

Addendum

Section 10 Inspection of Harlands Primary School, West Sussex

Harlands Primary School was inspected on 12-17 June 2004. Ofsted subsequently received a complaint from the school and, after undertaking an investigation, upheld three aspects of the complaint. Ofsted invited the registered inspector to issue an addendum to the report as a suitable remedy. This course of action was agreed by the school.

At the time of this inspection the responsibility for the report rested, in law, with the registered inspector. However, despite the complaints being upheld, the registered inspector declined to issue an addendum. This means that the judgements relating to teaching and learning and the discrepancies in judgements about learning and achievement remain uncorrected in the report.

INSPECTION REPORT

HARLANDS PRIMARY SCHOOL

Haywards Heath

LEA area: West Sussex

Unique reference number: 125938

Headteacher: Mrs H M Thorne

Lead inspector: Mrs P Francis

Dates of inspection: 14th –17th June 2004

Inspection number: 256338

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	416
School address:	Penland Road Haywards Heath West Sussex
Postcode:	RH16 1PJ
Telephone number:	01444 450782
Fax number:	01444 415352
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Borley

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

Harlands is a large primary school that serves Haywards Heath in West Sussex. Most pupils are from an above average socio-economic background. The proportion of pupils who are eligible for a free school meal is below the national average. The majority of pupils are white with very small numbers from mixed ethnic backgrounds, however, recently, the proportion of pupils from different ethnic backgrounds has increased. Although the school has not identified any pupils in the category of English as an additional language because no pupils are at the early stages of acquiring English, over seven per cent of the children speak a second language at home. A below average proportion of pupils join or leave the school during the course of the school year. Overall, pupils' attainment on entry is above average. The proportion of pupils who have special educational needs is below average and the proportion with a Statement of Special Educational Needs is in line with the national average. These pupils have physical disabilities, learning difficulties and conditions on the autistic spectrum. In 2002, the school gained Investors in People status and was recognised as an Eco School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2440	Mrs P Francis	Lead inspector	Science, Design and technology, Communication, language & literacy, Knowledge & understanding of the world, Physical development
9339	Mr J Zachary	Lay inspector	
32954	Mrs W Hawkins	Team inspector	Mathematics, Art & design, Music, Personal, social & emotional development, Mathematical development, Creative development
31029	Mr P Thrussell	Team inspector	English, Geography, History, Special Educational Needs
28014	Mr P Buckley	Team inspector	Information and communication technology, Religious education, Physical education.

The inspection contractor was:

Serco QAA
 Herringston Barn
 Herringston
 Dorchester
 Dorset
 DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is **good**, and it provides good value for money. The quality of teaching and learning is satisfactory overall, although good in the reception classes and Years 1 and 2. Standards are high in the key subjects of English, mathematics and science, and most groups of pupils usually achieve well as a result of the good climate for learning provided by all staff, underpinned by pupils' very positive attitudes and strong parental support. The school is well led and soundly managed.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science and music are high in Years 2 and 6.
- Pupils' personal qualities are very well developed; they have very good attitudes and values, and they are very well behaved.
- Good provision in the reception classes means that children receive a secure foundation to their learning.
- The school provides a good curriculum with good opportunities for enrichment, particularly in its provision for music and its very good participation in sport.
- The quality of the school's monitoring of its performance data and teaching is not rigorous enough to reliably inform its action plan for improvement.

Improvement since the last inspection is satisfactory. The majority of the key issues have been addressed successfully, but the quality of the school's development plan requires further improvement. Standards have risen to well above average. Pupils' attitudes, personal qualities and behaviour have improved from good to very good and the requirements of the National Curriculum are now fully met. The school's management team has not improved the quality of teaching enough since the previous inspection, as it is now satisfactory in Years 3 to 6.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A	A	A	A
science	A	A*	A*	A

Key: A - school's results within the top 5% in the country; A - well above average; B – above average; C – average; D – below average; E – well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is **good** overall. Most groups of pupils achieve well across the school from their above average standards on entry. Children in the reception classes achieve well and they reach well above the goals children are expected to reach by the end of the reception year in their personal, social and emotional development, communication, language and literacy, and mathematical, creative and physical development. In Years 1 and 2, pupils continue to achieve well and the current Year 2 pupils are reaching well above average standards in reading and writing, mathematics and science. In Years 3 to 6, most pupils continue to achieve well and the

current Year 6 pupils are reaching well above average standards in English, mathematics and science. However, pupils of lower prior attainment and those with special educational needs achieve only satisfactorily in mathematics and writing because the teaching does not always meet the needs of these pupils as effectively as for pupils who have average and higher prior attainment. The inspection findings on achievement are not as good as the 2003 comparisons to similar schools in the above table suggest, because the achievement seen in lessons was not as good. Other factors that have a positive impact on the very good results in national tests include the curricular emphasis earlier in the year on the subjects to be tested and effective revision by teachers before the tests, and very good parental support.

Pupils' personal qualities are **very good** overall. Pupils' spiritual, moral, social and cultural development and their attitudes and behaviour are very good. Attendance is very good.

QUALITY OF EDUCATION

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

Teaching is **satisfactory** overall. Assessment is satisfactory. Teaching is good in the reception classes and Years 1 and 2 and, as a result, all groups of pupils learn well. Teaching in music is very good and pupils achieve very well and reach high standards. There is a strength across the school in the management of pupils' behaviour that provides a calm, ordered environment for learning. Teaching was satisfactory rather than better in Years 3 to 6 during the inspection because not all teachers are consistent in the way that they plan work to meet the needs of all groups of pupils, in the use of their teaching assistants to support pupils, and in the marking of pupils' work. Pupils with special educational needs are well taught and supported when they are withdrawn for specialist teaching, but this good support does not always continue when they return to their classes. Across the school, there are strengths in pupils' learning, as they are well motivated and keen to learn, and work collaboratively in groups very well. The curriculum is good. It is enhanced through a good range of clubs and other out-of-school activities. Accommodation and resources are good overall. The school's provision of care, support, advice and guidance for pupils and its links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Leadership is good while management is sound. The headteacher provides a clear direction for the school's work and is committed to the best achievement for all groups of pupils. The governing body provides satisfactory governance and the school fully complies with statutory requirements. There are inconsistencies in the quality of teaching in Years 3 to 6, homework and teachers' marking of it, and the difference between the support given to pupils with special educational needs in classrooms and that provided in withdrawal groups. These inconsistencies exist because the school's monitoring of its provision and performance is not rigorous enough and the information gained is not used effectively to identify the most relevant priorities in its strategic planning to improve achievement for all groups of pupils. The governors plan to provide finance to re-instate monitoring procedures in September 2004.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the school, but a significant minority have concerns about some aspects of communication between home and school. The governors need to address these negative perceptions. Pupils are very pleased with the school and they and their parents agree that their children like the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to do with making the good practice that exists fully consistent across the school:

- senior managers should be more rigorous in their monitoring of the school's work, particularly teaching in Years 3 to 6, to ensure that it fully meets the needs of all groups of pupils;
- the headteacher and senior managers should use the information from their monitoring more effectively to identify precisely the main priorities for the school's improvement, so that the action taken has a greater impact on achievement for all pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most groups of pupils achieve well across the school. Standards in English, mathematics and science are well above average in Years 2 and 6.

Main strengths and weaknesses

- In national tests in Years 2 and 6, the school's results are consistently high.
- The many higher attainers are challenged appropriately, achieve well and reach high standards, but a significant minority of pupils, especially in mathematics and writing, do not achieve as well as they could.
- As a result of the very good curriculum and good teaching in the reception classes, children make a good start to school; they achieve well and attain well above average standards.
- Due to the improvements made and the effective leadership of the co-ordinator, provision for information and communication technology (ICT) has improved since the previous inspection and pupils now achieve well.

Commentary

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

Standards in:	School results	National results
reading	18.4 (17.4)	15.7 (15.8)
writing	17.0 (16.5)	14.6 (14.4)
mathematics	18.7 (18.7)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.9 (29.3)	26.8 (27.0)
mathematics	29.4 (29.3)	26.8 (26.7)
science	31.8 (31.2)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. National test results and teacher assessments for pupils in Year 2 have improved steadily above the national trend during the last three years. In 2003, pupils attained very high standards in reading and mathematics and high standards in writing, and they achieved highly in reading, writing and mathematics in comparison with similar schools. In 2003, test results for Year 6 were high in English and mathematics and very high in science. A comparison with similar schools indicates that in these subjects achievement was very

good. Nevertheless, the inspection judgement on achievement is that it is good rather than very good. Inspection findings show that attainment in English, mathematics and science remains well above average and pupils, particularly those with prior attainment that is average and above, were achieving well in the lessons seen. The judgement of good achievement takes into account both overall progress and achievement in lessons. Achievement in lessons, in terms of standards compared to what might be expected, was good for most pupils but not very good. Parents and pupils indicated that in Year 6 there is a greater curricular emphasis on the subjects that are tested nationally before May. This emphasis, the timing of the inspection after the tests, intensive revision by teachers in preparation for the tests, and very good parental support are additional factors that explain the difference.

2. As reported in the previous inspection, children receive an effective start to their education in the reception classes. Due to the good teaching, children achieve well in the foundation stage from their above average attainment on entry. They attain well above the goals children are expected to reach by the end of the reception in personal, social and emotional development, communication, language and literacy, and mathematical, physical and creative development.
3. Inspection findings show that in Year 2, standards have improved since the previous inspection in reading, writing and mathematics. As a result of the good teaching, pupils achieve well and standards in reading, writing, mathematics and science are well above average.
4. In the previous inspection, standards in English, mathematics and science were above average at the end of Year 6. Inspection findings show that they have improved and are currently well above average. In science, pupils achieve well due to good teaching. In Years 3 to 6, the teaching seen in English and mathematics was satisfactory overall, and ranged from satisfactory to good. It was judged satisfactory overall largely because in a number of lessons the learning of a significant group, the lower attaining pupils, was not as good as that of others because work did not meet their needs as well. The average and higher attaining pupils achieve well due to teachers' high expectations and, often, good levels of challenge, but analysis of performance data supports the view that the achievement of pupils with lower prior attainment is satisfactory, rather than good. In mathematics, this slower rate of progress affects about a third of the pupils in Year 5, mostly with lower prior attainment but not entirely. A similar picture emerges in writing, but not for so many pupils. It explains the relatively weaker picture in mathematics shown by the comparisons with similar schools of pupils reaching at least level 4, the expected level.
5. A key issue of the previous inspection was to improve standards in ICT across the school, as they were below average at the end of Years 2 and 6. The co-ordinator gives good leadership to the subject and the effective support that she has given to staff, along with the improved facilities and resources, has led to improved standards that are now above average at the end of Year 2 and average at the end of Year 6. The findings of the inspection show that teaching in the subject is now good and is having a positive impact on pupils' achievement, but will take longer to improve standards even further over Years 3 to 6. Standards in music are high and pupils achieve very well due to the music specialist's consistently very good teaching. The teaching in lessons in music and physical education, and the good opportunities for enrichment of the curriculum in extra-curricular activities and instrumental tuition, cater for the needs of talented pupils in music and sport very well; these factors lead to their good achievement.
6. There are no significant differences between the achievement of boys and that of girls. Pupils with special educational needs achieve satisfactorily overall. They achieve well in the reception classes and Years 1 and 2, but satisfactorily in Years 3 to 6. Individual educational plans are very well written with clear, manageable targets. Effective and well-focused withdrawal support by special needs teachers enables pupils to consistently meet their targets, whether related to

learning or behavioural needs. However, the general support given in lessons is not always as effective, so that at these times, pupils are making satisfactory progress in their learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their moral, social and cultural development is very good and their spiritual development is good, making these aspects of their personal development very good overall. Attendance is very good and overall punctuality is good.

Main strengths and weaknesses

- Pupils' very good attitudes to their learning and their very good behaviour in the classroom help them to achieve well.
- Relationships between pupils, and between pupils and adults, are very good as a result of the caring ethos of the school and the very positive parental influence.
- Pupils are polite, confident and keen to take responsibility and this contributes to their very good social and moral development.
- Pupils' cultural development is very good because the school takes positive steps to ensure that pupils experience the traditions of a wide range of cultures.
- Parents are very diligent in ensuring that their children come to school regularly and on time, and are supported in this by pupils' very positive attitudes to school.

Commentary

7. Pupils enjoy being at school and show very good attitudes to their learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is not only a result of good teaching, where teachers maintain a high level of interest and set appropriately challenging tasks. In satisfactory lessons, pupils are still highly motivated and wish to achieve well.
8. Staff in the reception classes lay good foundations for the development of children's attitudes and behaviour. Children are enthusiastic to learn and achieve well from their good social skills on entry. By the end of the reception year they reach well above the Early Learning Goals in personal, social and emotional development. The very good relationships established at the beginning of children's school life are generally maintained successfully throughout the school, although a few parents expressed anxieties about relationships in Year 6 and the impact on pupils' attitudes to their work. The inspection team found that their concerns were justified.
9. Standards of behaviour are very good in classrooms, assemblies and in the outside play areas, where pupils play harmoniously together. All staff in the school work hard to create a caring atmosphere where pupils are very aware of being part of a community. This good ethos results in pupils knowing right from wrong and showing consideration for others. Pupils work very well collaboratively, moving into groups and pairs to work quickly, and where necessary share resources. These very good attitudes contribute to pupils' good achievement. The rare incidents of bullying are effectively dealt with and the school has never excluded a pupil.
10. The school uses its school council to ensure that the views of pupils in Years 2 to 6 are taken into account. The increasing maturity of the pupils is seen in the diversity of the subjects that arise in their discussions, including taking account of multicultural issues and racism, as the school's intake is broadening to include pupils from a variety of different cultures. This results in council members feeling that the school listens to and values their opinions and those whom they represent and contributes to the school community. Older pupils are very enthusiastic about the range of sporting activities in which they can participate and by, for example, training pupils as umpires, the school promotes pupils' social development in the sporting context. Pupils of all ages are very willing to take responsibilities around the school, and show good levels of maturity as they move through the school.
11. The school ensures that pupils experience the traditions of a wide range of cultures. Music is a strength of the school and it is effectively used to promote and celebrate different cultures around the world. Other examples are the display of Aboriginal art, live theatre and visits and visitors to the school. The school also uses its pupils and parents, where possible, to give a personal dimension. The good ethos of the school helps to promote pupils' spiritual

development. Subjects such as music and art and design make a good contribution. In a Year 6 religious education lesson pupils showed respect for others' beliefs when they discussed how Muslims prepare for prayer. Many opportunities exist for pupils to marvel and wonder at living things and reflect. For example, following a visit to the local church one pupil wrote in thanks to the vicar, 'I enjoyed the stained glass windows, they looked like a shining field of flowers'.

12. Attendance is well above the national average, and unauthorised absence is below the national figure. The school has good procedures for monitoring and promoting good attendance, and is beginning to liaise closely with the new educational welfare officer, having had no support for a year. Pupils are very punctual when they arrive at the school in the morning, but they are occasionally slow in arriving at lessons during the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are satisfactory overall. The school's curriculum and provision for pupils' care, guidance and support are good. The school has a good partnership with parents, the community and other schools and colleges.

Teaching and learning

Teaching and learning are satisfactory overall, although good in the reception classes and Years 1 and 2. Assessment is satisfactory.

Main strengths and weaknesses

- While teaching in the reception, Year 1 and Year 2 classes is good, there is inconsistency in the quality of teaching in Years 3 to 6.
- In Years 3 to 6, teachers plan effectively to meet the needs of pupils in the average and higher attaining bands in the class, but do not always meet the needs of pupils with lower prior attainment, including those with special educational needs.
- Across the school, there are strengths in pupils' learning, as they are well motivated and keen to learn, and work collaboratively in groups very well.
- Teaching in music is very good and promotes very good learning, great enjoyment for pupils and high standards.
- There are coherent assessment procedures in English, mathematic and science, but the information gathered is not used consistently to set work to meet the needs of all pupils.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (10%)	26 (52%)	18 (38%)	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.

13. In the reception classes, there is good teamwork from the teaching adults. The area for the early years is well organised and visually stimulating for the children, and the team approach is seen in the adults' consistent expectations and procedures that are used with each group. Teachers' joint planning is effective and meets the needs of young children well. It is shared with the teaching assistants at regular meetings; consequently, they are clear about their roles and tasks with groups of children. Activities are practical, provide a good balance between direct teaching and those that children choose, and last long enough to match the children's short spans of concentration. As a result of this good teaching, children enjoy their learning and achieve well. The good teaching in Years 1 and 2 has been maintained since the previous inspection. As a result, pupils learn and achieve well and they reach well above average standards in English, mathematics and science. Most of the very good teaching shown in the table above was in music in Years 1 to 6, where it is often exciting and inspirational and promotes very good achievement and high standards. The overall proportion of lessons that were very good or better is significantly smaller than that usually found in primary schools across the country, and despite good teaching in some year groups this is one reason that teaching is judged satisfactory overall rather than better.

14. In Years 3 to 6, almost half of the teaching seen was satisfactory compared to a tenth in the reception classes and a quarter in Years 1 and 2. Because this is the largest and most senior key stage in the school, this is another reason why teaching is judged to be satisfactory overall. Learning is also satisfactory overall. The reason that achievement is judged to be better than learning is that over time other factors apart from teaching are acting to push up standards. These include a curriculum that is carefully structured to ensure good preparation for tests and concentration on different subjects at different times of the year. In the good teaching in Years 3 to 6, teachers plan activities effectively to match the different needs of the pupils of differing prior attainment in the class, they challenge the average and higher attainers, often by effective questioning, and they give good support to the lower attainers and pupils who have special educational needs so that they achieve well in lessons. The pace of the lesson is brisk, often as a result of the use of deadlines with pupils, and the session at the end of the lesson is used well to consolidate pupils' learning and to assess their understanding.

15. There are several factors in the satisfactory teaching that make it less effective than the better teaching in the same year groups. While the pupils of average and higher prior attainment are usually challenged appropriately, there are occasions, mostly in English and mathematics, when teachers' planning and the activities observed in the lesson do not meet the needs of the lower attainers and those with special educational needs. Although expected by the school's senior managers, too few lessons show planning that takes particular account of the levels at which these pupils need to be working. On occasions, teachers' expectations are too high for these pupils and they cannot cope with the work. At times, teachers delegate the support of these pupils to their teaching assistants, but they are not always adequately prepared to undertake this work and their support is not sufficiently focussed to enable these pupils to learn or achieve as well as their peers. In other lessons, the pace of the lesson was rapid, but too fast for the pupils with lower prior attainment and special educational needs. This meant that they could not keep up with the rest of the class, became frustrated and lost interest. Occasionally the pace of the lesson was too slow for the class and they became restless. In the satisfactory teaching, the session at the end of the lesson was often not used sufficiently to consolidate learning and assess pupils' achievements against the learning intentions identified for the lesson.

16. Although teachers do not always cater sufficiently to meet the needs of pupils with special educational needs in class, when they are withdrawn from class and supported by the special

needs teachers, work is well planned and prepared so that pupils make good progress in meeting the targets on their individual educational plans.

17. Across the school, and not always dependent on the quality of teaching, pupils are well motivated and keen to learn, apply themselves productively and work collaboratively in groups very well. This very good cooperation was seen in practical investigative activities in science and when Year 6 pupils designed a presentation within ICT in the computer suite. They suggested and discussed ideas, took on different roles and organised themselves very effectively.
18. Overall, the assessment procedures in the school are satisfactory, but there is some good practice in the reception classes where the outcomes are used effectively to help monitor children's progress. The school has developed secure procedures for testing pupils in English, mathematics and science at the end of Years 2 to 5, using national tests and setting targets for the next year. While targets are set, monitoring of progress against these targets has been insufficiently rigorous. Teaching is often aimed at the average and higher attaining pupils and not always sufficiently well matched to individual pupils' needs. Analysis of pupils' progress between Years 2 and 5 showed that a significant number of lower attaining pupils in mathematics were making less than the expected progress, and this was also the case in writing for a number of pupils from differing ability groups. Data on pupils' performance is currently being transferred to an electronic system, which will enable the school to focus more easily on the performance of different groups of pupils and inform teaching. In response to recommendations of the previous inspection, the school relates pupils' attainment to the descriptors of the National Curriculum levels in subjects and conducts moderation exercises linked to these levels. In science, for example, this enables the co-ordinators to see clearly the progression in pupils' skills through the school.
19. There is inconsistency in the quality of the marking of pupils' work. There are good examples in English, mathematics and science, where some teachers clearly focus on the main objective of the task and make useful comments so that pupils know how to improve their work, but in other classes, marking is unsatisfactory or occasionally much work is not marked. The termly recording of pupils' work in a topic book, which includes comments from teachers, pupils and parents, and targets for improvement, is very successful and contributes to good communication between all concerned. Assessment procedures in all subjects are developing and co-ordinators are compiling portfolios of work reflecting different levels of pupils' attainment to guide teachers in their planning.

The curriculum

The school ensures that all pupils have a good quality and range of learning opportunities. It provides them with good opportunities to enrich their experiences through extra-curricular activities and a variety of visits and visitors to the school. The school's accommodation and resources support pupils' learning well.

Main strengths and weaknesses

- A very good curriculum in reception gives children a good start to their schooling.
- Curricular planning is good with effective links between subjects.
- The provision for pupils with special educational needs is good.
- There are very good opportunities for pupils to participate in sport.

Commentary

20. The school provides a relevant and well-balanced curriculum for all pupils, which is a key factor in pupils attaining high standards and achieving well. Although the curriculum is balanced over the whole year, some Year 6 pupils and parents have expressed concerns about the time devoted to English, mathematics and science immediately prior to national testing, to the exclusion of other subjects. Since the last inspection, planning for all subjects, mostly based on national guidelines, has been introduced. Provision for design and technology and ICT is now fully in place. A recent review of the curriculum has focussed on making links between different subject areas in order to make learning more relevant, purposeful and integrated. This was very evident in some lessons seen and in samples of past work, particularly the topic books produced by pupils each term. English lessons are often used well to practise and develop literacy skills in conjunction with scientific and geographical topics. This approach to the curriculum is encouraging a greater independence and initiative in learning, but has yet to be fully monitored for its effectiveness in fully developing all skills specific to different subjects.
21. The very good curriculum for children in the reception classes is well planned, imaginative and practical. It provides a good balance of opportunities for direct teaching and for children to choose activities for themselves, meets the needs of young children very effectively and enables them to achieve well.
22. The provision for pupils with special educational needs is good. Early identification of needs and well-planned support help to ensure that pupils acquire the skills to enable them, along with all other pupils, full equality of access to the curriculum.
23. The school provides good opportunities for curricular enrichment. French is timetabled for pupils in Years 3 to 6, and Latin is offered as an after-school club along with, for example, art, chess, karate, cricket, football, netball, drama, gardening and Christianity. Good opportunities are provided for pupils to participate in the arts. Many pupils learn to play musical instruments and take part in orchestral and choral events. Regular productions help to promote drama throughout the school. A particular strength of the school is the opportunity for pupils to participate in sport. All pupils are encouraged to participate both within and out of school time. The school has been particularly successful in competitive sport, for example in cricket, basketball and football, and in encouraging and developing sporting talent. A good range of visits, for example to theatres and other places of geographical and historical interest, helps to further enliven the curriculum.
24. The school makes good use of its satisfactory accommodation, which in places is limited in size for the number of pupils and is still reliant on some inadequate hatted classrooms. A studio provides good accommodation for music and drama and space has been made for a computer suite. Resources are good, well organised and used effectively to support learning. A good number of teaching assistants provide satisfactory overall support for teaching and learning.

Care, guidance and support

The school provides well for pupils' care, welfare, health and safety. It also provides good support, advice and guidance for pupils, based on monitoring of pupils' work. The school seeks to involve pupils in its work and development well.

Main strengths and weaknesses

- Pupils are very happy in school; the good personal care, support and guidance given to them ensure that they feel secure and are able to get on with their learning in a safe environment.
- Good communication between teachers ensures that they know pupils well, both academically and personally.

Commentary

25. Pupils interviewed during the inspection all confirmed that they were happy in school, and virtually all confirmed this via the pupil questionnaires. Pupils are well looked after. Sound induction procedures are popular with parents and ensure that children joining the reception classes are welcomed and settle quickly, though the current procedures are very new. Pupils appreciate the school's focus on care, and parents who attended the pre-inspection meeting confirmed that their children are well looked after by all school staff - not just the teachers.
26. A recent local authority report from December 2003 stated that good communication between teachers ensures that they have a good personal knowledge of their pupils, and this is confirmed through, for instance, the level of detail in the 'personal and social development and contribution to school life' sections of the pupils' annual reports.
27. The school has satisfactory policies and procedures in place that cover the areas of health and safety and child protection, and governors are appropriately involved through termly site safety checks. Health and safety is given due consideration by teachers in practical subjects like science. During the inspection the weather was unseasonably hot, and although the school ensured that when pupils were outdoors they were well protected by sun hats, for instance, the lack of adequate sun blinds in the mobile classrooms meant that they were uncomfortably hot. The split-level nature of the site makes disabled access difficult, but the school is well aware of such difficulties and does what it can to overcome them.
28. Pupils from Year 2 onwards are involved in the school council, which meets on a weekly basis and provides pupils with early experience of citizenship. Council decisions and proposals have had an impact on areas such as improving behaviour at lunchtimes. Pupils interviewed during the inspection supported the positive response in the pupil questionnaires, where they felt their views were taken seriously and acted upon. The school has plans to extend pupils' involvement in the running of the school through structured interviews from September 2004.
29. Early identification is made of pupils with special educational needs so that appropriate support is provided as soon as possible. Individual educational plans are of a high standard, are regularly reviewed, and provide targets that are well matched to individual needs. Pupils themselves are involved in target setting as much as possible, so that they can be aware of why they are being supported and of the progress they are making. Pupils with statements receive their full entitlement of provision.

Partnership with parents, other schools and the community

Parents are mostly very supportive of the school and this effective link has a marked impact on pupils' learning and achievement. Good links with the community enrich the curriculum and pupils' personal development; links with partner schools are also good.

Main strengths and weaknesses

- Parents' involvement in their children's learning is very good.
- A significant minority of parents feel that the school could provide better information on pupils' progress.
- Good links with other schools ensure a smooth transition to the next stage of pupils' education, and extend pupils' appreciation of the wider community.

Commentary

30. Parents are very actively involved in supporting the school, both directly through helping in school and with financial support, and through their interest and involvement in the work their children do at school and at home. The Friends' Association is very active and raised around £12,000 to support academic development in the last financial year in areas such as ICT, music, sports and events. A good example of support was also seen during the inspection, when a good number of parents came to watch a sharing assembly led by Year 1 and Year 3 pupils. The high number of comments made on questionnaires further reflects the parents' commitment to their children's education. Good contact is maintained with parents of pupils with special educational needs. Suggested targets are shared with parents before individual educational plans are updated.
31. In the meeting before the inspection, parents were generally very supportive of the school. In their responses to the pre-inspection questionnaire, parents were in agreement with all the questions raised apart from information on progress, approachability, and how well the school seeks their views and takes account of them. The governing body undertook a similar questionnaire about 18 months prior to the inspection, with similar results. These results were debated in formal governor meetings, with due consideration given to extra pressures on teachers' time, and the school's response was published in the combined prospectus and governors' annual report. In spite of this, some parents clearly still feel that communications could be improved and this remains a challenge for the school.
32. Information provided for parents in written form is good. Parents are provided with regular newsletters, a helpful parents' handbook, and termly 'curriculum forecast' documents that lay out in some detail what their child will be covering in the forthcoming term. There is good two-way communication through reports and documents such as the termly topic books. Information is also readily available on the school web site. Parents are happy with the good annual reports on pupils, which are personalised and detailed and include helpful targets, as well as information on how well pupils are doing against national levels in the core subjects of English, mathematics and science. However, there is no formal opportunity for parents to discuss the report after its publication; instead, a formal meeting is arranged in January or February when teachers have had chance to assess their pupils' progress. Some parents would prefer a second structured appointment, though the school is at pains to point out that individual appointments may be made at any time of the year.
33. The pupils benefit in terms of both their academic work and their personal development from the good involvement with the local community through, for instance, participation in community events such as citizenship activities and providing music for local elderly people. The school hosts evening classes and many activities run by external tutors, such as the classes in martial arts and guitar tuition that were seen taking place during the inspection.
34. The school has good liaison with its pre-schools and two main receiving secondary schools, and also has good links with a local special school through regular joint classwork and joint teacher planning. These links are used well to contribute to pupils' social and moral development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership is good, including that shown by the headteacher, who provides good leadership based on a clear vision for the school's direction. Leadership by most curricular leaders is good. Management and governance are satisfactory.

Main strengths and weaknesses

- The headteacher delegates much responsibility effectively to her senior management team and curricular leaders, who create effective teams.
- Most subject leaders and the co-ordinator for special educational needs provide good leadership. The leadership by the co-ordinator for the early years is effective and she has created a good team where children achieve well.
- The school's monitoring of its work is unsatisfactory.
- The school's development plan does not identify the main priorities for the school's improvement clearly enough or provide precise information on which to base the actions required to improve achievement for all groups of pupils.

Commentary

35. The headteacher provides a good lead to the school's positive ethos. There is good commitment to inclusion, although in practice, the needs of all groups of pupils are not always met equally well. There is good concern for individuals, both socially and in terms of their care and welfare. Harlands is a large school and the headteacher has delegated responsibilities effectively to her senior staff and has provided adequate time for them to undertake their roles. This experience provides good opportunities for them to develop their leadership skills. The previous deputy head was promoted to a local headship after this positive professional development. The school's provision for the early years, English, mathematics, science, ICT, music and special educational needs is well led. There has been good improvement in the curricular leadership of co-ordinators since the previous inspection, when it was unsatisfactory and a key issue for improvement.
36. The management in the school is satisfactory. There is a strength in the good induction for staff new to the school; both newly qualified teachers spoke highly of the support and guidance they had received. The school also makes a good contribution to initial teacher training and works well with higher education institutions to train new teachers.
37. Subject leaders and senior staff monitor teachers' planning and pupils' work and some monitoring of teaching occurs to support performance management. Since the beginning of the current academic year, co-ordinators have not had time to monitor teaching, as governors made the decision to cut this spending when financial cuts were imposed on them for the previous financial year. However, the school is aware of the need to re-institute more regular opportunities for monitoring and there are plans to do so from the start of the new academic year. Currently, the school's monitoring of its work is not rigorous enough, especially in the evaluation of teaching and its impact on the learning and achievement of specific groups of pupils in Years 3 to 6. For example, the school monitors performance data and from results of tests, the headteacher has identified a tail of underachievement in mathematics. This weakness is identified within the priorities of the school's development plan, but criteria for success in the plan are too vague because they are not related specifically to clear targets expressed in terms of pupils' levels of attainment, a recommendation of the previous inspection. The action to be taken in the plan relates to the use of additional materials and staffing for mathematics, including ICT software and more use of time from teaching assistants, but does not address the quality of the current provision for these pupils because there is limited information from monitoring and evaluation of the teaching of mathematics. Hence, the unsatisfactory quality of the monitoring limits the precise information needed to establish a relevant action plan for improvement. In turn, the most appropriate action to improve current aspects of the teaching of mathematics is not identified and hinders the effectiveness of strategic planning. The school's self-review is satisfactory overall, but the lack of rigour leads to a more positive evaluation than is warranted in some aspects. The self-review of the provision in reception, based on the local authority's guidance, is accurate.
38. A significant minority of parents at the pre-inspection meeting with the lead inspector expressed the view that the quality of homework, and teachers' marking of it, was inconsistent across the

school. Although the school has a clear policy on homework, this aspect of its work has not been monitored to establish whether parents are justified in their criticism. The co-ordinator for special educational needs meets regularly with teaching assistants. Some monitoring of their support enables performance management targets to be set. However, the monitoring, particularly of provision within classrooms, is not sufficiently rigorous to ensure that pupils with special educational needs are achieving as well as others in their classes.

39. The governors are committed to the school and support it well. They make a good contribution to the school's direction but are also limited in what they can achieve by the lack of rigour in the school's monitoring. The governors need to address the perceptions of a significant minority of parents that the school's communications with them could be improved. The governors have considerable expertise in financial management among their members and have repaid the recent deficit in their budget earlier than demanded by the terms within the agreement of the licensed deficit. This deficit was due to a combination of circumstances: additional expenses due to a period of very long term sick leave and a temporary and unexpected drop in numbers of pupils for which the local authority drew back funds.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	951,831
Total expenditure	909,954
Expenditure per pupil	2,187

Balances (£)	
Balance from previous year	-24,841
Balance carried forward to the next	17,035

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Children enter the reception classes with attainment that is above average. Due to the very good curriculum and consistently good teaching in all areas of learning, pupils achieve well and, by the end of the reception year, they are likely to attain well above the early learning goals in all areas of learning that have been reported in full. There has been good improvement in the provision since the last inspection, as teaching continues to be good, standards have been maintained at well above average and the curriculum remains very good.
41. The leader of the early years leads and manages the good provision effectively and has created a good team of staff who share consistently high expectations for the children. Teachers and their assistants know the children well and meet the needs of all children successfully, including those with special educational needs. There is also a strength in the good assessment, as during lessons, staff regularly collect and record observations of children's experiences and achievements to inform their planning for the next steps in teaching and for each child's foundation profile. The accommodation is good and the learning environment is well organised, stimulating, exciting and colourful, based on the current theme of Jack and the Beanstalk.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because the good quality teaching ensures that they are encouraged to take responsibility for their own actions at an early age.
- Children behave very well and reach the early learning goals at a good rate. Most reach well above the average expectations for their age by the end of their reception year.

Commentary

42. Teachers and all adults are highly effective when modelling good behaviour. They have a calm and respectful manner when addressing children and each other. Teachers value children's contributions to lessons. In an outside play session the teaching assistant praised children for their co-operation as they worked out how to form a queue to pay at the cash desk of their Garden Centre. Their self-esteem rose as a result. Children have roles as helpers in class and are keen to live up to the title; they give out equipment for the teacher, and the other children are encouraged to accept this with 'please' and 'thank you'. Adults are quick to acknowledge good behaviour and children are praised appropriately for listening with attention and sitting with good posture.
43. All adults foster social skills in a variety of ways. For example, children accept readily when activities are overcrowded and return when there are spaces available. Children with special educational needs are well integrated and receive good support. They, and others, are helped to maintain their concentration by the stimulating nature of the activities offered. As a result, children are able to maintain attention for sustained periods and they are confident to try out new things. There is a calm and purposeful atmosphere in both classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well and most are likely to reach well above average standards by the end of the reception year.
- Teachers and their assistants provide good opportunities for children to develop their skills in communication and language through imaginative role-play situations.
- The overall good teaching promotes successful learning and the good teaching of the basic skills of reading and writing helps children to make good progress in their literacy.
- Adults assess children's progress carefully and use the information gained to plan effectively for the next steps in children's learning.

Commentary

44. The very good curriculum provides numerous opportunities for children to practise their skills in speaking and listening. During each activity, teachers and their assistants hold conversations with children about their work. The well-structured, imaginative role-play areas provide many opportunities for children to become characters in stories, such as the giant in his castle from Jack and the Beanstalk, or to play roles such as the cashier and customers in the Garden Centre. In one lesson, the teacher provided good follow up to the role-play in the castle by the class posing questions to the character on incidents that had happened during the activity. Children asked relevant questions articulately using a good range of vocabulary and the characters answered confidently and at a level well above the standard expected for their age.
45. The early skills of reading and writing are taught well. An enjoyment of books is promoted positively and story time plays an important part in developing positive attitudes to reading. When the teacher read two books by Kim Lewis, children listened attentively, identified the author, related the story to a previous visit by the class to a farm and made relevant comments about the story. As the inspection was in the summer term, the teachers had introduced 'big' books and the beginnings of the numeracy hour. Children were encouraged to read the 'big' book on Jack and the Beanstalk with the teacher, and at one point, corrected her reading when she made an error. As a result of adults' good assessments of children's progress, the group activities that follow the class teaching are well matched to pupils' needs. Most pupils know the initial sounds of words and some phonic blends and use this knowledge well in their writing. The higher attaining pupils write sentences independently that are within the first level of the National Curriculum, and they know that names and the beginning of sentences start with a capital letter and that a sentence finishes with a full stop. In one lesson, they wrote replies to an enormous letter from the giant that had been delivered to the class that morning. Children who have learning difficulties make good progress due to the good support by teaching assistants, parent helpers and the co-ordinator for special educational needs, who withdraws small groups for short periods to address specific needs such as a difficulty in following auditory instructions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching effectively develops children's mathematical skills and use of vocabulary.
- Teaching assistants help children achieve well.

Commentary

46. On entry to the reception class, children's mathematical language is well developed. Teachers foster children's interest through imaginative, direct teaching. Children measured and compared the height of plants they had grown. They graded them by size and recorded this accurately in pictorial form and by writing specific mathematical vocabulary. Teachers plan very well to reinforce the learning through a wide variety of practical activities, songs and computer games. They achieve well in the reception classes and the majority reach well above the early learning goals at a good rate, and, by the end of the summer term, they are confidently working within level 1 of the National Curriculum.
47. In a lesson seen, children participated in a range of activities that used the language of measurement and counting on a theme of plant growth, derived from the story of Jack and the Beanstalk. In the highly effective session at the end of the lesson, they were gathered on the carpet to estimate the number of beans in a bag. This intrigued and motivated the children. The energetic teacher encouraged the children to record the children's contributions on a whiteboard so they could compare the final result with the estimates. The children matched the nearest estimate with ease to the actual figure of 21. As a result of this well-integrated curriculum, the children were participating fully and with great enjoyment in a range of activities that reinforced the learning objectives in a variety of ways. They were making considerably better progress than expected.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

48. This area of learning was sampled because no activities were seen on the elements of a sense of time or place, or of culture and beliefs. In the elements of exploration and investigation, designing and making skills, and ICT, teaching was good and promoted children's good learning and achievement. Teachers provide a stimulating curriculum with many opportunities for pupils to undertake practical activities in which they learn about the world around. They have grown plants for the Garden Centre, they have explored fragrant plants using their senses of smell, touch and sight, and they have linked their work well with their mathematical development when sorting and measuring plants. Children became very excited when observing the growth of bean seeds. *'My bean is shooting out'* was the reaction from one child. The teacher shared the enthusiasm and used the opportunity to develop the children's understanding of roots and shoots. Children made careful drawings of the growth they had seen, enjoyed exploring dry sand and water, and had great fun making a composite picture of a garden by dragging pictures of objects on the interactive whiteboard. Displays and previous work show that children build and construct with a wide range of large and small objects. They made a huge chair suitable for the giant from large pieces of a construction kit and have designed and made 'Snazzy specs'.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well and reach well above the standards expected by the end of the reception year because teaching is good.
- The newly developed area outside the reception classrooms provides good facilities for children's physical development.
- Children are particularly skilful for their age in handling small tools and objects.

Commentary

49. In activities that took place in the area outside their classroom, children moved confidently and safely when climbing a ladder, experimenting with different ways of moving across a bridge structure, balancing, sliding on the slide, bouncing on the trampoline and rocking in pairs on see-saws. These actions were carried out with good coordination, great enjoyment and a good awareness of others around them. A good range of wheeled vehicles is available for children to use. Good opportunities are provided for children to use a wide range of small equipment such as large pencils, scissors, paintbrushes and glue spreaders. Teachers are well aware of the need for children to practise their skills and provide a variety of experiences where they are required to manipulate small objects to improve their control. Children were particularly skilful in handling materials while undertaking creative development. Some of them carefully curled string into a spiral and glued it to stiff card when making a pattern on a printing block, demonstrating very good control for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers' planning is skilful in integrating all the facets of creativity into thematic activities that children enjoy.
- Children are very keen to participate and they achieve well.

Commentary

50. Teaching is good. The children paint pictures of themselves, explore the mixing of shades of green, and make collages and models. Their work is careful and displays consideration of the effect they are trying to create. They had completed circular patterns with a range of coloured seeds and beans that were attractive, but must have taken considerable precision and perseverance. Displays are creative and demonstrate the value teachers place on creative development. Children are taught music well by a specialist teacher and songs are used well incidentally at other times of the day; for example, in story time. Almost all children reach well above the expected standards in this area of learning.
51. Careful thought is put into facilitating role-play areas. The Giant's Castle is a good example, with an imaginative range of resources to provide exciting play. There are oversized cooking utensils that accentuate the sense of scale, together with dressing up clothes for each of the characters in the story of Jack and the Beanstalk. During the inspection a parent took on the role of the giant and the children were thrilled and fully engrossed in their roles.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall pupils achieve well, and by Year 2 and Year 6 standards are well above average.
- Very good support from home and pupils' very good attitudes to learning contribute strongly to achievement.
- Good use is made of English in other curricular areas.
- The subject is well led.
- Monitoring has not yet been effective in raising the overall quality of teaching.
- There has been good improvement since the last inspection.

Commentary

52. Overall standards in all aspects of English have consistently remained well above average. The standards seen in pupils' books and observations of lessons show that by Year 6 over half the pupils are working above the level expected in English. Average and higher attaining pupils especially achieve well. Teachers have high expectations of them and they are often challenged well in lessons. The support from home, along with the very good attitudes to learning developed in school, helps to maintain these higher levels of achievement. Pupils with special educational needs make good progress in meeting their individual literacy targets. This is through well-planned and focused support, mostly provided in small withdrawal groups taken by learning support teachers. Some lower attaining pupils benefit from initiatives such as Early and Additional Literacy Support. However, the overall achievement of lower attaining pupils, including those with special educational needs, is only satisfactory. This is further evidenced from an analysis of the school's tracking data, and particularly that related to progress in writing. One main reason for this variation in achievement is that lessons, particularly in Years 3 to 6, often do not focus sufficiently on the specific learning needs of these pupils. Although expected by the school's senior management, there was little to show how lesson planning is being adapted to the particular levels at which they need to be working. The timing of the inspection, following national testing, meant that learning, particularly for older pupils, had slowed, and progress in lessons, as a result, was often only satisfactory. Both pupils and parents, with some concern, indicated that an intensive revision programme takes place prior to testing, and this has helped to secure pupils' very good performance in tests.
53. Good opportunities through assemblies, drama, and discussion and debate, both in and out of lessons, contribute to the standards reached in speaking and listening. This was clearly seen in the Year 6 assemblies that reported on the Isle of Wight residential trip. Pupils spoke clearly, confidently and expressively to a very attentive audience. In lessons, pupils listen well and are very keen to answer questions. However, some lack of targeted questioning by teachers often results in the more able and articulate pupils responding, leaving fewer opportunities and less encouragement for others to share their ideas and understanding, and for teachers to assess this.
54. Guided reading sessions are planned each day, along with opportunities for individual reading which enable teachers to develop and assess reading skills well. These sessions, along with the expectation that pupils should read regularly at home, contribute to the high standards in reading. Those pupils heard reading by inspectors showed their very strong enthusiasm for reading. Higher attaining pupils, in particular, had clear preferences for authors and types of book, and could talk at length about the themes and characters in the books they were reading.
55. Pupils' writing is developed well. Skills are taught consistently and pupils are encouraged to write for a wide range of purposes and audiences, both within literacy and in other curricular areas. A cursive script is taught from an early age, which results in a joined, clear and fluent handwriting style.
56. The quality of teaching and learning overall is satisfactory. It is better in Years 1 and 2, where overall it is good. Teachers' good knowledge of the subject helps them to deliver lessons that

are mostly both challenging and engaging. In all lessons, pupils are well managed. Relationships are strong and this results in very good behaviour and positive attitudes to learning. Pupils are very co-operative, settle to tasks quickly and work very well together to support each other's learning. This was very evident in a Year 5 lesson where pupils had editing partners whose comments helped to develop their river poems well.

57. Although teaching allows the majority of pupils to achieve well, some lack of planning, particularly for lower attaining pupils, including those with special educational needs, detracts from this. Teachers provide teaching assistants with written notes that help to guide the support they provide for these pupils. Where teaching assistants had planned and worked closely alongside teachers, the support they then provided was more effective. However, where guidance notes were given only just before lessons, assistants were not sufficiently prepared either to take a more active part throughout lessons or to give well-focused and fully effective support to the individuals or groups they were supporting.
58. In better lessons, planning shows clearly what pupils will be learning as well as the activities they will be engaged in. However, few lessons provided sufficient time at the end to revisit learning objectives or for pupils themselves to discuss, for example, what they found easy or hard. Few plans showed evidence of amendments being made to take account of such evaluations. Where marking is better it helps pupils to understand the progress they are making by way of constructive comments that refer to learning objectives. However, at times it is too congratulatory, with comments such as 'excellent' recorded too readily, for example, when work is untidy, crossed through or incomplete. There are also examples of work not being marked at all for some period of time.
59. The subject is well led, and this has resulted in good improvement since the last inspection. Standards have risen and the teaching of reading is now well organised. The use of ICT to support learning is now developing well. More recently, curricular improvements have been introduced. Management of the subject is satisfactory. Procedures to track and monitor individual progress are good. Individual level targets are set and regularly reviewed, which enables teachers to identify where additional support is required. However, these procedures are not yet being used well enough to monitor trends in order to identify, for example, where different groups or classes are not making the expected progress, and to look for reasons why. A lack of rigorous monitoring has also meant that particular strengths and weaknesses in teaching and learning have not yet been clearly identified, with a view to bringing about further improvement.

Language and literacy across the curriculum

60. Good use is made of literacy in other subjects. Recent curricular developments have sought to provide more relevant and purposeful opportunities for pupils to use and develop their literacy skills. For example, Year 6 pupils wrote newspaper reports on their residential visit to the Isle of Wight; Year 5 pupils composed river poems following a field trip in geography; and Year 2 pupils made notes on sunflowers and mini-beasts to further their knowledge in science. Termly topic books, prepared and assembled by pupils, give further examples of pupils' good use of literacy and demonstrate their handwriting, research and presentation skills, including the use of ICT.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils attain high standards in mathematics throughout the school.
- Teachers in Years 1 and 2 plan lessons well and, as a result, pupils of all abilities achieve well.
- Curricular leaders provide good leadership and effective role models to other teachers but do not make enough use of data on pupils' progress to ensure that all pupils are achieving well in Years 3 to 6.
- Mathematics is used imaginatively in other areas of the curriculum.

Commentary

61. Results in national tests at the end of Year 6 have been consistently high for several years, compared to the national picture, and are likely to be so again in 2004. Over half of the pupils exceeded the level expected for their age in 2003. Over the past three years there have been improvements to the standards reached by pupils at the end of Year 2 and they are currently exceptionally high, with all pupils reaching the levels expected for their age and over half exceeding this level. Pupils of all abilities achieve well in Years 1 and 2, building on the good grounding they receive in the foundation stage. Overall between Years 3 and 6, pupils' achievement is satisfactory. Whilst most pupils achieve well, there is a significant minority of pupils, roughly a third, that do not progress as well as they could, given their prior attainment at the end of Year 2 and expected rates of progress through the levels of the National Curriculum. Inspectors tracked the rate of progress over several years and found that although this related mostly to pupils with comparatively lower levels of prior attainment, it was not exclusively so. This finding matches the satisfactory achievement grade, based on the prior attainment in Year 2, of the 2003 Year 6 pupils, as reported in the threshold data in the school's performance and assessment report for 2003. Girls and boys perform as well as each other. Pupils with special education needs achieve well. They are well supported by teaching assistants in class during numeracy lessons and some have specific support from designated teachers to address targets on their individual educational plans. There has been satisfactory improvement since the time of the last inspection, as standards have improved, and teaching and learning in Years 1 and 2 and curricular leadership have been maintained as good. Teaching in Years 3 to 6 is not as good as in the previous inspection.
62. During the inspection, teaching was good in Years 1 and 2, but was satisfactory in Years 3 to 6. The difference in quality between the year groups is largely due to teachers' expectations and the effectiveness of their planning. In Years 1 and 2, teachers use their assessments to plan for the range of abilities within their class; the level of detail in the planning enables the well trained teaching assistants to help pupils with tasks that are well matched to their level of understanding, often designating resources to exemplify mathematical ideas in a practical way. For instance, in a Year 2 class while the teacher explained simple fractions, the teaching assistant was directed to simultaneously demonstrate this to a small group who needed greater input. In Years 3 to 6, although some teachers plan carefully for pupils to learn at different rates, this is not consistent between classes, and as a consequence, over time, achievement of all pupils is not always as high as it could be. The pace of lessons in Years 3 to 6 is not always even and the last section of the lesson that enables teachers to assess pupils, and furthermore for pupils to articulate what they have learnt during the lesson, is not well developed.
63. The curricular leaders for mathematics are effective role models to other teachers and have provided whole school training for the staff. They are lively and well informed about the national numeracy strategy. However, there has been little effective monitoring and evaluation of the quality of teaching and learning. The curricular leaders have not been allocated time away from their own classes to enable them to fulfil this role. Self-evaluation and tracking systems are not sufficiently rigorous to identify and assess pupils' progress over time, thus ensuring that all pupils are achieving as well as they could.

Mathematics across the curriculum

64. Pupils use their mathematical skills well across the curriculum because they are given many opportunities to use and apply these skills. These are especially well developed in science, where pupils use a range of graphs to record data from experiments. In religious education in Year 4, pupils recorded survey results in graphical form, often transposing their findings onto ICT software to get a precise finish to their presentations. The school celebrates Maths Week on an annual basis each October with a range of activities with a mathematical slant in all areas of the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Due to overall good teaching in Years 1 to 6, pupils achieve well and standards are well above average at the end of Year 2 and Year 6.
- Throughout the school, teachers give good emphasis to developing pupils' skills of scientific enquiry and pay good attention to developing pupils' scientific language.
- Pupils record the results and conclusions of their scientific investigations well, using their good literacy skills.
- Pupils across the school have very good attitudes to science, enjoy the lessons and work very well together in groups.

Commentary

65. There has been good improvement since the last inspection. Standards have risen from above average to well above average, and the overall good teaching has been maintained. In response to weaknesses identified in the previous inspection report, the school's focus on improving the curriculum to ensure good progression in the development of pupils' scientific skills and to provide a balanced coverage of the different aspects of the subject in Years 3 to 6 has led to higher standards and good achievement. Another factor is the school's emphasis on pupils designing experiments for themselves, making measurements to collect data to answer questions and recording their observations and measurements using tables and graphs to explain their findings. Pupils record their investigations very well and work is presented neatly, making good use of their literacy skills. Their very good social skills in working collaboratively mean that they work together very effectively in groups to develop their ideas into practical tests. In Year 3, when pupils were trying to prove that the paper template of a human body was an adult because bones grow as our bodies grow, they cooperated very well in suggesting ideas and in measuring pupils' bones.
66. In 2003, the results of teacher assessment in Year 2 and test results in Year 6 indicate achievement that is very high in Years 1 and 2 and high in Years 3 to 6. This is better than the good achievement in the lessons observed during the inspection. There is a huge curricular emphasis until May on the subjects in which pupils are tested. In Year 6, the curriculum in science is completed by the time of the tests, leaving more time for foundation subjects in the latter half of the summer term. This curricular factor, together with very good parental support and the impact of the time of year when the inspection occurred, can be seen in the different achievement in lessons compared with national tests.
67. Overall, teaching and learning are good in Years 1 to 6. Across the school, teachers introduce scientific terms well. Pupils are given good opportunities to develop their skills of scientific enquiry, as seen from Year 1 when pupils consolidated their learning about the properties of materials, to Year 5 when pupils were challenged to find out how they could make jelly dissolve faster. Assessment is satisfactory. Marking of pupils' work is variable. There was good marking of work in science in some Year 6 topic books with evaluative comments and questions to help pupils to improve their work, but in others, marking is mainly praise and is not so helpful. At the beginning of a lesson in Year 3, the teacher shared her intentions for pupils' learning with the class on the whiteboard. During the lesson, she made references to the learning intentions to remind pupils of the purpose of the tests and at the end she used them to assess whether their learning in the lesson had achieved her objectives. This good use of learning intentions throughout a lesson and for assessment at the end, however, was seen too infrequently. Pupils are very well behaved, have very good attitudes to the subject and enjoy their learning.
68. The well-qualified joint co-ordinators provide good curricular leadership and have been responsible for the good improvement since the previous inspection. They have moderated work undertaken by all year groups on an investigation into 'puddles' and have used their assessment of this work to identify the levels of the National Curriculum within scientific enquiry

attained by pupils. This task has given them valuable insights into pupils' good progression in skills throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because of the good quality teaching and the effective use of support staff.
- Pupils work very well collaboratively and learn quickly in lessons.
- Good quality resources contribute to pupils' good achievement in ICT.
- The monitoring role of the co-ordinator needs to be strengthened to ensure consistency across the school.
- Good links are made between ICT and other subjects in ICT lessons.

Commentary

69. An effective programme of staff training, the good use of teaching assistants and the development of the computer suite have all made a significant contribution to pupils' good achievement and very good improvement in provision since the last inspection. One limitation to the suite is when the bright sunlight comes through the skylight, making the data projection screen barely visible. While the suite is cramped, particularly for the older pupils, their very good behaviour enables pupils to learn well. Cabling and networking of computers in classrooms and other areas enables pupils to continue their work after using the suite and also provides Internet access. Standards in Year 2 are above average. In Year 6 they are average and are constrained by the standards in the element of control and monitoring technology, and current pupils have only had access to this good quality equipment in the computer suite for two years.
70. Teachers plan their work well to develop pupils' skills. They use the data projection screen effectively for whole class teaching before pupils work in pairs, and they are good at gathering the class together at intervals to evaluate pupils' progress and to show them the next stage. This was effective in a Year 6 lesson when pupils were creating slides for their multimedia presentation of their time at Harlands School.
71. The co-ordinator leads the subject well. There is a clear scheme of work, assessment procedures have been recently introduced and a portfolio of pupils' work, levelled against national criteria, is being developed to aid teachers in their planning. The school has developed its own intranet that supports teachers well. Pupils' work is also displayed on this. The school employs a technician who provides very good support in maintaining the hardware and ensuring that the software functions correctly. This is important in the context of raising teachers' confidence in planning for ICT. The school has two interactive whiteboards and training for teachers not confident in their use is planned, as more are introduced into classrooms. The management role of the co-ordinator needs to be developed by monitoring teaching and pupils' acquisition of skills, to ensure consistency across the school.

Information and communication technology across the curriculum

72. Teachers use pupils' skills in ICT effectively across the curriculum because teachers ensure that these are related to other areas of the curriculum while teaching ICT skills. Year 3 pupils accessed an Internet site to investigate the similarities and differences between a human skeleton and those of a horse, fish and ant. Year 2 pupils entered information on mini-beasts into a branching database, posing questions that accepted yes or no answers very well. In a Year 4 lesson the teacher used an interactive whiteboard very effectively to introduce pupils to creating a presentation, which explained the stages in making a 'pop up' book. Pupils' standards in this lesson were above average.

HUMANITIES

Geography, history and religious education were sampled. During the inspection period, no lessons were taught in history and too few lessons in geography and religious education to make a firm judgement on provision in these subjects.

73. Three lessons were seen in **geography** that showed standards in two of them to be above average. Many Year 4 pupils showed a good understanding of environmental issues and the need for recycling. Year 6 pupils had developed good mapping skills, many being confident in the use of Ordnance Survey maps and understanding, for example, how the closeness of contour lines shows gradients. In the satisfactory lesson in Year 3 the content was beyond the understanding of many pupils, and needed to take a greater account of previous learning and show a more secure knowledge of the National Curriculum.
74. Discussions with co-ordinators showed the schemes of work for **geography** and **history** to be securely in place. They have recently been reviewed to take fuller account of the links between subjects in order to provide a more relevant and integrated curriculum. There are good resources for the subjects, which along with visits to places such as Cuckmere Haven, Fishbourne Roman Villa, Hampton Court and the Bluebell Railway, enhance and enrich the provision.
75. Effective use of a virtual reality program in a Year 6 lesson in **religious education**, which took pupils into a mosque, contributed well to their understanding of how Muslims prepare for prayer. Pupils' knowledge of the subject and their respect for the values and beliefs of other faiths were above average. In another good lesson, Year 5 pupils questioned those in the 'hot seat' about their feelings as people in the parable of the Good Samaritan. Questions and answers reflected pupils' maturity and their ability to articulate their thinking. The range and quality of resources have been improved recently, but there is no monitoring of teaching and assessment procedures are still being developed. Links with the local church provide an opportunity for pupils to visit and they are made very welcome.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and is reported in full below. Design and technology was not a focus of the inspection. Art and design and physical education were sampled.

76. Inspectors talked with the subject leader for **art and design**, viewed a range of pupils' work and talked to pupils at a session of an extra-curricular art club. Pupils' work is displayed imaginatively throughout the school and shows good progression in skills. Pupils enjoy art and the current Year 6 pupils have created a Pop Art mural to decorate their corridor. The school has recently amended the scheme of work for art to provide a progression of skills through six media for pupils in Years 1 to 6. This is yet to be evaluated. The subject leader has good knowledge of the subject and offers sound curricular leadership throughout the school.

77. During the inspection in **physical education**, only lessons in games and athletics were seen. These were well managed and organised. Teachers had good knowledge of the subject, and pupils had a good understanding of fair play. They were keen to abide by rules and this allowed them to gain the maximum amount of activity from the lesson. There is a sound scheme of work covering gymnastics, dance, games and athletics. Pupils learn to swim in the local leisure centre in Year 3 and outdoor adventurous activities are included in the Year 6 visit to the Isle of Wight.
78. The school actively builds on the physical education taught in lessons through the very good extra-curricular provision for sport. The co-ordinator, his assistant and other teachers give a great deal of time to coaching teams and this is widely appreciated by the parents. The school has a high reputation locally and across the county for its participation in all sport and pupils achieve a high degree of success, which raises their self-esteem. There is due emphasis on including an increasing number of pupils. For example, the school enters eight basketball teams, a successful girls' cricket team, and in cross-country in the winter, pupils compete on runs of three different levels of difficulty. Pupils are also encouraged to become umpires and this contributes well to their social development.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- All pupils achieve very well throughout the school with particularly high standards of instrumental playing.
- Inspirational teaching enthralled pupils.
- Effective leadership and management ensure pupils benefit from a rich curriculum in music.

Commentary

79. Pupils attain high standards in music in all the year groups throughout the school. All pupils in Year 2 can play a recorder from simple, limited notation. By the end of Year 6, they can play several simple pitched and unpitched instruments, in unison and in parts, from a simple score. Pupils also make very good progress with singing and composition. The current Year 6 pupils are composing songs for a production of Shakespeare's Twelfth Night. Pupils sing with gusto in assembly in a range of musical styles and traditions. Achievement was very good in all the lessons observed and also during the extra-curricular provision. Pupils with special educational needs make very good progress with music and are fully included in all activities.
80. A specialist music teacher, who has very high expectations, teaches music throughout the school. Teaching is very good and, as a result, pupils are keen and enthusiastic. They are engrossed in lessons and often follow up their lessons at home with further practice and research. During a Year 6 lesson, a pupil produced a set of lyrics to a well-known tune that the teacher transposed to a suitable key for all the pupils to play on a class set of xylophones. The pupils felt ownership and were fully motivated to do their very best to produce a fine quality performance.
81. The music teacher is a good leader and role model to staff, and her curricular leadership is effective. The scheme of work is progressive and the music teacher informs class teachers of individual assessments of pupils. A wide range of instrumental tuition is provided at the school by the local authority peripatetic staff and this is well supported, as uptake by pupils is high. The

Friends' Association has recently made large donations to resources at the school by donating a new piano for the hall and sets of musical instruments for use in lessons and productions. The quality of instrumental playing in the school orchestra is very good, and is more than 40 pupils strong. The orchestra has a wide-ranging, interesting repertoire and plays for school events and in the community. The curriculum is regularly enriched by visits from professional musicians such as, recently, an opera company. Improvement has been good since the previous inspection. Standards and teaching have improved substantially and several parents in their communications with the inspection team have commented upon the current high quality of the provision in music.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

82. As well as lessons for personal, social and health education within the timetable, based on a sound scheme of work, various initiatives support this area of the curriculum separately from the taught lessons. The school works on a project with Brighton University that promotes the use of successful strategies within lessons to encourage social skills such as co-operation when pupils work in groups. The positive results of this work were seen in science and ICT. Social skills and personal development are also encouraged through the very good range of extra-curricular activities, training given by pupils from the local secondary school to pupils in Year 5 on peer mediation, and attendance at social functions in the town led by the mayor. Currently, the headteacher leads the school council in its regular meetings. The residential visits play a positive role in developing pupils' personal qualities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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