

INSPECTION REPORT

FRYERN JUNIOR SCHOOL

Chandler's Ford

LEA area: Hampshire

Unique reference number: 115884

Headteacher: Mrs L Dewsbury

Lead inspector: Rosalind Johns
22745

Dates of inspection: 17th to 19th May 2004

Inspection number: 256184

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	233
School address:	Oakmount Road Chandler's Ford Eastleigh Hampshire
Postcode:	SO53 2LN
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Appropriate authority:	The governing body, Fryern Junior School
Name of chair of governors:	Miss Mary Watkins
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Fryern Junior School is about the same size as other schools of the same type and has 116 boys and 119 girls in eight classes. There are 14 more boys than girls in Year 6. It is situated in a mixed area of private and rented housing. Forty-two pupils have special educational needs (SEN) although no pupil has a statement of SEN. The largest of this group has moderate learning difficulties. Seventeen pupils are from minority ethnic backgrounds and six speak English as an additional language. During the last school year, nine pupils joined and nine left at other than the normal times of entry and leaving. This is below average although there is generally a high turnover within the school. Pupils enter from a range of schools and their attainment is broadly average. The school is involved in the Leadership Development Strategy in Primary Schools. It was awarded a School Achievement Award in 2000 and 2002 and Investor in People Award in 2002.

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19142	Audrey Quinnell	Team inspector	Science, history, geography, art and design, English as an additional language.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fryern Junior School is giving its pupils a sound education. Overall, teaching and learning and the management of the school are satisfactory so that pupils achieve satisfactorily and reach broadly average standards. Pupils with special educational needs (SEN) achieve well. The present headteacher took up her appointment only four weeks before the inspection started and the deputy headteacher joined the school in January 2004. The new headteacher has a very clear vision for the future of the school and has communicated this effectively to staff and governors. This has resulted in a renewed sense of team spirit in the school and a determination that pupils' needs come first. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Across the school, pupils reach above average standards in science because teachers place a strong emphasis on learning through observation and investigation.
- The quality of teaching and learning varies across the school so that pupils make uneven progress.
- Standards in writing are below average and pupils are not given enough opportunities to develop their writing skills in other subjects.
- Pupils' positive attitudes to work, their good behaviour and relationships are firmly rooted in the school's good provision for their moral and social development.
- The school includes all pupils well in its work and good provision for pupils with SEN ensures that they make significant progress in basic skills and in confidence and attitudes to learning.
- Technical problems with the computer suite have greatly restricted pupils' learning in information and communication technology (ICT).
- Many subject managers have a lot of expertise and experience but their roles are not well developed.
- School development planning is not precise or detailed enough to enable it to be effective in guiding change and improvement.

There has been a satisfactory improvement since the school was last inspected in 1999. The best improvements have been in the systems for analysing the school's performance, tracking pupils' progress and checking the quality of planning, teaching and pupils' work. The governance of the school has also improved. The school's response to the role of subject managers has been unsatisfactory. Standards in mathematics and science are higher than at the last inspection but, in English, ICT and religious education (RE), they are lower. Standards in other subjects are broadly the same.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - in the lowest five per cent of schools nationally*

Standards were lower in the 2003 national tests because of the high turnover of pupils in that year group and the large number of pupils with SEN. **Achievement is satisfactory overall.** It is good in Years 4 and 6 and satisfactory in other year groups. During the inspection, standards in Year 6 were judged to be above average in science, average in speaking and listening, reading, mathematics, history, geography, music, religious education (RE), personal, social and health education and citizenship (PSHCE) and physical education (PE). They were below average in

writing and ICT. Pupils with SEN achieve well because they receive close and very focused support. More able pupils achieve satisfactorily as the procedures put in place to provide more challenging work for them have not had time to make a full impact. This means that there are still not enough of them reaching higher levels in the national tests.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Their attitudes to learning, behaviour and relationships are good so that pupils cooperate happily with each other and with their teachers. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The overall quality of teaching and learning is satisfactory. Teaching is good in Years 4 and 6 and satisfactory in Years 3 and 5. Teachers' calm and sensitive management of pupils means that they are not afraid to ask questions and learn from their mistakes. The relaxed and natural teamwork between teachers and assistants in the classroom also develops pupils' skills and confidence well. In some classes, there is no real sense of urgency in teaching and pupils adopt a comfortable rate of working. Some teachers do not have high enough expectations of what pupils are capable of achieving. Marking does not always give clear guidance on how pupils can improve their work. The school is adapting the curriculum to include greater links between subjects and a wide range of visits brings pupils' learning to life. The school council gives pupils an effective voice in the running of the school and in the life of the community. Good links with parents, other schools and the community mean that the school can draw on outside resources and expertise to help its work.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. It is too early to make a judgement on the leadership of the new headteacher. The leadership of key staff and the governance of the school are satisfactory. There are sound management systems in place for checking the school's performance but they are not always carried out rigorously enough. The skills of some subject managers are not being used efficiently so that they can play a key role in developing their areas of responsibility. Governors work closely with the headteacher and staff and use their interests and expertise well to help the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with most aspects of school life. Some considered that the school does not seek their views but the school has sent home parents' surveys and links with them were found to be good. Pupils are also generally positive. Many commented that they liked their teachers, friends and different subjects but would like improvements to the interior decoration of the school.

IMPROVEMENTS NEEDED

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

- Improve the overall quality of teaching, learning and achievement so that pupils make consistently good progress as they move through the school.
- Create more opportunities for pupils to use their writing skills in other subjects in order to raise standards.
- Ensure that pupils make up lost ground in ICT and that it becomes a natural part of their learning.
- Use the expertise of subject managers more effectively to enable them to play a key role in their subjects and to raise standards.
- Improve the quality of the school improvement plan so that it becomes a driving force behind the school's work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory. This includes pupils from minority ethnic groups, those who speak English as an additional language (EAL), more able and gifted and talented pupils. Achievement for pupils in Years 4 and 6 and for those with SEN is good. Overall, standards are average in Year 6.

Main strengths and weaknesses

- Results in the 2003 national tests were lower than in other years.
- Standards in science have improved because there is a stronger emphasis on investigation and enquiry.
- Standards in writing are not as high as they could be.
- Overall satisfactory teaching and learning mean that standards are not rising quickly enough.
- Problems with the computer suite have restricted pupils' learning in ICT.
- Assessment information is not being used sharply enough to raise standards in some subjects.
- Pupils are not given enough opportunities to write in other subjects in order to raise standards.
- Marking does not challenge pupils to think more deeply about their work.

Commentary

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

Standards in:	School results	National results
English	24.8(26.5)	27 (27)
Mathematics	25.5(27.7)	27 (26.7)
science	28.8(30.5)	28.8 (28.3)

There were 57pupils in the year group. Figures in brackets are for the previous year

1. Standards in the national tests in Year 6 in 2003 were well below average in English and mathematics and average in science. Compared with similar schools based on the number of pupils known to be eligible for free school meals, standards in mathematics and science were well below average and, in English, were in the lowest five per cent in the country. Overall, results are broadly in line with the national trend. Since 2000, standards in mathematics and science in the national tests have fluctuated but have generally been above or well above average. In English, results have been consistently below average. The school did not meet its targets in English and mathematics in 2003. The 2003 results were due to the fact that nearly half the pupils in this year group did not join the school in Year 3 and a large number of them had significant SEN. The absence of some pupils also adversely affected the school's performance.

2. The findings of the inspection are that in Year 6, standards are above average in science and pupils achieve well because of good teaching and subject leadership. In speaking and listening, reading, mathematics, history, geography, music, physical education (PE), RE and PSHCE, standards are average and achievement is satisfactory which is linked with the overall quality of teaching and learning. In writing and ICT, standards are below average and achievement is unsatisfactory. There was not enough evidence gathered to make judgements about art and design and DT. Pupils with SEN make good progress towards the targets set for them on their individual education plans (IEPs). Standards were found to be higher in English, mathematics and science than in the 2003 national tests because, in the present Year 6, there are fewer pupils on the school's register of SEN. There has also been a lower rate of mobility among pupils and an intensive focus on writing which has led to raised standards. Data show that girls achieve better

than boys in the school but there was no evidence of this noted during the inspection except that boys were more reluctant readers than girls.

3. The school has made a satisfactory response overall to the key issue for action from the last inspection which was to improve standards in English, mathematics and science especially for the more able. There is now a much more self-critical and analytical approach to its performance and information gained about these subjects is now used more effectively to sharpen the school's focus on raising standards especially in reaching the average Level 4. The Toynbee Able Child project is a good initiative but numbers of pupils reaching the higher Level 5 in each of these three subjects are still too low. Standards in mathematics have risen because more rigorous analysis of test data and of pupils' responses have effectively pinpointed weaknesses in pupils' performance and specific class, year group and whole school targets have been put in place to address them. Improvement in science is the result of pupils being given more opportunities to extend their investigative skills by finding answers to questions for themselves.

4. The school's response to the key issue for action relating to standards in English has not been effective. Standards in English are lower than at the last inspection and are consistently below average in the national tests because pupils' skills, especially in writing, are not being developed progressively as they move through the school. This has resulted in an intensive programme of writing in Year 6 which has placed a heavy burden on pupils and teachers at the top of the school. Many potentially effective strategies are being introduced too late to compensate fully for past underachievement in the subject. Marking does not always help pupils to learn from mistakes or to develop ideas. Weaknesses in spelling across the school are not being addressed and careless presentation of work left unchecked. Targets are not always expressed in straightforward language so that sometimes pupils are not entirely clear what they are aiming for.

5. Standards in music have remained the same as those at the last inspection and no clear judgements were made at that time about PE, history and geography. The decline in standards in ICT is due to the recent technical problems with the computer suite which have significantly restricted pupils' learning. Standards in RE have also fallen because pupils' written responses lack depth and detail. Standards in some subjects have not risen since the previous inspection because of inconsistencies in the quality of teaching and learning across the school. In some year groups, subjects are taught rigorously and pupils rise to meet teachers' high expectations of them. In other classes, expectations are sympathetic rather than challenging and assessment information is not always used accurately enough to match work to pupils' levels of understanding and need. Such variations mean that pupils' progress is uneven as they move through the school and they do not always achieve as well as they should.

6. Numeracy skills are developed satisfactorily across the school. The use of ICT in other subjects has been limited by major technical problems with the computer suite which has prevented its use for a considerable period. The development of literacy skills is unsatisfactory as the extensive written work in English has been at the expense of other subjects. This narrows pupils' experiences of the purposes of writing and restricts their responses to other subjects.

7. Discussion with pupils and their views in the questionnaires show that they feel that they have to work hard and are doing as well as they can. Parents are also generally happy with the progress made by their children.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, relationships and pupils' personal development are good. Their attendance for the reporting period is unsatisfactory, although it has improved over the past year. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' attendance was lower than the national average and lower than at the last inspection.

- Pupils show interest in learning and behave well in lessons and around the school.
- Relationships between pupils, and between pupils and adults, are good and there is good racial harmony.
- Pupils' personal development is good
- Pupils have a good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils have a good understanding of moral and social values and apply them well.
- The broader aspects of spiritual education are not planned into the curriculum

Commentary

8. Pupils show interest and curiosity in lessons and most concentrate well on their work. Parents expressed concern about pupils' behaviour and the consistency with which rules are applied but, during the inspection, behaviour was good in lessons, around the school and on the playground. Parents also expressed concerns about bullying and pupils concede that there are a few instances of bullying but that these are handled well by the school and that they have few concerns. In the last inspection, behaviour was noted as very good.

9. Pupils are aware of the school and class rules and are actively involved in setting class rules. They have good opportunities to take on responsibility and respond well to initiatives. There is a very active school council and pupils collect for charities and support the school's management by acting as monitors and helping with a variety of other tasks. Most of them are happy at the school and feel secure and well cared for. Pupils do not always identify adults they can refer to but the school provides good support in this area. They do not always have a clear picture of what they need to do to improve their work.

10. Pupils have a good level of respect for the feelings and values of others and are given opportunities to reflect on these feelings. They are supported well when they think of others by raising money for charities such as Children in Need and Blue Peter appeals. Pupils from different ethnic backgrounds mix together well.

11. Pupils' moral and social development is good. There is a strong emphasis upon the development of appropriate moral and social values and adults provide good role models. Pupils generally apply their understanding of these values well in practical situations. The need for sound values for living in a community is reinforced in PSHCE lessons and in collective worship. Pupils learn about the cultural background of Britain through visits and visitors. They develop their understanding of different cultural traditions when, for example, the focus in worship was on living together in harmony despite cultural and language differences. They also learn about other cultures when, for instance, they study the lives of people living in an Indian village and enjoy visits by African and Caribbean drummers. Pupils have some understanding of spiritual values through worship. However, aspects of spirituality that do not have a religious source are less well developed in subjects such as art and design, music and science, because the spiritual elements and opportunities are not systematically planned into the curriculum.

12. Attendance in the reporting period was below the national median and was, therefore, unsatisfactory. The school confirms that attendance levels have improved over the last year. Staff monitor attendance appropriately and receive support from the education welfare service. The small number of families whose children's attendance is below appropriate levels are identified and the school does its best to ensure that these pupils attend school more regularly.

13. The majority of absences are due to medical reasons and the taking of additional family holidays. Most pupils arrive at school punctually, but their arrival is often delayed by public transport and by a minority of families who are unable to get their children to school on time. There have been no exclusions during the past school year.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data:	5.7
National data:	5.4

School data:	0.9
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	218	0	0
White – any other White background	5	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	3	0	0
Black or Black British – any other Black background	3	0	0
Chinese	2	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

The quality of education provided by the school is satisfactory. The strongest features are good teaching and learning in Years 4 and 6, provision for pupils with SEN, an innovative approach to cross-curricular work, pupils' close involvement in the running of the school and good links with parents, the community and other schools. Areas needing development include some aspects of teaching and learning, using assessment information more carefully to adjust planning, marking, target setting for individuals and groups and the use of ICT to support learning.

Teaching and learning

Teaching, learning and assessment are satisfactory.

Main strengths and weaknesses

- Good relationships in the classroom mean that pupils work in happy cooperation with their teachers.
- There is a good partnership between teachers and teaching assistants to promote learning.
- Skilful questioning by teachers helps pupils to build on previous learning.
- The pace of some lessons is not demanding enough.
- The expectations of some teachers are not sufficiently challenging or focused.
- The quality of teaching for pupils with SEN is good.
- Targets do not ensure that pupils know what they are working towards.
- Marking does not always give constructive comments on how pupils can improve their work.
- Older pupils are not sufficiently aware of National Curriculum levels to encourage them to strive for higher achievement.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (8%)	15 (39%)	19 (50%)	1 (3%)	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.

14. Teaching and learning are satisfactory overall. They are good in Years 4 and 6 and satisfactory in Years 3 and 5. Variations in teaching undermine pupils' achievement as they move through the school and result in satisfactory achievement overall. Teaching and learning are also satisfactory overall in all subjects where firm judgements could be made. The exception is science across the school where teaching is good because teachers treat pupils as young scientists. The overall profile of teaching is similar to the last inspection when 96 per cent of lessons were satisfactory and 44 per cent were good or better. Teaching in the school has common strengths including relaxed and natural teamwork between teachers and teaching assistants, clear explanations and demonstrations, lively interaction with pupils to extend ideas, strong reinforcement of technical vocabulary and imaginative use of resources. At the start of lessons, learning objectives are clearly communicated to pupils so that they approach their work with a sense of purpose.

15. Chief among teachers' skills is their careful and positive management of pupils' behaviour. Most pupils are active and responsive learners and this stems from the value that teachers place on their contributions so that they try even harder. It also means that they are not afraid to ask questions, learn from mistakes and say when they do not understand. During 'circle time' in a Year 3 PSHCE lesson, when pupils were asked where they felt safe, they were not afraid to express their feelings freely because of the warm, supportive atmosphere created by the teacher. Teachers also use open-ended questions skilfully to develop pupils' thinking and give them appropriate time to consider how to frame their ideas. In a Year 4 science lesson about food chains, the teacher's searching questions enabled pupils to make connections between ideas and helped them to realise how the elimination of part of the food web can lead to the extinction of animals further up the food chain. Teachers also ensure that subject vocabulary is introduced clearly and reinforced regularly during the lesson so that pupils learn to use technical terms quickly and naturally. However, pupils frequently misspell specific terms and this remains unchecked by the teacher.

16. In a Year 6 literacy lesson, when pupils were writing a sequence of poems, the teacher moved the lesson along at a breathless pace and pupils rose to the challenge of such energetic and stylish teaching. However, there is a slow start to some lessons and time is wasted through lack of efficient organisation. Sometimes, there is no sense of urgency in teaching. Pupils are quick to pick this up and relax into a leisurely rate of working because of the lack of focus and rigour. Some teachers do not have high enough expectations of what pupils are capable of achieving and this holds back the progress made by pupils. Within lessons, they do not always make clear their expectations of the quality and quantity of work required so that pupils do not know what they are aiming for. Over direction by some teachers limits pupils' opportunities to think for themselves and leads to passive listening and limited answers to questions.

17. The quality of teaching for pupils with SEN is good. Pupils make good progress, mainly because they are given work that is appropriate for their individual needs and levels of attainment. A particular strength of the school's provision is the quality of communication between the teachers, teaching assistants and the SENCO. Teaching and learning for pupils with English as an additional language is satisfactory. Ninety-five per cent of pupils in their questionnaire said that they usually found lessons interesting and fun and a similar number of parents felt that teaching was good and that the school expected their children to work hard.

18. Overall, assessment procedures and the use of assessment data are satisfactory although they are good for science. This is a satisfactory response to the key issue for action from the previous inspection. In June, pupils in Years 3 to 5 sit the optional tests for pupils of their age in English and mathematics. In May, pupils in Year 6 sit the National assessment tests for English, mathematics and science. The results from all the tests are analysed and teachers use the information

satisfactorily to plan an appropriate level of work for pupils. However, in some cases, assessment information is not always used precisely enough by some teachers to give the right blend of help and challenge in lessons. Satisfactory assessment procedures are in place for the other areas of curriculum. However, most of these procedures are relatively new and have not had time to make an impact on raising standards.

19. From the analysis of the optional tests and the National tests, whole school targets are identified for literacy and numeracy. Early in the autumn term, year group and class targets are set and are shared with parents in their child's report. Group and individual targets are tailored to the needs of pupils and are reviewed and updated early in the spring term. Pupils' targets, especially in literacy, are not always expressed in straightforward language nor do they outline clearly the next steps in their learning. As a result, they do not sufficiently raise pupils' expectations of themselves or act as a springboard to improved standards.

20. The analysis of pupils' work showed that, although pupils' work is marked, the quality of marking is inconsistent across the school. The best marking enables pupils to know how they can improve their standard of work and achieve higher attainment. However, marking is often congratulatory and lacks helpful comments, which enable pupils to know how to improve their work. Sometimes, careless work is allowed to continue. Although pupils can say what they are good or not good at, there is little indication to show how pupils judge this. Teachers know the National Curriculum level, which pupils are working at, but most pupils are unaware of them and do not know what to do to reach higher levels.

The curriculum

Curricular provision is satisfactory overall. Provision for pupils' learning outside of the school day and the development of their interests is satisfactory. The accommodation and resources of the school are satisfactory overall.

Main strengths and weaknesses

- Time allocated to teaching during the school day falls short of the recommended minimum.
- Some minor aspects of the ICT curriculum are not in place.
- Provision for pupils with SEN is good and targets are matched well to their needs.
- Provision for pupils who have English as a second language is good.
- PSHCE gives pupils a good understanding of their role in school and in society.
- Good links with the local secondary school have been established for more able pupils.
- The effectiveness of the curriculum is not monitored.
- The curriculum is being adapted to link different subjects in a creative way.
- The accommodation is good and is used well.

Commentary

21. Statutory responsibilities for RE, collective worship and the National Curriculum are met, with the exception of some elements of 'control' in ICT. Time allocated to teaching is less than the recommended minimum. This has the effect that some subjects other than English, mathematics and science have too little time to be taught effectively and in depth. This is a similar situation to that reported by the previous inspection.

22. Provision for pupils with SEN leads to good achievement. Targets are well matched to pupils' specific needs. These are evident in the pupils' IEPs, which are of good quality, carefully planned and regularly reviewed. The school places considerable emphasis on including pupils with SEN within every area of the curriculum, and in giving them equal access to it.

23. The few pupils who are at the early stage of learning to speak English are provided with good support. Good systems are in place to monitor the pupils' progress and for planning appropriate intervention. Work is adjusted well to the needs of the pupils. This enables most of these pupils to make good progress in learning English and to take part in all aspects of school life very quickly.

Pupils enjoy the after-school homework club for pupils who have EAL. The club is run in liaison with members of staff from the ethnic minority achievement society. Parents are welcomed to bring their other children and join in the activities. This enables the parents to gain well in their understanding about the curriculum. They also help to organise activities from their own culture, which enables pupils to have respect for diversity.

24. The school makes good provision for PSHCE. Much is taught through lessons and 'circle time'. In addition, the school council provides a valuable means by which pupils are involved in principles of democracy and community life where their responsibilities and rights are explored in a context that is meaningful for them.

25. The school has analysed its national test results to ensure that pupils from different backgrounds are not disadvantaged. In the same way, the performance of boys and girls is checked regularly to ensure that neither group repeatedly performs less well than it should. More able pupils have the opportunity for more advanced work in English and mathematics because of well-established links with Toynbee secondary school. This is an improvement since the previous inspection.

26. The effectiveness of the curriculum is not regularly reviewed. This means that the school and governors do not have a clear enough understanding of what may need improvement. However, the school is eager to develop the curriculum. It has begun to explore how the official guidance, *Excellence and Enjoyment*, can be adapted to the needs of its pupils to provide a more integrated curriculum. Ideas are being tested in the lower school to establish, for example, ways in which subjects such as science, DT and art and design can be linked naturally to provide pupils with richer learning experiences.

27. Opportunities for enrichment and enhancement of educational experience are provided for pupils outside of regular lessons. For example, they can take part in a good range of sporting activities such as football, netball, rugby, athletics and cricket. In addition, there are a satisfactory number of other activities including those for choir, chess, drama, dance, recorders, computers and a local church club. The range of activities has been improved since the previous inspection.

28. Pupils benefit from good quality accommodation. Teaching areas are spacious and are used well. The library is attractive and the grounds offer particularly good facilities for games and investigative work in a number of subjects. Major technical difficulties, that have now been resolved, have led to low standards in ICT. Changes in teaching staff have created some difficulties and discontinuity of provision in recent times, but the situation has, to some extent, now been stabilized.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory. The provision of support, advice and guidance based on monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- Good induction procedures mean that pupils settle into school quickly but they are not so effective for pupils starting later.
- There are good procedures for health and safety and care of pupils' welfare.
- Arrangements for child protection are unsatisfactory due to the lack of staff training.
- Pupils are given good opportunities to have a say in the running of the school.

Commentary

29. There are good induction arrangements for pupils when they start at the school, which are enhanced by the good relationship with the infant school, based next to the school site. These procedures include opportunities for parents and children to visit the school in the term before they start. Pupils get off to a good start and settle in quickly and happily. The school's procedures for pupils starting later in the school are not as well developed. The arrangements for pupils transferring from the juniors to the neighbouring secondary school work well. Pupils with SEN or those with EAL are supported well in all areas of school life and outside agencies are used when appropriate.

30. The school has good health and safety procedures in place, a good improvement on the previous inspection. The school's policy is in place; staff and managers are aware of potential risks, have a good grasp of their responsibilities and suggest improvements that are included in the school development plan. Governors and staff make regular health and safety audits and frequent checks are made of school security, the grounds, buildings and equipment.

31. The newly appointed head and deputy headteachers are the nominated responsible persons for child protection. However, they have not yet been able to obtain appropriate training. Also, other members of staff have not received recent training in child protection procedures. All staff are made aware of the need to inform the appointed persons should they have any concerns.

32. Arrangements for the administration of first aid and the medical care of children are carried out well, despite the lack of a dedicated first aid room. The school emphasises healthy eating, encourages the children to have water available to drink in class and has worked on identifying 'safe' routes to school.

33. All adults working in the school form close and trusting relationships with the pupils. They know the pupils well and provide good role models for them. Discussion with pupils shows that they feel safe and secure and can turn to a number of adults if they need help or comfort. In the pupils' questionnaires, a significant number were not able to identify adults they would turn to in need. There are good arrangements for seeking the views of pupils about different aspects of school life and the school council is able to influence school affairs. The members of the council were also involved in the recruitment process for the newly appointed head teacher.

34. The school's systems to monitor the pupils' standards and progress are being developed and do not always result in the consistent provision of advice for pupils on how they can improve their work. This was mentioned by some of the parents when they referred to a lack of feedback on homework.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents generally have positive views of the school.
- Parents are not confident that homework is consistently used to stretch pupils or to prepare them for secondary school
- The school provides parents with good information about the curriculum.
- Written annual reports on pupils' progress do not always show parents clearly how well their children are progressing across all subjects
- Good links with the infant and other local schools and colleges provide benefits for pupils.
- The school works well with parents of pupils who have SEN.

Commentary

35. Parents and carers have positive views of the school and the school works well with them, encouraging support through the Friends' Association, the Acorns. Parents support the school well by raising funds, organising social events and helping with sporting fixtures, visits and school

performances. Parents feel that the work their children are given to complete at home is not of a consistent amount and parents did not feel that it prepares pupils particularly well for secondary school. The findings of the inspection are that homework is satisfactory but there is not a great deal for the oldest pupils and it does not prepare them adequately for secondary school.

36. The school provides a good range of information for parents about the curriculum and what their children will be doing. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents are satisfactory: they inform parents what their children, know, understand and can do, and some give areas for development, although this is not consistent across the curriculum.

37. A significant number of parents in their questionnaires thought that they were not able to influence the school or express their views. The inspection evidence does not support these views. Parents are able to meet staff at least three times a year to discuss their children's progress. There is an open door policy and, when parents attend meetings, they are asked for their views through the completion of questionnaires and surveys. In addition, the school has carried out a survey on travel to school which involved parents.

38. There are good links with the local infant school, next to the junior school. Staff and infant pupils make visits which allow those pupils who transfer to the junior school to adjust easily to the change from Year 2 to Year 3. The headteacher and staff regularly meet the staff of other schools in the local cluster and patch groupings. The school has also benefited from links with the nearby secondary school. More able pupils are taught in mathematics and literacy extension classes, led by the teachers from Toynbee secondary school. Teachers from other faculties also visit. A wide range of students visit the school, including those from teacher training colleges, on work experience, and some from foreign colleges.

39. The school has good links with the local community. The school is used by various clubs and sporting organisations. The school makes good use of the local area and further afield to provide enrichment of the curriculum and personal and cultural development for the pupils. It has links with local businesses and industry. The school enjoys strong links with local churches and ministers visit school to take assemblies.

40. Parents of pupils who have SEN have good links with the school. These parents are confident about approaching the school. They are involved in planning and reviewing their children's targets and IEPs. There is good contact with the staff responsible for pupils with SEN in other local schools. This ensures a smooth transition on transfer.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. There was insufficient evidence to make a judgement on the leadership of the new headteacher. The leadership of key staff is satisfactory. The effectiveness of management is satisfactory. The school's governance is satisfactory.

Main strengths and weaknesses

- The newly appointed headteacher has clear views on how to move the school forward.
- Pupils are included well in all that the school has to offer.
- The school has built up an objective picture of its performance but information is not always being used sharply enough.
- School improvement planning does not provide a clear agenda for tackling weaknesses.
- Systems for checking the quality of teaching and learning are not rigorous enough.
- The skills of subject managers are not being used efficiently.
- The pace of change and improvement is not quick enough.
- Governors are committed and use their interests and expertise well to help the school.
- Procedures for checking the impact of expenditure on standards are not well developed.
- Good management of provision for pupils with SEN.

Commentary

41. The newly appointed headteacher has a clear vision for the future of the school which has already been clearly communicated to staff and governors. This has created a real appreciation of the need to improve many aspects of the education provided for the pupils and the will to achieve these goals. The headteacher has sound ideas on how she will meet present challenges and is determined to provide drive and direction so that this renewed commitment is translated into precise actions. There is a clear focus on raising the expectations of some staff and their awareness of what makes for good practice. This sense of purpose has resulted in a real team spirit among staff and a determination to ensure equality of opportunity and the best possible deal for pupils. There are no significant barriers to raising pupils' achievement in the school. It is too early to make a judgement on the leadership of the present headteacher but indications are that past leadership has been satisfactory.

42. In the previous inspection, it was reported that there was little past evidence of a clear, shared analysis of strengths and weaknesses or effective planning to move the school forward. The school had not established a culture of analysing or evaluating test results for more qualitative information about teaching and learning. The school has made a satisfactory response to the key issue for action linked to those issues. Since that time, it has adopted a much more self-critical approach and has built up a more realistic picture of its own performance. Information from the scrutiny of data, tracking of pupils' progress and examination of responses in national and internal tests is now used in a more systematic and analytical way. Weaknesses are noted for action and class, year and whole school targets put in place for literacy and numeracy. However, the school does not always use these improved skills in analysing and interpreting data sharply enough to adjust planning, adapt teaching styles and match work closely to pupils' needs. Targets are not reviewed frequently enough and personal targets especially in literacy are too general to be helpful. Data are not shared among all staff to encourage them to take whole school responsibility for pupils' achievement in Year 6 so that a heavy burden is shouldered by teachers at the top of the school.

43. The school improvement plan is unsatisfactory as a guide to future developments. It does not have a strong enough focus on raising standards, developments are not prioritised, action plans are too general and some are routine. In many cases, evaluation is not sharp enough to enable the school to determine when it has successfully met its goal. This means that it does not provide a clear agenda for addressing the school's weaknesses or act as a stimulus and guide for effective change.

44. Systems for monitoring and evaluating the quality of teaching and learning have now been established in the school. However, past evaluations do not look closely enough at the impact of teaching on pupils' learning. Monitoring is not rigorous or developmental enough to confront problems decisively and to put robust systems in place to address them. Although there was very little unsatisfactory teaching during this inspection, variations in its quality undermine pupils' overall achievement. Arrangements for Performance Management are well established and teachers' objectives are closely linked to whole school targets. There is also a clear programme of continuing professional development for teachers. The school is involved well in initial teacher training.

45. Since the previous inspection, the role of subject managers has been inadequately developed. Some have a good range of skills and experience but the school does not draw on their expertise sufficiently to improve aspects of its work. Apart from mathematics, subject managers are not fully monitoring their areas of responsibility to give them a clear overview of priorities or areas for improvement. This means that they cannot play a key role in bringing about improvement and raising standards. All the above factors relating to the use of assessment information, teaching and learning and subject management mean that the quality of teaching and learning and pupils' achievement are not improving at a fast enough rate.

46. At the last inspection, the governors did not play a full role in overseeing the work of the school and in ensuring that statutory requirements were met. Governors are now active in the school and the curriculum committee has a good structured programme of visits and an agreed protocol for

reporting their findings to their colleagues. Governors gain a further understanding of the school through the analysis of assessment data, reports from the headteacher, discussions with subject managers and regular meetings of the full governing body and committees. They use their own interests and professional expertise, for example, in personnel and building, to help the school. They are willing to challenge the headteacher and staff on matters like the cross-curricular approach to teaching while supporting and valuing their efforts. This enables them to have a sound overview of the school's strengths and weaknesses. They ensure that all statutory requirements are met. However, although they monitor and review the progress of the school improvement plan, they are not involved in the earliest stages to give them a finer grasp of strategic planning for school improvement.

47. Good financial planning and administration ensure that spending is focused appropriately on priorities in the school improvement plan and is carefully monitored through the year. This is a good improvement since the last inspection. Governors make full use of competitive prices and compare them carefully with alternative sources. The school does not have appropriate systems in place to evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum. The budget surplus is above that recommended but has been earmarked to finance fluctuations in the school's intake of pupils in the next two years.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	626168	Balance from previous year	41736
Total expenditure	580974	Balance carried forward to the next	45194
Expenditure per pupil	2493		

48. The leadership and management of the school's provision for SEN are good. The SENCO has ensured that there is a whole-school approach and consistency within the school's provision for its pupils. She has also established good arrangements for the early identification of pupils with SEN and the effective processes for tracking and assessing their progress. Her monitoring role is still insufficiently developed to ensure that the quality of teaching and of pupils' work remain at appropriate standards. Any designated funds for SEN are used appropriately and well to ensure good achievement by these pupils.

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

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils are usually careful listeners and confident speakers.
- Pupils read fluently and expressively but they are unable to discuss deeper issues and meanings in the text.
- Teachers do not build up pupils' writing skills progressively.
- There are weaknesses in spelling which the school has not addressed successfully.
- Improvement since the last inspection has been unsatisfactory.
- In some lessons, pupils are encouraged to be bold and innovative in their writing but weaknesses in some teaching hinder pupils' progress.
- Marking is not always useful and practical in showing pupils how to improve their work.
- Targets are not specific enough and do not act as a good incentive for higher achievement.
- Literacy skills are not developed well in other subjects.

Commentary

49. In Year 6, standards in English are average overall. They are average in speaking and listening and reading and below average in writing. Achievement is satisfactory overall including those pupils who speak English as an additional language. It is good in Years 4 and 6 but past underachievement means that this is not reflected in standards, especially in writing, in Year 6. Pupils with SEN also achieve well because they receive well-planned support in class and their needs are further met by the Additional and Further Literacy Support programmes. Standards are lower in English than at the time of the last inspection so improvement has been unsatisfactory. Although measures have been put in place to address the key issue for action to improve standards in English, they have not been effective enough.

50. Across the school, pupils are mainly attentive and accurate listeners so that they respond readily to the ideas of others and show respect and tolerance in their thinking. In a whole school assembly on the theme of *Things we value*, they were quiet and reflective as they listened to the story of *King Midas and the Golden Touch* and thought about what was precious to them. As they move through the school, pupils develop their skills soundly as speakers and communicators. Some pupils in Year 6 express their ideas confidently and thoughtfully, draw upon a varied vocabulary and discuss their feelings maturely. Others are aware of different points of view but find it more difficult to talk about their responses and to interpret a text. In a Year 6 lesson when pupils were studying *The Snow Shoe Hare* by Ted Hughes, some spoke at a very mature level but others were unable to elaborate on their ideas. Good use is made of response partners in class for pupils to listen or test out their views but teachers do not always encourage all pupils to take an active part in discussions. This means that some pupils sit passively and do not readily offer answers or show enthusiasm.

51. In Year 6, pupils tackle books confidently and read with accuracy and fluency. They respond imaginatively to plot, characters and ideas and are well aware of how to bring the book alive by using their voices expressively to match the mood and character of the story. However, they find it more difficult to consider wider themes in their reading, detect hidden meanings and predict how the story may develop. Some of them read a comfortable rather than challenging range of books so that they do not learn to approach books with increasing insight and maturity. Boys are less enthusiastic about reading but a good range of books has been introduced to tackle this issue. Pupils have sound skills in researching information from books and other sources.

52. In Year 6, pupils write in a wide and challenging range of styles and show increasing confidence in organising their ideas in interesting ways. They make sound use of the knowledge gained through studying text to improve their own work. They plan and draft work carefully. Some write imaginatively and with conviction, creating tension and atmosphere from their choice of words. Less able pupils lack the stamina to tackle extended pieces and their ideas are not always effectively organised. This year, the school has put an intensive programme of work in place in Year 6, including a focus on grammar, to address past underachievement. It has, however, been put in place too late to compensate for the fact that pupils' skills in writing have not been built on progressively as they moved through the school. It has also been at the expense of writing across the curriculum. Handwriting is well established and fluent but some pupils do not try hard enough to make it neat and legible. Teachers do not always encourage pupils to take a pride in the presentation of their work but allow untidy work to go unchecked. Spelling is a weakness: some pupils spell even commonly occurring words incorrectly and have not developed a clear understanding of sound and spelling patterns.

53. Overall, the quality of teaching and learning is satisfactory although good teaching was seen during the inspection in Years 4 and 6. Lessons are usually well-planned with clear learning objectives so that pupils know what is expected of them and can measure their own learning. Explanations are clear and fluent and, in some lessons, there is a real sense of the richness and enjoyment of language. In a Year 6 lesson on writing a sequence of poems, the teacher injected fun and energy into the lesson by playing a game of 'sentence tennis' with the teaching assistant and successfully encouraged pupils to experiment and be inventive in their choice of words. Teachers are also good at asking questions which make pupils think more precisely about what

they are going to write and how to frame their ideas carefully. In a Year 3 lesson linked to the study of the local area, the teacher's searching questions helped pupils to think about how to draft a simple letter of complaint about the state of the local park. Underpinning these good features are teachers' calm and efficient management of pupils which actively draws in most pupils. They reward pupils' efforts with plenty of praise which encourages them to try even harder. They also interact well with individuals and groups to extend their vocabulary and develop ideas.

54. Some teachers move lessons along briskly but, in other classes, there is a lack of pace and energy in teaching. Pupils, who can be keen and responsive, then lapse into a gentle rate of working and their output is not good enough. Sometimes, expectations of what pupils can achieve are set at a modest level and this holds back their progress. Teachers do not always make clear the quality or quantity of work required of pupils. This lack of rigour and focus means that vital learning is lost. Over direction also limits pupils' responses and prevents them from using their initiative. Extension tasks are not always introduced at an early enough stage and are not always sharply defined or imaginative enough to enable pupils to develop a strong individual style. Some marking is clear and constructive but other marking gives few indications about how pupils can improve their work.

55. Leadership and management are satisfactory. The subject manager has a satisfactory overview through analysis of work and planning. Classroom observations have also been carried out. Assessment is satisfactory but information is not always used sharply enough to challenge pupils at their own level. The introduction of writing portfolios is helping the school build up an accurate profile of pupils' achievement. ICT is not being used adequately to support learning. Some targets in English do not provide the precise focus needed for pupils to reach higher standards.

Language and literacy across the curriculum

56. The development of language and literacy in other subjects is unsatisfactory. Pupils' recording skills are well-developed in science and they write evaluations like those based on *The Iron Man* in DT. Although teachers focus on the language of subjects well, they do not always ensure that pupils spell technical words correctly. The use of topic books means that that older pupils, in particular, do not have a good overview of a subject or understand its rigour. Writing in subjects like RE, history and geography lacks depth and detail. These restrictions limit pupils' scope and imagination as writers, narrow their awareness of the purposes of writing and impede the attainment of higher standards.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The attainment of pupils in national tests varies too much from year to year.
- Too few pupils reach the higher level in national tests.
- Leadership and management have identified priorities for development.
- The presentation of pupils' work is not good enough for accurate working.
- Marking does not give enough guidance for pupils to improve their work.

Commentary

57. Standards reached by pupils in Year 6 are average. In the national tests for 2003, results were well below average. This was mainly because of the high proportion of pupils with SEN, high mobility of pupils and the changes of teachers that pupils experienced. Over time, in the Year 6 national tests, there have been considerable fluctuations in the standards reached by pupils. In addition, too few reach the higher Level 5. There has been little change in this since the previous inspection. In most of the lessons seen, pupils could discuss their work and what they understood. However, the ability to develop their own strategies to solve problems was sometimes limited and

the presentation of work too often lacked clarity and precision. In one Year 3 lesson seen, the standard of pupils' work was below average. Achievement, which takes account of the capabilities of pupils, is satisfactory overall. Pupils with SEN and those with EAL, generally have satisfactory achievement for their capabilities.

58. The quality of teaching and learning is satisfactory overall. Achievement was good in lessons where teachers had high, but realistic, expectations of pupils. For example, in a very good Year 6 lesson in which pupils had to apply sustained reasoning to solve a mathematical problem, their progress was good because teaching was imaginative and enthusiastic. The lesson was very well prepared, pupils were expected to give their full attention in discussions, explanations were very clear and very good use was made of questioning to help them develop their understanding of key ideas. Pace was maintained because the pupils were given appropriate time targets in which to carry out their work. Their response to this lesson was first rate because of the way in which it was taught, underpinned by the very good relationships that the teacher had established with them.

59. In some lessons, although teaching was focused well upon key ideas, pupils did not make enough progress. For example, in a Year 4 lesson on symmetry, there was not enough challenge for pupils to develop their understanding and knowledge through more demanding tasks. In an unsatisfactory lesson, pupils lost concentration because they had to listen for too long to the teacher. When they started work, a significant number did not understand what to do and had too little guidance. Sometimes, in other lessons, pupils did not listen well and teachers did not insist that they did. However, this lack of good listening was usually because teachers talked for too long. This also resulted in insufficient opportunities to do practical work. The layout and accuracy of pupils' work are very varied across the school. The use of plain paper does not help them set out work in a clear and organized manner that encourages logical thinking. This affects some average and lower attaining pupils particularly because they tend to become muddled and confused. Where there are mediocre standards of presentation, the indications are that teachers too often regard this as acceptable. Generally, marking is not incisive enough to give sufficient and effective guidance for pupils to help them improve their work.

60. Leadership and management are satisfactory. The subject manager has identified areas for development, but there is insufficient information and guidance about appropriate strategies to achieve improvements and particularly how to raise the proportion of pupils reaching national Level 5. Data from testing are carefully used to track pupils' progress and analysis of test results has helped the school to focus upon some weaknesses in pupils' skills and knowledge. Although teaching, learning and marking have been monitored, this has not resulted in significant improvements in the overall standards reached by pupils. There has been satisfactory improvement since the previous inspection. There was a steady decline in test scores in the three years before the previous inspection, but in some years since, standards in national tests have been higher than average. The assessment and tracking of pupils' attainment and progress have been carefully developed.

Mathematics across the curriculum

61. This is satisfactory. Pupils use mathematics in aspects of science such as the measurement of how much materials stretch and the dimensions of bone length in their bodies. They have made graphs to record rainfall patterns in geography and recorded temperature changes in graphical form with the use of ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are being taught to think like scientists.

- Many pupils achieve above average standards.
- Good assessment procedures and use of assessment.
- Marking is inconsistent.
- Good leadership is giving strong direction to the subject.

Commentary

62. Throughout the school, pupils achieve well in science due to a good, consistent approach to teaching, which enables them to make good progress in their learning. In the best lessons, teachers have very high expectations of pupils and provide stimulating and challenging tasks. The work is adapted well to the needs of pupils, which enables everyone to achieve as high attainment as they can. There is a strong emphasis on experimental and investigative science work, which enables pupils to gain well in their learning of each aspect of the science curriculum. Pupils have good attitudes to learning and enjoy, and are interested in, their work in science. Satisfactory use is made of ICT to support pupils' learning. Pupils in Year 6 are reaching above average standards which is a good improvement from the last inspection. Teachers plan new work well, so that pupils can develop new skills, which build upon their earlier learning. This ensures that pupils have a secure understanding of their new learning.

63. Teaching and learning are good. Teachers provide pupils with a stimulating range of resources, which enables them to gain first-hand experience and arouses their curiosity. They use scientific vocabulary well, although they do not always check for accuracy in pupils' spelling, and give clear explanations of the terms, which extend pupils' learning very well. Pupils who have SEN and those who have EAL are fully included in the lessons. Where it is needed, these pupils are provided with good support to ensure that they understand what they are to learn and so that they can make good progress. Practical investigations reinforce pupils' learning very well. This was evident in the good Year 6 lessons, when pupils became investigators to help solve the mystery of five white powders found at a scene of crime. Pupils made predictions before working very well together in small groups to set up their own experiments. The teachers used open-ended questioning very well and provided very good support by quietly questioning different groups of pupils, such as 'Why do you think?' and 'What will happen if?'

64. Assessment procedures are good. This information is used well to ensure that tasks are appropriately challenging and matched to the needs of pupils. However, marking is inconsistent. Although some marking has helpful comments, which show pupils how to improve their work, other marking is congratulatory.

65. Leadership and management are good. The science subject manager took on the role last September. She is enthusiastic and has good subject knowledge. She provides good support to staff through informal discussions, but has not been able to monitor teaching and learning. The subject manager is adapting the scheme of work to the needs of the school and is linking the assessment procedures to the levels in the National Curriculum, which is good practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are below average and achievement unsatisfactory.
- Teaching and pupils' achievement were good overall in the lessons seen.
- Pupils' typing and keyboard skills are not developed well enough.
- Software resources need upgrading.
- The use of ICT in other subjects is limited, but is being developed.
- The technician provides good support and guidance.
- There has been an unsatisfactory improvement since previous inspection.

Commentary

66. The attainment of pupils in Year 6 is below average. This is because they have not fully covered the requirements of the National Curriculum and because their use of ICT in other subjects is very limited. Thus, their achievement is also unsatisfactory. No lessons were seen in Year 6, but scrutiny of a very limited amount of work and discussion with pupils indicate that they have used the Internet, word-processed some letters and have used a digital camera. They have some basic understanding of the use of ICT in everyday life.

67. The pupils' achievement indicates that the quality of teaching and learning is, overall, unsatisfactory. However, in the three lessons that were seen, teaching was good overall. In a good Year 5 lesson, most pupils made good progress because teaching generated sustained interest that called upon pupils to learn and use a range of skills. They learned that information held on a database might contain errors and that these could be amended. In another Year 5 lesson, teaching was carefully focused on the development of data handling skills. Challenge was appropriate and pitched at a level that was realistic so that pupils made appropriate progress. In Year 4, pupils learned to use Internet sources to research information in geography. The teacher was enthusiastic and pupils responded well. They were keen to access relevant information and were helped in this by clear and direct instruction. In all the lessons seen, teaching assistants and the technician provided valuable support. However, in those lessons, pupils were hampered by underdeveloped typing and keyboard skills and this slowed down their progress. Pupils cooperated very well and shared their knowledge and skills with one another in all lessons.

68. There has been a major technical problem with the computer suite that has prevented its use for a considerable period. This has had a significant adverse effect upon the attainment and achievement of pupils in Year 6 and in general. Leadership and management are satisfactory because the relatively new subject manager has correctly identified what needs improvement. This ranges from the development of the confidence and the expertise of staff to upgrading software resources to meet the full requirements of the National Curriculum some minor aspects of which are not currently met. New planning has been devised to focus on the development of pupils' skills and expand the use of ICT in other subjects. There has been unsatisfactory improvement since the previous inspection because pupils' attainment was judged to be above average, progress was good and ICT was used well in other subjects.

The use of information and communication technology across the curriculum.

69. This is unsatisfactory because of the very limited amount of work pupils have done in subjects such as English, mathematics and RE.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Use of the local environment and visits to places of interest provide pupils with good first hand experiences.
- Pupils are able to use secondary sources of evidence.
- Assessment procedures are very new.
- There is no monitoring of teaching and learning.

Commentary

70. In geography, only lessons in Year 5 were seen. Evidence was gathered from discussions with teachers and pupils, analysis of pupils' work and displays. Most pupils in Year 6 are attaining

average standards and achievement is satisfactory. Improvement since the last inspection has been satisfactory.

71. Pupils in Year 3 study the local environment. They can use maps of the local area to locate the school, the street where they live and other places important to them, such as the local park. Visits to places of geographical interest are invaluable, as these extend pupils' geographical knowledge well. Pupils in Year 4 visit Chandler's Ford and Wickham, which helps them to use their first hand knowledge to compare the geographical aspects of a town with those of a village. Pupils in Year 6 study the local area of Eastleigh and compare Southampton with Cherbourg. They download information and pictures from the internet to extend their learning about Cherbourg. Pupils in Year 5 make a detailed study of India. They use photographic evidence well in order to describe geographical features of Kesharpur and compare these with their local area.

72. Overall, teaching and learning are satisfactory. Teachers plan lessons well and explain what pupils are to learn within the lesson. In the best planning, it is evident that teachers adapt the work well to the needs of pupils of different abilities. However, marking often simply consists of praise, which boosts pupils' self-esteem, but does not help them to know how they can improve their work in order to achieve higher attainment. Formal assessment procedures are very new and are to be used at the start and end of each area of learning, which will help teachers to know how well pupils achieve.

73. Leadership and management are satisfactory. The subject manager took on the role in September 2003. She has good subject knowledge and has attended several courses on outdoor geographical work. She has updated the policy and medium term planning but has not been able to monitor teaching and learning.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils have a good understanding that history is about the past.
- Investigative skills are developed well to enable pupils to understand how people know about the past.
- Visits to places of historical interest enhance pupils' learning.
- Marking is mostly congratulatory.
- Strong subject leadership provides sure direction for the subject.

Commentary

74. In Year 6, pupils are reaching average standards and achievement is satisfactory. This is similar to the previous inspection so improvement has been satisfactory. Judgements are based on teaching observed, analysis of work and displays and talking to teachers and pupils.

75. Overall, the quality of teaching and learning is satisfactory. Teachers provide an interesting range of resources and artefacts, which help to motivate pupils well to find out more about a period in history. The good range of resources helps pupils to develop their investigative skills well, such as looking at the artwork on Ancient Greek pots to find out about life in Ancient Greece. In a good Year 6 lesson, pupils used photographic evidence well to find out about old Eastleigh. The teacher's lively presentation and good subject knowledge helped pupils to gain well in their learning of what a picture can tell them about the past. During the lesson, pupils made good gains in their knowledge of how to find out from an appropriate source the ways in which their local area has changed over time. They achieved well because the teacher's questions became increasingly demanding and they responded with interest.

76. Visits to places of historical interest help to extend and enhance pupils' learning about different periods in history. Pupils visit the Tutankhamun exhibition in Dorchester and the Roman site in Fishbourne. They visit Basingstoke as part of their investigations about Britain since the 1930's and World War II and old Eastleigh for their work on the Victorians. Grandparents and older local residents come into the school to talk about their childhood experiences during World War II, which is good as this helps pupils to learn from people's first-hand experiences. ICT is used satisfactorily to extend pupils' experiences and knowledge of history. Teachers mark pupils' work, but too often marking is congratulatory. Most marking lacks any helpful comments on how pupils can improve their work and achieve higher attainment.

77. The subject manager has good subject knowledge and leads the subject well. She has a clear vision of how to teach history and understands well how pupils learn. She is a good role model for other teachers. Through her good leadership, the subject manager is helping them to provide a good range of work for pupils in history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are given time on reflect on important issues.
- Pupils are encouraged to respect religious and cultural diversity.
- A good rapport with teachers enables pupils to discuss religious topics.
- Pupils are taught to compare the beliefs and values common to all religions.
- An unsatisfactory improvement since the previous inspection.
- Too little use is made of pupils' writing skills.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

78. In Year 6, pupils' attainment is in line with the locally agreed syllabus. Achievement across the school is satisfactory.

79. The overall quality of teaching and learning is satisfactory although the two lessons seen during the inspection were good. These lessons, looking at pupils' books and displays and talking to them and to teachers show that pupils have a satisfactory understanding of the basic concepts of world religions such as Christianity, Judaism and Hinduism. Teachers keep a sound balance between imparting knowledge and enabling pupils to reflect on important questions and make a personal response. They involve pupils in their work sensitively and encourage them to consider how these teachings might be relevant to their own lives. All year groups study the traditions and beliefs important to Christians such as the events surrounding the birth and death of Jesus. They have looked at the reasons why Jesus told stories and have explored simple meanings of parables like *The Good Samaritan* and their universal messages of love and kindness. Pupils are taught to show sensitivity and respect for all religions. Years 3 and 4 study the beliefs, values and traditions of Judaism like Shabbat, Succot, Bar Mitzvah and the Passover Meal. Pupils in Years 5 and 6 study Hindu beliefs and stories about deities and understand that creation stories and tales like Rama and Sita and Prahlad illustrate the common features of faiths and their moral codes.

80. Warm, supportive relationships in the classroom promote learning well because pupils feel secure and able to ask questions and develop their thoughts and ideas. A quiet, focused atmosphere was evident in a Year 5 lesson about how Hindus worship and celebrate at Holi as pupils set up a class Hindu shrine. Teachers effectively develop pupils' abilities to compare festivals and rites of passage in different religions. In Year 6, pupils are looking at the customs and ceremonies of Christian and Hindu weddings. In an imaginatively presented lesson on the topic of Christian marriage, the Year 6 teacher recreated the atmosphere of the Christian marriage service

including the exchange of vows and the symbolism of the ring. This inventive approach captured pupils' imagination and they were able to give thoughtful views on the Christian belief of marriage as a gift from God.

81. Leadership and management are satisfactory. The subject manager brings a wealth of ideas to her work but her monitoring role is insufficiently developed. ICT is not used adequately in the subject. Assessment procedures are new. Standards in RE were above expectations at the last inspection so improvement has been unsatisfactory. There is not much writing in the subject and although there is a good degree of challenge in teachers' thought-provoking questions, this is not necessarily reinforced in written work. This has led to lower standards in the subject. RE makes a good contribution to pupils' spiritual, moral, social and cultural development when they reflect on the symbolism of light in different religions, learn about social responsibility, and study worship at festivals like Harvest, Divali and Hannukah.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. In **art and design**, there was insufficient evidence to make judgements about the quality of teaching and learning. However, from a scrutiny of pupils' artwork in displays around the school, indications are that standards are below average. Work in sketchbooks shows that pupils make little progress in developing their art skills. Pupils learn about the work of famous artists, such as Picasso and Van Gogh. Pupils in Year 6 have used charcoal to create Picasso style portraits, while pupils in Year 5 used a digital camera to produce photographs of themselves, which they cut up and rearranged to create Picasso style cubist portraits. Pupils use their art skills to enhance other areas of learning, such as a large painting of an Ancient Egyptian mummy and death masks by pupils in Year 3 for their work in history. Pupils in Year 4 use pencils to draw pond skaters in their work in science.

83. No lessons were seen in **design and technology** because of the way in which the timetable is organised. Pupils in Year 6 have designed fairground rides, but no judgement could be made about the attainment and achievement of pupils in Year 6 or of the quality of teaching and learning because there was too little evidence. At other times and in other year groups, pupils have designed and made items such as soft toys, model chariots of good construction linked to work in history and impressive and well-made 'Iron Men'. There are satisfactory curricular opportunities for pupils in the subject, and it has satisfactory leadership and management that have identified priorities for development.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils like making music and have plenty of opportunities both in and outside school.
- There is a good emphasis on pupils' evaluating and improving their work.
- Pupils sing enthusiastically but not always expressively.
- Pupils' skills in notation and knowledge of musical language are insufficiently developed.

Commentary

84. In Year 6, standards in music are average and all groups of pupils achieve satisfactorily. This is the same as the findings of the last inspection so improvement has been satisfactory. Judgements are based on three lessons observed, assemblies, planning and discussions with pupils.

85. Overall, the quality of teaching and learning is satisfactory. Pupils are given an appropriate range of musical experiences and opportunities to be actively involved in lessons. As a result, they enjoy their music making and make sound progress in their understanding of rhythms and basic

musical structure. Teachers work hard to motivate pupils and give positive responses to their efforts in order to increase confidence. In a Year 3 lesson, the teacher successfully conveyed her enthusiasm to pupils who were able to sing rounds competently, and add an ostinato, although there was not enough emphasis given to the quality of the performance. In Year 4, however, the teacher stressed the importance of posture, breathing and diction so that pupils sang traditional songs confidently in unison and in parts. Year 6 pupils were able to maintain rhythms and played chords of A minor Blues on xylophones and chime bars although some were unable to keep in time. Pupils are encouraged to evaluate and improve their performance as a natural part of music making. Teaching is confident and lively but, sometimes, the pace flags so that pupils' initial interest and enthusiasm begin to wane. There is also an element of over direction which limits pupils' creativity.

86. Across the school, there is inadequate development of musical terms and notation. Although they listen to a range of music, pupils lack the vocabulary to talk about the moods and feelings it evokes or to expand upon their personal choices. Singing is energetic and enthusiastic and pupils obviously enjoy the experience. However, expectations of the quality of their singing are not high enough. There is insufficient emphasis on the quality of pupils' performance such as awareness of the significance of the words and matching the dynamics of their voices to the requirements of the song. As a result, singing is not always expressive and there is an element of shouting which remains unchecked. This was also noted at the previous inspection.

87. Leadership and management are satisfactory. Pupils' musical experiences are widened by the choir singing at the Hexagon Centre, the Methodist Church and with the Winchester Brass Band. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they respond to reflective music like the *Danse Macabre*, learn to support each other in their Christmas productions, take part in recorder club and enjoy the vitality of the African drumming workshop and steel drums from the Caribbean.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Good teaching in gymnastics.
- Enthusiastic response by pupils in lessons.
- Good range of extra-curricular activities.
- Identification by the subject manager of what needs development.

Commentary

88. The standard of pupils' attainment in Year 6 is average. Lessons were seen only in games and gymnastics. Their achievement is satisfactory. In the gymnastics lesson seen, pupils linked ideas and skills that they developed into movement sequences with precision and fluency. When required, they made relevant evaluative comments on the performance of classmates that were related to the lesson's objectives.

89. The overall quality of teaching and learning is satisfactory although it was good in the lessons seen during the inspection. In Year 6, pupils made good progress and achieved well because teaching was carefully and consistently focused upon the learning objectives. This meant that they maintained interest and concentration. Clear and direct teaching challenged pupils to improve their movement skills. Because the lesson was well planned, they did so and consolidated their learning through the development of new sequences of movement. However, their repertoire of ideas was not extended sufficiently because there was not enough challenge for them to do so. The warm-up to this lesson made very good use of pupils' own imaginative dance sequences set to recorded music. In all of the lessons seen, there was regular reference to safety issues. Teaching was enthusiastic, well organised and had a good level of challenge and was particularly effective when

teachers demonstrated or took part in the various activities. Cooperation by pupils was very good as was their behaviour. They clearly enjoyed the opportunities for physical activity.

90. The school provides a range of extra-curricular activities that make a good contribution to pupils' education. They learn to swim and can attend clubs for activities such as football, netball, athletics, cricket and rugby. When pupils in Year 6 take part in the annual residential visit, they engage in outdoor and adventurous activities.

91. Leadership and management are satisfactory and developing well. The subject manager has identified what needs improvement but there have been no opportunities to monitor teaching and learning. The teaching programme, the role of dance across the curriculum and the expertise of teachers are all to be reviewed for development. Improvement since the previous inspection is good. Although there were no firm judgements at the last inspection, shortcomings in provision and in teachers' subject knowledge have been addressed well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The Fryern Aims provide a firm foundation for life and work in the school.
- PSHCE gives the school a good sense of identity as a caring community.
- Supportive relationships in the classroom give pupils the security to talk about their feelings.
- A good range of visits and visitors widens pupils' horizons.
- The school council is enabling pupils to feel they have a say in the running of the school.

Commentary

92. Standards in the subject are average in Year 6 and the achievement of all groups of pupils is satisfactory. PSHCE has a good profile in the school and throughout the curriculum. The Fryern Aims are at the heart of the school's ethos and pupils are encouraged to develop positive and caring relationships based on respect for others and the environment. This helps pupils to develop an awareness of responsibility for themselves and others and the world in a spirit of tolerance and understanding. Apart from three classroom observations, judgements were made through talking to pupils and teachers and looking at displays and the topic books of older pupils.

93. The overall quality of teaching and learning is satisfactory. A strong bond of trust and support exists between adults and pupils and issues are sensitively managed so that pupils feel safe to explore their ideas and responses in greater depth. Lessons usually take the form of 'circle time' where pupils talk about matters that are important to them and develop confidence and self esteem in an open yet confidential setting. In a Year 3 lesson within the clear and positively formed rules of 'circle time', pupils discussed 'Safe School for me' and could identify the features that made for a happy and well-ordered school environment. The teacher's calm and thoughtful approach helped to draw out their responses well but the atmosphere was not always quiet or focused enough and some pupils did not consistently follow the rules. Pupils in Year 4 have looked at what it is like to be part of a community and have contributed their own experiences of being members of clubs.

94. The school works hard to build up a sense of self worth in pupils and for them to have a good awareness of what makes for acceptable behaviour. In Year 5, pupils have been discussing how people feel about name calling and have designed a poster to tell people that bullying is an unacceptable response to differences and what they can do to stop the bullies. Pupils are also taught to show courtesy and consideration towards others. In a Year 6 lesson about others' feelings, the teacher's penetrating questions and good rapport with pupils helped them to explore

what type of incidents triggered certain feelings and to find ways of approaching a problem by breaking it into small steps. Pupils' views were mature and thoughtful and they achieved well.

95. The school also endorses its core values effectively through celebration assemblies, the buddy system with the infant school, its recent focus on the importance of group work, Golden Time and displays like Helping Hands, Appreciating Others' Qualities and the Class Treat Board. Visits and visitors include the police *Getting It Right* and *Stranger Danger* programmes, fire brigade and school nurse. The school council gives pupils good opportunities to feel that they can make things happen and has also raised the profile of the school in the community. Members of the school council have met the local member of parliament and the mayor and are helping to choose new playground equipment for the local park. They have also had a voice in bringing about changes in the school, such as selecting playground equipment, and have been closely involved in the school travel plan.

96. Leadership and management are satisfactory. The subject manager has insufficient opportunities to monitor and develop the subject and to introduce assessment procedures. At the last inspection, PSHCE was not taught as a separate subject but the programme of work was reported to be good. Improvement has, therefore, been satisfactory. PSHCE gives pupils a good framework of values to regulate their behaviour and to enable them to find an identity while being part of a class and school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
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
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	0
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); insufficient evidence (0).