. The table below shows the average points scores attained in the Year 2 tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress, so the table shows that by the end of Year 2, in reading, writing and mathematics, pupils are on average more than two terms ahead of children nationally.

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

Standards in:	School results	National results
reading	18.2 (18.5)	15.9 (15.8)
writing	17.2 (16.3)	14.8 (14.4)
mathematics	18.6 (18.6)	16.4 (16.5)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

3. Inspectors measure achievement by looking at how well pupils progress through their time in school. Even though pupils are generally of above average ability when they join the school, these test scores represent very good achievement for pupils of all abilities. In the last inspection, though pupils with special educational needs achieved well, the most able pupils were underachieving. Through improvements in teaching and, in particular, in the use of assessment information to plan lessons to better meet the different learning needs of pupils, the school has very successfully tackled this weakness. A high proportion of pupils are now attaining the higher levels in the national tests in reading, writing and mathematics, and more able pupils are achieving very well. Lower attaining pupils and those with special educational needs are also achieving very well because they are very well supported in lessons.

4. Standards in the work seen matched these high standards. Standards are equally high in science, ICT and religious education. In all other subjects, they are consistently above average. Pupils are continuing to achieve very well. There is no difference between the achievement of boys and girls or between pupils from different backgrounds. There have been few pupils at the school who have been learning English as an additional language, but records showing their progress indicate that they too have made very good progress and achieved very well.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. As a result, pupils behave very well, get on very well with each other, and are very keen to learn. Attendance is good.

Main strengths and weaknesses

- Pupils are very happy at school and show very positive attitudes both to their learning and other activities.
- The very good provision for pupils' moral and social development results in them valuing and respecting others and knowing right from wrong.
- Attendance is good.
- Pupils have few formal opportunities to express their views or to take responsibility.

Commentary

5. Parents express exceptionally positive views about the school. Parents are particularly pleased at the way that the school encourages their children to become mature and responsible. They feel that teachers expect their children to work hard and achieve their best. Pupils are also very positive about the school. They enjoy school. They are enthusiastic and spoke of their interest in lessons. They are keen to learn and that contributes to their very good achievement in lessons. Even the youngest children in the reception classes have quickly learnt to follow orderly routines in lessons, and this ensures that, throughout the school, pupils settle to work quickly and without fuss. Almost all of the reception children are on course to achieve the early learning goal in personal, social and emotional development that is expected of children of that age, and most are likely to exceed it. Throughout the school, behaviour, good at the time of the last inspection, is now consistently very good both in lessons and in the playground. No pupils have been excluded over the past year.

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	178	0	0
White – Irish	1	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	64	0	0

6. Pupils' spiritual moral, social and cultural development is very well promoted across the curriculum and enables pupils to become well-rounded individuals during their time at school.

Social development is particularly well developed, with pupils working and playing very well together. Relationships throughout the school are very good, both between pupils and between pupils and staff. Very effective moral and spiritual development enables pupils to distinguish right from wrong, develop their own views and beliefs, and value and respect each other. Pupils grow in confidence as they progress through the school but they have few formal opportunities to take responsibility or to express their views, for example through a school council.

- At the time of the last inspection, there were weaknesses in the school's provision for pupils' multicultural education. Very few of the pupils come from ethnic minority backgrounds and the school has made considerable efforts to broaden pupils' experience and appreciation of cultures other than their own. During the inspection, for example, a visiting teacher introduced pupils in Year 2 to elements of Indian dance which complemented the work they had done previously on Diwali, the Hindu festival of light, in religious education.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.5

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

- Attendance is good. There is less authorised and unauthorised absence than average. The school has been effective in promoting good attendance, for example in dissuading parents from taking their children out of school for holidays in term time, which had been a significant problem reported in the last inspection report. Pupils' above average attendance contributes to their high achievement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Teaching and learning are very good, as is the curriculum. There are very good arrangements for the care and welfare of the pupils, and the school has been very successful in developing effective partnerships with parents and the local community to support pupils' education.

Teaching and learning

Teaching and learning are **very good**. Good use is made of assessment information in all subjects, although pupils do not always have a clear enough idea of how well they are doing and what they need to do to improve.

Main strengths and weaknesses

- Lessons are very well planned, so that pupils get a lot done.
- Assessment information is used well so that work is very well matched to pupils' different abilities.
- Pupils with special educational needs learn very well because they are very well supported.
- Pupils do not always have a clear enough idea of how well they are doing and what they need to do to do better.

Commentary

- Very effective leadership and management, including detailed monitoring of lessons and of pupils' learning, have resulted in a very considerable improvement in the quality of teaching since the last inspection. At that time, almost one in ten of the lessons were unsatisfactory and

only around one in ten lessons were very good or excellent. Now almost all of the lessons are satisfactory or better, more than nine out of ten are good or better, and close to half are very good. This represents very good teaching overall. It is this improvement in teaching – consistent across the school – that has contributed most to pupils’ substantially raised standards and achievement.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	19 (46%)	17 (41%)	3 (7%)	1 (2%)	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 but these may not sum to 100 because of rounding.

10. In the last inspection, there were weaknesses in teachers’ subject knowledge, in their planning and in their use of assessment information. The lack of challenge for more able pupils was identified as a particular weakness. All of these weaknesses have been tackled very successfully and all are now consistent strengths of teaching throughout the school.
11. There are good systems for keeping track of how well pupils are doing, with termly class targets in every subject. Teachers make good use of their assessment of how well pupils are progressing in planning what pupils need to learn next. This results in work being very well matched to pupils’ different abilities and pupils building steadily on their basic skills in lessons. They also build on these skills through teachers’ focus on literacy and numeracy, and their use of ICT, across a range of other subjects. In geography, for example, pupils in Year 2 looking at a local estate agents’ account of the desirable amenities of the village, were encouraged to extend their vocabulary, describing the village’s good “*access to London*”.
12. Teachers make very good use of questioning to draw out more extended language from pupils’ replies rather than simply accepting one word answers. Questioning is also used very well to check that pupils have fully understood. In some lessons, however, teachers too readily accept answers only from those who volunteer them, rather than directing questions to include those who are more reluctant to put up their hands.
13. Teachers organise and manage classes well, so that pupils follow orderly routines, settle to work without fuss and generally get a lot done in the time available. In the one lesson seen where teaching was unsatisfactory, it was lack of pace that was the weakness that impeded pupils’ learning. Effective use is made of rewards, including “*golden time*” for choosing activities during Friday afternoon, to help keep pupils well motivated, although pupils are mostly enthusiastic not because they are seeking a reward but because, as several told inspectors, “*the teachers make learning fun*”. Pupils work very well together when asked to work in pairs or small groups but they also work with concentration when asked to work independently.
14. Lower attaining pupils and those with special educational needs are very well supported in class by teaching assistants who work in very effective partnership with class teachers. This enables these pupils to make very good progress in lessons. More able pupils make very good progress because they are given work that challenges them. So much so that pupils now have an expectation that they will be challenged. When set a task in a religious education lesson in Year 1 to draw a picture illustrating what they had learnt from the story of Mother Theresa, several pupils asked if they could additionally write some sentences.
15. Teachers follow a school marking policy that means that some work is initialled to acknowledge completion rather than marked with the teacher’s comments, and much feedback to pupils is made verbally rather than in written comments on the work. A weakness of this, however, is that it was apparent from what they told inspectors that pupils did not always have a clear enough idea of how well they were doing or what they needed to do to improve their work.

The curriculum

The curriculum offered to all pupils is **very broad and very well balanced**, with very good provision for pupils with special educational needs. Pupils' learning benefits from a wide range of activities outside of normal lessons and resources are used very well to support learning. The accommodation is very good and further supports the very good achievement of all pupils.

Main strengths and weaknesses

- Pupils of all abilities are fully included in all activities and tasks so that all achieve very well.
- Teachers take every opportunity to make lessons interesting for pupils.
- Resources are mostly used very well to support teaching and learning, although opportunities are missed for making full use of the computers in classrooms.

Commentary

16. The school provides a very broad and very well balanced curriculum for all of its pupils. This represents excellent improvement since the last inspection, when there were weaknesses in the curriculum because it was too narrow and not well planned. Under the leadership of the headteacher, the school day has been reorganised to make much more effective use of time. Planning for each class now ensures that all pupils experience the same, high quality, work and activities that ensure they all achieve very well. Pupils with special educational needs have work that is very well matched to their ability and teaching assistants support these pupils very effectively. More able pupils have work that challenges them, captures their imagination and retains their interest and enthusiasm. The programme to develop pupils' personal, social and health education is very good. It results in pupils understanding the need to take medicines to cure illnesses but the importance of not taking drugs for other purposes. When it is time for Year 2 pupils to move into the junior school, the induction procedures are very good. Although there are relatively few curriculum links between the school, pupils have many opportunities to visit the juniors and become accustomed to the routines and procedures in the bigger school. Year 2 pupils have a 'buddy' from Year 3 and this also helps the settling in process.
17. Teachers not only plan interesting and relevant lessons for the pupils, they also take every opportunity to enrich pupils' learning through activities and visitors into school. Many of these visitors encourage pupils to think about cultures other than their own, and this deepens their understanding of the many diverse cultures in our society. In science and lessons on the importance of medicines and the dangers of drugs, pupils have the opportunity to talk with a local doctor, asking relevant questions about what medicines are used and what the most common illness is. Other activities include a very well -attended choir that has to hold auditions as so many pupils are very enthusiastic about joining. There are many opportunities for the pupils to make visits into the local area, and pupils have, for example, visited Gosport and Holy Rood Church.
18. The school's accommodation and resources are very good. Each class has a large teaching space and shared areas for art activities and role-play opportunities. All of the teaching areas are very well-resourced with high quality equipment that supports learning very well. The outside area for children in the reception class is very good. It enables the children to take their learning out of the classroom and experience activities like riding tricycles, exploring paint using very large paper, and practising large handwriting effectively. Classrooms have very good displays that make the rooms stimulating and motivating places in which to learn. The ICT suite has sufficient computers for the pupils to be able to share one between two, and there are other computers in the classrooms. However, these were not often used during the inspection and made little contribution to English and mathematics lessons.

Care, guidance and support

The school **very successfully** provides for pupils' care, welfare, health and safety. It provides very good support, advice and guidance for pupils through a consistent focus on individual needs, underpinned by good policies and procedures. This means that pupils are made to feel safe, and are happy and very well guided in both their academic and personal achievements. The school seeks to involve pupils in its work and development in a satisfactory way.

Main strengths and weaknesses

- The personal care given to pupils ensures they feel secure and well supported.
- Comprehensive induction systems ensure that children settle in to school very quickly.
- Staff know the pupils very well and make very good use of individual pupil targets to extend pupils' learning and their personal development.
- Whilst satisfactory, more could be done to take into account pupils' views.

Commentary

19. The procedures for child protection were raised as a concern in the last inspection report, but they have improved and are now clear, as are the policies and practice in all other areas of health, safety and welfare. The school is very well maintained and pupils are expected to follow the lead of the staff and lunchtime assistants in the way they look after the accommodation, keeping it clean, tidy and safe. Policies and practice in school and beyond reflect a commendably high level of concern for safety. In the hall, for instance, tips on safe lifting are supplemented by photographs of pupils correctly clearing away physical education equipment, so that even the children who cannot yet read have a clear visual reminder of safe practice. Some parents expressed concerns at the pre-inspection meeting regarding safety risks at the school gates. Whilst school managers share parents' concerns about dangerous parking and the potential risks associated with the heavy traffic flow on wet days, the school has done all it can to alleviate the problem and no unsafe practice was seen during the inspection.
20. Very good induction procedures ensure that children joining the reception classes are welcomed and settled very quickly. The procedures for accumulating information on all the pupils in the school and the very good subsequent use of this information ensure that all in the school, regardless of individual attainment or background, achieve very well. Pupil profiles are used to monitor individual progress as well as to set individual targets for pupils in their learning. Those pupils who have particular problems or have particular talents are further supported through additional activities, such as advanced reading groups. Further, teaching and support staff know the pupils very well and work hard to meet their individual needs. There was particularly strong agreement in their questionnaire responses that pupils know who to turn to if they need help. They feel well cared for and supported, and, from speaking with pupils, it was clear that they have a very good relationship with their teachers. The individual education plans that are drawn up for pupils with special educational needs are comprehensive and appropriate. They contain the small steps the pupils have to take, and to build on, in order to make very good progress in lessons. These small steps, or targets, are reviewed regularly with parents and pupils, so that new ones may be set. This results in pupils achieving very well.
21. The way in which the school takes on board pupils' views, and acts on them, is satisfactory. An annual questionnaire for all pupils provides helpful feedback, and class rules are reviewed each year. All classes had a say in developing the school grounds. Views are also recorded through *Circle Time* – weekly sessions where pupils are encouraged to talk freely about the things that matter to them, particularly in the area of personal, social, health and emotional development. The lack of a school council or other such whole-school forum, however, means that an opportunity to get these articulate children off to a good start with citizenship has not yet been capitalised upon.

Partnership with parents, other schools and the community

Parents are very supportive of the school and this **very effective** link is another strength that has a positive impact on pupils' learning and achievement. Very good links with the community enrich the curriculum and pupils' social skills; links with partner schools are good overall.

Main strengths and weaknesses

- Parents were exceptionally positive about the school in questionnaires and at the pre-inspection meeting.
- The information provided for parents keeps them very well informed and involved, and helps them to support their children's learning.
- A wide and imaginative range of community links is used well to extend pupils' experiences.
- Very good links with the pre-school providers ensure a smooth transition when children first arrive.

Commentary

22. In their responses to the pre-inspection questionnaire, over 90 per cent of the parents were in agreement with all the questions raised. This represents an unusually high satisfaction rate that was confirmed by the parents attending the pre-inspection meeting. These impressive statistics reflect a parent body that is kept very well informed of the work of the school and the achievements of their children. Parents actively support the school through involvement in homework and helping in class, as well as through valuable fundraising.
23. Parents are provided with a very good range of information that includes regular newsletters and workshops on curriculum topics such as improving writing and ICT. These are particularly helpful in enabling parents to more effectively support their children's learning at home and in the school holidays. Parents are rightly pleased with the annual reports, which are personalised and include, as well as personal targets, specific indicators on how well their children are doing in the core subjects of English, mathematics and science.
24. The pupils respond well to the stimulus provided by the local community. Sponsorship from local businesses helps to supplement the valuable fundraising work of the very active friends group, FADIS (Friends of Ann Dale Infant School), and the pupils' horizons are extended by visitors who frequently bring their expertise into the school. During the inspection, for example, apart from a number of parents coming in to help in lessons, a local doctor came in to school to provide support for a very effective Year 2 science lesson involving role-play in the class 'surgery', and Year 2 pupils' studies in religious education on the theme of Diwali were significantly enhanced when they had the opportunity to learn and watch each other perform Indian dancing with an Indian visitor. Those pupils watching their peers perform the dance were spellbound.
25. The deliberate recruitment of a governor who is also a local playgroup leader exemplifies the school's commitment to promoting and developing its links with pre-school providers, and the very good links include, for instance, the *Foundation Stage* co-ordinator leading activities for pre-school groups through the local 'cluster' of schools. Procedures for the transfer to the junior school on the same site were praised by parents at the pre-inspection meeting, and particularly the 'taster week' where pupils spend time with Year 3 pupils. Whilst these links are positive, there are relatively few curriculum links with the junior school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The excellent leadership of the headteacher has driven the school forward and resulted in excellent improvement since the last inspection. There is a very effective management team. Governors know the school very well and do a very good job.

Main strengths and weaknesses

- The drive and vision of the headteacher has resulted in excellent improvement since the last inspection.
- The headteacher, staff, governors, parents and pupils share a strong common commitment to high achievement.
- The monitoring of teaching and learning has been very effective in improving the quality of education.

Commentary

26. Improvement in leadership and management, described as poor and ineffective in the last inspection report, has been excellent. The headteacher, deputy and senior management team have a strong commitment, shared with all staff, governors, parents and even the pupils, to improvement and to high achievement. The excellent leadership of the headteacher has helped to motivate and build this community of common commitment which has taken the school from one where, five years ago, there were substantial weaknesses and notable underachievement, to one where now there are considerable strengths in all areas of the school's work and where pupils of all abilities achieve very well.
27. The curriculum has been reorganised to maximise opportunities for learning, so that, for example, the morning routinely includes another subject in addition to the literacy and numeracy lessons. Previously disjointed lessons, with pupils taught in 30 minute bursts in order to rotate use of computers and other facilities, have been replaced with longer lessons that enable pupils to finish their work and to take an increased pride in what they have achieved. Priority has been given to encouraging a love of learning and to build pupils' confidence in their own abilities so that they are willing to have a try at something new rather than coming to a task disheartened because they "*can't do it*". This has contributed to the development of an ethos in the school where pupils are keen to extend themselves and where expectations are consistently high.
28. Among the many weaknesses in leadership and management in the last inspection was the ineffectiveness of staff with responsibility for co-ordinating subjects. Subject co-ordinators and staff with management responsibilities all now do a very effective job. They have benefited, where needed, from training and support and they are each given some time when they are released from class teaching responsibility so that they can concentrate on their management roles. This has been made possible through a decision to retain two part-time teachers on the staff who regularly take classes for half a day. Because they are part of the staff and know the children, this enables subject co-ordinators to share their teaching load without having to rely on unknown temporary teachers.
29. The headteacher and senior staff have been very effective in monitoring teaching and learning, and this has contributed to the very considerable improvement in the quality of teaching. Lessons are observed regularly and appropriate points for development are noted. The dialogue shown between staff in the school's monitoring records (sampled by inspectors in anonymised form) illustrate lively focused discussion on the most and less effective elements of teaching and encourage teachers to evaluate for themselves what they do well and what could be improved.
30. Governors know the school very well and share fully the vision that has driven the school forward. Because governors visit and report on activities and learning in the school, they are not solely dependent on the headteacher and staff for information. They appreciate the need to apply the principles of *Best Value* in the school's work, including comparing how well the school is doing with schools nationally and in Hampshire and ensuring that, in determining spending priorities, judgements are made about the benefits and impact on pupils. Governors have been successful in ensuring that all legal requirements are fully met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	638,541
Total expenditure	629,548
Expenditure per pupil	2,456

Balances (£)	
Balance from previous year	30,093
Balance carried forward to the next	22,382

31. The office is run very efficiently, and parents find staff approachable. Financial planning is effective, although governors identify the unpredictability and annual fluctuations in the school's budget as being a barrier to school improvement because it limits the opportunities for them to plan ahead. This is a common difficulty for infant schools, however, because they cannot estimate future pupil numbers with the same certainty that junior schools have.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the *Foundation Stage* (reception year) is **very good**.

Main strengths and weaknesses

- Teaching is very good in all classes and leads to pupils achieving very well.
 - Assessments are thorough and are used to plan lessons very well.
 - The *Foundation Stage* is very well led.
32. Teaching for all children in the reception classes is very good. Teachers and teaching assistants work very closely together to form a very good teaching team that ensures that all children make very good progress and achieve very well. Children enter school with above average skills and knowledge. During their time in the school they make very good progress in all areas of learning and, by the time they enter Year 1, achieve very well in all areas. Almost all will reach the expected goals for children' learning, and a significant number will substantially exceed them. Teachers make thorough assessments of what the children are able to do and plan work that is challenging and interesting so that children are enthusiastic about learning and achieve very well. The *Foundation Stage* is very well led and this has resulted in building of a strong teaching team that is very knowledgeable about how young children learn. There has been good improvement since the last inspection.

Personal, Social and Emotional Development

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good induction procedures ensure that children settle very quickly into school routines.
- Very good teaching ensures that children know exactly what is expected and behave very well.

Commentary

33. When children come into the reception classes they are very well prepared for the experience. They have a clear induction programme that includes visits into their pre-school, home visits if necessary, and time in school to get used to the building and the teachers. This results in children who are confident, happy and very well prepared so that they settle into school very quickly. Teachers have clear expectations of behaviour, and, through carefully planned *Circle Time*, children are taught how to listen to others and to wait their turn. During well-planned activities, such as riding tricycles in the playground, children learn to share and take turns, knowing that teachers are fair and that they will have their chance on the equipment. Children are encouraged to plan their own learning for some of the time. This encourages them to become increasingly independent and for teachers to assess what the children prefer to do. Using these assessments, teachers can then plan activities that teach the skills and knowledge that the children do not readily choose to explore for themselves.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teachers take every opportunity to develop the children's speaking, thinking and listening skills.
- There are many opportunities for children to begin to write.

Commentary

34. Teachers and teaching assistants take every opportunity to encourage the children to speak clearly and listen attentively. *Circle Time* activities encourage the children to take part in discussions covering such topics as feeling happy or sad, or discussing stories that they have heard. There are daily opportunities for children to plan their own activities. This not only gives them confidence to choose what they want to do, but it also gives them the skills to think about their learning and to communicate this to others. Reading skills are taught well. Teachers read stories to children which helps them to learn the 'rules of reading', including that books read from left to right and that stories are interesting. Children have access to a wide range of very good books and this further supports their reading development. Teacher-led activities encourage children to learn the names of letters and the sound that they make, so that, by the time they enter Year 1, many of the children can write sentences, spelling simple words correctly. Work from last year shows quite clearly the very good progress that nearly all children make.

Mathematical Development

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

Main strengths and weaknesses

- Children quickly learn to count confidently.
- Many activities are planned so that children learn mathematical ideas.
- Children make very good progress in their calculating skills.

Commentary

35. Children learn to count confidently to ten and many count beyond. A significant proportion can count to 30, and know that this is bigger than 20. These high standards come about because teachers take every opportunity to encourage the children to count, correctly matching one to one so that counting is accurate. Children count the number in the class, how many seats are needed and how much room is required for the circle to include all children. Activities, such as water and sand, encourage the children to explore how much different receptacles contain and they then compare which holds the most and which the least. Work in books from last year show that most pupils learn how to add up, and children begin to count forward and backwards to support their learning of subtraction techniques. Children enjoy mathematics and become fully involved in activities, developing appropriate mathematical language whilst absorbed in their tasks.

Knowledge and Understanding of the World

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children use information and communication technology with skill and confidence.
- Children use the outside area very well to develop their understanding of their growing world.
- Children are confident when learning for themselves.

Commentary

36. The high standards in ICT throughout the school begin in the reception classes. Children have time in the computer suite and learn to control the mouse whilst using appropriate programs. They can move objects around the screen and can write their names, print their work and talk about how pleased they are with the results. When working in the shared learning area, children use a *Roamer*, programmable robot, and learn to program it to move. Children are very enthusiastic about this and spend long periods of time working together to send the model backwards and forwards using a set of commands. The outside area is used very well to develop scientific understanding. The growing area, complete with a bridge and model hippo, makes a good talking point and children can watch the plants grow, recording the differences they see. Aspects of history are explored very well and work in books shows that children look at old toys and make comparisons with those they use now. During planning time, children freely choose to use their designing skills to make models and act out their own stories.

Physical Development

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

Main strengths and weaknesses

- The outside area is used very well so that children make very good progress.
- Fine skills are promoted well so that children learn to use a wide variety of tool.
- Children begin to learn how to keep healthy.

Commentary

37. The outside area is used particularly well to encourage physical development. The children have access to a wide variety of equipment that encourages them to develop their large muscles very well. They climb, run and ride wheeled toys with enthusiasm and control. When learning to control their small muscles, children have a wide variety of equipment that encourages them to write neatly, using joined up script, paint and draw and use scissors correctly. A particularly effective activity was to provide the children with squeeze bottles full of water so that they could practise their handwriting skills all over the playground. The children enjoyed this and learnt how to control the flow of water so that a distinctive pattern could be seen. Teachers also encourage healthy eating by providing, with the help of parents, fruit for the children to eat at snack time. This not only develops their social skills well, but also encourages the need to think about what they eat in order to stay healthy.

Creative Development

Provision in creative development is **very good**.

Main strengths and weaknesses

- The shared areas are used very well to encourage creative development.
- The children have access to a very wide range of activities that support their learning.

Commentary

38. The school's accommodation is particularly effective for children in the reception classes as the shared areas can be used for a wide range of creative activities to be permanently on offer. Teachers, and children, plan activities that are interesting and captivating. Painting is always available, as is sand and water. Other creative activities involving materials, glue and making are readily available so that children can pursue their own ideas. Activities that are planned by the teachers encourage other skills, such as printing on large paper using tricycle tyres,

something that the children might not have necessarily thought of for themselves. These activities keep the children interested and motivated to learn. Teachers also plan for children to develop their thinking and speaking skills very well through creative activities. The well-resourced role-play area is used for children to act out their own experiences and make up their own stories. Singing and dancing is encouraged well and children learn to sing a variety of songs for enjoyment, and to support their counting skills in mathematics. In lessons in the hall, pupils learn to move to music, using all of the available space.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain high standards in all aspects of English and achievement is very good.
- The quality of teaching and learning is very good.
- There is very good provision for the use of literacy in other subjects.
- There is very good monitoring and evaluation by the subject manager.
- Marking does not always give pupils a clear picture of how well they have done and what they have to do to improve.

Commentary

39. Standards in English are well above the national average. This has been successfully maintained over the last few years, although attainment in reading was found to be average and writing below average in the last inspection. The school has focussed on raising standards, particularly in writing, and this has proved to be very successful. This represents excellent improvement since the last inspection. The inspection found that all pupils, including those with special educational needs and more able pupils, are achieving very well. Pupils with special educational needs are particularly well supported and all staff are fully involved in planning tasks to meet their specific needs and to raise their attainment. More able pupils are clearly identified and very well catered for in lessons. All pupils are making very good progress during their time in the school.
40. Standards in speaking and listening are well above average. Most pupils speak clearly and confidently in a wide range of situations. For example, in one lesson the pupils described what an old spinning top looked like and how it worked in detail. All were quite prepared to listen to each other's contributions to discussions. Teachers provide very good opportunities for pupils to develop these skills through discussions and role-play activities.
41. Pupils achieve very well in reading because reading skills are very well taught by all staff and children are supported well at home. Most pupils are extremely interested in books and read regularly both in school and at home. Younger pupils already know the difference between fiction and non-fiction books and the layout of a non-fiction book. Pupils are clear about the strategies needed to work out how to read unfamiliar words and tackle new reading material confidently.
42. Staff have worked very hard and successfully to raise standards in writing. Pupils of all abilities are confident to 'have a go' and have few inhibitions when recording their ideas. This is because teachers are continually raising pupils' confidence and self-esteem. Achievement is very good standards are high. Pupils are given lots of opportunities to write for different purposes and are often provided with visual stimuli to support them. For example, in one lesson the teacher demonstrated how to make a paper plate puppet and then the pupils wrote the instructions. The school has adopted a joined style of writing which is taught from the reception

classes onwards. This is having a positive impact on pupils' handwriting and presentation of work.

43. The quality of teaching and learning are very good. All teachers have very high expectations both of pupils' attainment and behaviour. There is a very strong emphasis on teaching specific reading, writing and spelling skills and all teachers are very clear on how to teach these skills. Activities are carefully planned and purposeful, whilst still retaining a strong element of fun for the pupils. As a result all pupils are very enthusiastic, keen to learn and behave very well in lessons. Assessment procedures are good and used well to ensure that all activities are well planned to meet the needs of all pupils. Assessment is used well to set class and group targets and these are often referred to in lessons. Teachers generally follow the school's marking policy. However, pupils do not always know how well they have done and what they need to do to improve their work.
44. Leadership and management of the subject are very good. Monitoring and evaluation of teaching and learning and pupil performance, in English, is of a very high quality and this had a very positive impact on improved teaching and on standards and achievement. Resources are also very good and contribute very well to pupils' learning.

Language and literacy across the curriculum

45. Pupils use their language and literacy skills very well in other subjects. Teachers clearly plan opportunities to link subjects together and the school provided the inspection team with several very good examples of the use in other subjects of literacy skills, particularly in history, geography and religious education.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are high and pupils achieve very well.
- Teaching and learning is very good.
- Teaching assistants support pupils very well.
- The subject is very well led and managed.
- Marking does not always help pupils know what they need to learn next.

Commentary

46. The results of national tests in both of the last two years were well above the national average. This represents a significant improvement since the last inspection, when standards were judged to be satisfactory. Very effective use is being made of the *National Numeracy Strategy* to develop pupils' mathematical skills.
47. The quality of teaching is very good overall and is much improved since the previous inspection, when it was judged to be satisfactory. This contributes very well to pupils' learning and their very good achievement. Lessons are well planned and well organised. They start with a brisk mental warm-up session and end with a recap of the objectives to ensure all have understood the work. Work is well matched to different groups within a class so that all equally make very good progress. Teachers manage behaviour very well. As a result, pupils want to learn, feel challenged by tasks they are set and behave very well. Very good use is made of teaching assistants to support lower attaining pupils and those with special educational needs, which ensures that they also make very good progress. In a very good Year 1 lesson, for example, about the properties of 2-dimensional shapes, the teacher challenged pupils to describe shapes using the correct vocabulary. Pupils eagerly, and correctly, described regular shapes, such as rectangles, hexagons and circles but also recognised the properties of

irregular shapes. Many pupils confidently used the terms *regular* and *irregular*. Throughout the lesson, the teaching assistant gave very good support to lower attaining pupils, who were also able to describe regular shapes and, with support, the irregular shapes. Although teachers mark books conscientiously and set group and class targets based on their assessments, they do not always include comments in their marking. Although some verbal feedback is given to them, pupils do not always have a clear understanding of how well they are doing and what they need to learn next.

48. The leadership and management by the co-ordinator are very good. She has made a very good contribution to the improvement in mathematics since the last inspection. She monitors planning, pupils' work and teaching, and works alongside colleagues. She has ensured that the elements of the *National Numeracy Strategy* have been implemented fully in order to raise standards. The practical nature of lessons contributes very well to pupils' speaking and listening skills as they share and discuss work with each other. Although ICT is used well to support the subject in the computer suite, no evidence was seen of ICT being used in the classroom to support mathematics lessons.

Mathematics across the curriculum

49. Very good use is made of mathematics across the curriculum, which ensures that pupils have a good all round knowledge in mathematics, which they are able to use to support many subjects. For example, in science pupils sort materials by their properties and chart their results. In music, they construct graphs and diagrams that show the different types and range of instruments used in a music lesson and in ICT they use clip art pictures to sort animals into those that can fly and those that can swim.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are high and pupils achieve very well.
- Teaching is very good.
- There is a very good emphasis on practical investigations and experiments.
- The subject is very well led and managed.

Commentary

50. Teacher assessments over the past two years have shown standards to be well above average. The work seen in the inspection confirmed these high standards. This represents a significant improvement since the last inspection, when standards were judged to be satisfactory. Pupils' knowledge and understanding is well above average. For example, in a Year 1 lesson about forces, pupils displayed very good knowledge about the forces required when an object is pushed or pulled and the effect of wind as a force when bubbles are blown and balloons and ping-pong balls used in the playground. A particular strength of this lesson, and all lessons seen, was the practical element, which encouraged pupils to think and reason for themselves. The majority of pupils have a very good understanding of a "fair test", where one variable is changed each time whilst the others remain constant.
51. The quality of teaching and learning are very good. Lessons are planned well and teachers include a lot of experiments, demonstrations and investigations that pupils find very interesting. These practical activities motivate the pupils to work hard and improve their knowledge. In all lessons, teaching assistants work very well with the teachers and support pupils' learning very effectively, particularly for pupils with special educational needs. Teachers manage behaviour in practical lessons very well and this results in the pupils being able to concentrate on their investigations and learning and so make good progress. Although teachers mark books

conscientiously and set group and class targets based on their assessments, not all include comments in their marking that set targets for individual pupils.

52. The leadership and management of the co-ordinator are very good and have contributed very well to the improvement since the last inspection. She has been thorough in maintaining and analysing data and has ensured that there is a good emphasis on the practical and investigative nature of science. Very good use is made of visits and visitors to make the subject more relevant for pupils. For example, pupils are taken to a local nature reserve, to a farm and on a walk to Hill Head. A local doctor gives very good support for health education lessons. Although good use is made of ICT to support the subject in the suite, there was no evidence of computers being used in class lessons to support science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards are well above average and all pupils achieve very well.
- Teaching and learning are very good and result in pupils making very good progress.
- The subject is very well led and this has ensured that all staff are confident in the use of ICT.
- ICT is used very well in other subjects.
- Not enough use is made of the computers in classrooms.

Commentary

53. By the end of Year 2, pupils reach standards in ICT that are well above those expected nationally. Pupils are very confident when using computers and settle to work very quickly in the computer suite. Pupils in Year 1 can access information using a CD-Rom and can begin to put pictures with simple texts that they have written themselves. By Year 2, pupils use the knowledge they have gained from other subjects to draw their own symmetrical patterns, based on the Hindu patterns they have been exploring in class. They print their work out and think about how it could be improved. From the start of their time in the reception classes, children learn how to program simple machines. Pupils of all abilities, and throughout the school, achieve very well.
54. Teaching and learning are very good and all pupils make very good progress. Teachers use the well-resourced ICT suite very well to ensure that all pupils have the opportunity to use the available computers. Those pupils who are less confident are very well supported so that they make very good progress in their learning. Teachers have very high expectations and encourage pupils to build on their enthusiasm and tackle increasingly challenging work, so that, for example, pupils learn to insert pictures into their own writing and construct bar graphs to show which vegetable is the most popular in the class. Planning is very good and is regularly evaluated so that, if the ICT suite is out of action, work can be repeated. This contributes to the very good progress that all pupils make. Teachers are enthusiastic in their use of computers and this transfers to the pupils. They settle very quickly in lessons and are very keen to get on with the activities. Teachers, who often use what pupils have learnt in other subjects as the starting point for work in ICT lessons, encourage this enthusiasm very well.
55. ICT is very well led. Teachers have benefited from effective training so that they are all confident when using the computers and relevant programs and this leads to very good learning. The suite has very good resources. Assessment is good and indicates clearly which skills the pupils have mastered and what they need to do next in order to reach higher standards. There has been very good improvement since the last inspection.

Information and communication technology across the curriculum

56. Very good use is made of ICT skills in other subjects. Teachers encourage pupils to use what they have learnt in mathematics, for example, to draw graphs. Work from religious education lessons is used to help pupils create Asian patterns using a relevant drawing program. However, during the inspection, the computers in classrooms were rarely seen in use.

HUMANITIES

Religious education was inspected in full and is reported below. Work in geography and history was sampled.

Only one geography lesson was observed. No lessons were seen in history. It is not possible, therefore, to make an overall judgement on provision or teaching and learning in these subjects. Analysis of pupils' work shows that standards in geography are above average by Year 2 and pupils achieve well. Standards have improved since the previous inspection, when they were judged to be satisfactory. The curriculum is well planned and enriched well by visits which make the subject interesting for pupils. Good use is made of enquiry skills to develop pupils' ability to question and investigate. Year 2 pupils write questionnaires for parents and grandparents to answer, which investigate the changes that have occurred in Stubbington and the local area over time. This also contributes well to pupils' writing and language skills and to their understanding of history.

Analysis of pupils' work shows that standards in history are above average and pupils achieve well. The history curriculum is well planned, which is an improvement since the previous inspection when planning was judged to lack detail. Visits are used well to make the subject relevant to pupils. Good links are made with other subjects, including literacy and art. Pupils' profiles of famous people in history, such as Samuel Pepys and Florence Nightingale, are well written and show a good understanding of the main events studied, which also contributes well to pupils' understanding of the passing of time.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Standards are high and all pupils achieve very well.
- Teaching and learning are very good and pupils develop a very good understanding of other faiths and cultures.
- The very good leadership of the subject has ensured that pupils are involved in their learning.

Commentary

57. By the end of Year 2 pupils have reached standards in religious education that are well above those expected in the locally-agreed syllabus. They know about many stories from the Christian tradition, and, in Year 1, think about how Jesus can influence the lives of others. By Year 2, pupils know the story of Rama and Sita in great depth, and confidently discuss the events that contribute to the celebration of Diwali. More able pupils understand that Hindu gods are represented in many different ways, and most pupils can identify a several of the Hindu gods from pictures. All pupils achieve very well. They are interested in their work and enjoy religious education lessons.
58. Teaching is very good and results in pupils learning more than is usually seen in an infant school. Teachers have very high expectations of all pupils joining in in questioning and discussion in lessons. Planning is very good with the purpose of each lesson clearly stated. This purpose is shared with the class so that pupils know exactly what they are expected to

learn. Lessons usually begin with a quick recap of what the pupils already know and move at a quick pace, engaging the interest and enthusiasm of all of the class. Pupils with special educational needs are very well supported so that they make the same very good progress that the rest of the class makes. Teachers have very good subject knowledge so that pupils can learn, in depth, about people like Mother Theresa, and how Jesus influenced her life. Teachers use resources very well to deepen the understanding that pupils have of other faiths. Pupils develop a sense of reverence and respect for the beliefs of others, including a good understanding that there is more than one creation story. The visitors who discuss their beliefs and give pupils the chance to have Hindu patterns drawn on their hands reinforce aspects of religious education very well.

59. Religious education is very well led. There has been much staff discussion about the subject and this has led to lessons being reviewed so that pupils are more involved. This has been very successful as one pupils comment on how much they enjoy the subject. They reported that they found the lessons interesting and they were given lots to do. Religious education is reflected very well in displays around the school so that all pupils can share the learning that is taking place. There has been very good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in full and are reported below. Work in art and design was sampled.

Only two lessons were seen in art and design and no lessons in design and technology. It is not, therefore, possible to make a judgement about overall provision or teaching and learning in either subject. Samples of pupils' work show that standards in art and design are above average and pupils are achieving well. This is an improvement since the last inspection when standards were average. The evidence shows that pupils use a wide range of media well and are given a good range of interesting activities to develop their skills. The curriculum is well planned to ensure progression of skills and techniques and is enhanced well through activities such as '*Arts Week*'. Assessment procedures are good and are used well by teachers to identify those pupils who are either not achieving or exceeding the set targets for each unit of work. Art is very well led and managed. The co-ordinator has a clear view of the how the subject is developing and standards have been raised through monitoring of pupils work throughout the school. There was insufficient evidence to make any judgements for design technology.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teachers are confident teaching music and lessons are well taught.
- Leadership and management are very good and the different opportunities for learning are planned well.

Commentary

60. Standards of attainment seen in the three lessons observed during the inspection were better than expected for pupils of this age. This represents good improvement since the last inspection. As a result of good teaching, and high expectations of performance and participation, all pupils are achieving well. Pupils in Year 1 were able to identify and respond to fast and slow beats and to keep a steady pulse using a range of instruments. The quality of singing during a singing assembly was very good. The choir, which is an extracurricular activity for pupils in Year 2, also sang tunefully and was well able to sing a range of songs from memory.

61. In the lessons observed, the teaching was good and all teachers were confident and have good subject knowledge. This was an area identified as a weakness in the last report and has been successfully tackled through good opportunities for teachers to attend courses and through the very good support of the subject co-ordinator. Classroom management and organisation is consistently good. Lessons have a brisk pace and no time is wasted. These factors impact well on pupils' learning. Pupils behave very well and readily take turns and share instruments. There are good assessment procedures to guide planning and ensure improvements. Leadership and management are very good and the subject co-ordinator has ensured, through careful monitoring, that pupils are provided with a good range of interesting activities, well planned to meet their needs.

Physical education

Provision in physical education is **good** overall. The provision for dance is **very good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The teaching is good.
- Pupils are not always given the opportunity to observe each other and make constructive comments to improve performance.

Commentary

62. Standards in Year 2 are above the national average in gymnastics, dance and games and have improved since the last inspection, when standards were judged to be average. This good improvement is a result of good teaching and good planning of the physical education curriculum, which has also improved since the last inspection. Pupils are very well managed in lessons, which results in a safe environment and very good behaviour, so that pupils can apply themselves well to the tasks set.
63. Teaching and learning are good. There is a good emphasis on challenging pupils. For example, in a very good Year 1 gymnastics lesson, the teacher insisted on high quality finishes to a sequence of movements. Pupils' responded by ensuring that a sequence flowed from one move to the next and ended with a still and controlled finish with toes and fingers poised. In an excellent Year 2 dance lesson, led by a visiting teacher, pupils began the lesson with no knowledge of Indian dance and the movements required to tell the story of Rama and Sita. By the end of the lesson, the pupils were proudly demonstrating an Indian style dance to another class.

Example of outstanding practice

During the inspection an excellent Year 2 lesson was observed, which was led by a visiting teacher of Indian dance.

Her expert knowledge and very expressive and rhythmic movements enraptured the pupils, who eagerly followed her instructions and copied her movement. Pupils continually rose to the challenges set. Whenever the teacher offered to play slower music or teach simpler steps, the pupils dismissed the offer and eagerly continued to challenge themselves to learn a complicated dance sequence. Within forty minutes the pupils were following a sequence of dance steps and expressive hand movements, which led to a dance performance of part of the Hindu story of Rama and Sita. Lower attaining pupils were given excellent support by the teaching assistant, who also joined in, so as to model for pupils the steps and hand-gestures required. At the end of the lesson, all of the class proudly and enthusiastically performed their dance to another Year 2 class, who watched in rapt appreciation. The excellent quality of expert teaching, the use of stimulating Indian music to accompany the dance and the very good links to religious education lessons made the lesson very relevant to the pupils, who eagerly joined in and displayed a genuine sense of pride in their very good achievement. During a short break from the dance, the pupils were delighted to be able to tell the visiting teacher the story of Rama and Sita, which

they recalled very well.

64. Lessons are taught at a good pace, which engages pupils. They develop a good understanding that exercise has an effect on the body and stimulates the heart. However, teachers do not always give pupils the opportunity to observe each other in order to learn from each other or to constructively evaluate each other in order to improve.
65. The subject is well led and managed. Prior to the inspection, a small number of parents suggested that the physical education curriculum did not meet the needs of all pupils. Inspection evidence does not support this view.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- Lessons are well planned and pupils learn the importance of looking after themselves.
- Teachers use a wide range of visitors into the school to promote pupils' health and social development.

Commentary

66. The programme to develop pupils' personal, social and health education is very good. It results in pupils understanding the need to take medicines to cure illnesses but the importance of not taking drugs for other purposes. Pupils make a very good start when learning about how to keep healthy. Large displays in Year 2 classrooms show that pupils have discussed what makes up a balanced diet, and they begin to understand about different food groups and what they should eat in order to keep healthy. In physical education lessons, teachers explain the importance of warming up and cooling down at the end of exercise, and pupils begin to know that after exercise their pulse rate quickens. During *Circle Time*, pupils are encouraged to think about the feelings of others and to think about how they could react towards them. Pupils discuss how they fit into the wider community and identify which clubs and activities they attend outside of school. This encourages pupils to understand that there are many people that make up a community and that they are part of it.
67. In order to enrich pupils' learning in this area, teachers plan many opportunities for visitors to come into school to share their knowledge. A very good example of this was in Year 2, when the local doctor came into school to answer the pupils' questions on medical matters. Pupils learn that drugs come in many forms, some are necessary to cure illnesses, and some must be avoided because they are harmful. Pupils respond very positively to this and ask some very mature and thoughtful questions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and Colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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