

INSPECTION REPORT

KINGS FURLONG JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116231

Headteacher: Mr P J Wellington

Lead inspector: Ms R E Frith

Dates of inspection: 22nd – 24th September 2003

Inspection number: 256616

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	258
School address:	Upper Chestnut Drive Basingstoke Hampshire
Postcode:	RG21 8YJ
Telephone number:	01256 325324
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr F Welton
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Kings Furlong Junior School is an average size community school for boys and girls aged seven to eleven years. It is a popular school and is now over-subscribed with over a third of pupils coming from outside the catchment area. Pupils come from a range of social backgrounds, with a lower than average percentage of parents having experienced further or higher education. The percentage of pupils receiving free school meals is broadly average. On entry to school, overall, pupils show levels of attainment which are below those seen nationally for children of that age. However, pupils in the current Year 3 had standards on entry to school which were better than previous Year 3 cohorts, particularly in writing. Currently, 51 pupils are identified as having special educational needs, including four with a statement of special educational needs with a further 48 pupils being monitored for perceived learning difficulties. Those receiving additional support have a range of learning difficulties. Over 90 per cent of pupils are from White – British heritage. Those from minority ethnic groups include 11 pupils who come from homes where it is believed that English is spoken as an additional language. Similar to other schools in the area, Kings Furlong has experienced difficulties with recruitment and retention of teachers. During the last two school years, seven teachers have left and eight have been appointed. Four members of staff have been on maternity leave in the last three and a half years. Currently, the school is undergoing major building works and this has brought about considerable disruption.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ms R E Frith	Lead inspector	Science, geography, history, English as an additional language.
9519	Ms S Pritchard	Lay inspector	
10827	Mr M Marjoram	Team inspector	Mathematics, information and communication technology, physical education, religious education
20534	Ms N Perry	Team inspector	English, art and design, design and technology, music, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kings Furlong Junior is a good school. It provides a happy and relaxed environment where pupils are encouraged to value and respect others. It encourages pupils to take part in a wide range of activities and most achieve well. Teachers make particularly good links across subject areas when teaching and this helps pupils to extend and consolidate their learning. There is a significant percentage of lower attaining pupils and there are not enough additional strategies in use to raise their attainment in English and mathematics, particularly in Years 3 and 4. **Overall, the school provides good value for money.**

The school's main strengths and weaknesses are:

- The majority of pupils achieve well and reach above average standards in science, art and design and religious education and average standards in all other subjects. However, standards in English and mathematics could be higher, particularly amongst lower attaining pupils.
- Teaching is frequently good, particularly in Year 6 and new teachers are well supported by the good quality planning.
- Staff work hard to meet the needs of the increasing number of pupils that have special learning needs or behavioural difficulties and ensure that they achieve as well as they can.
- The school offers a rich, interesting curriculum which maintains the pupils' interests.
- The headteacher, deputy headteacher and governors have given strong leadership during a time of significant staffing difficulties and building works.

The school has progressed well since the last inspection and successfully addressed the key issues identified in the last report. Over this time, pupils have entered the school with a range of more complex needs and the staff have developed their practice to accommodate this. Provision for pupils with special educational needs is good. There is a good focus on raising standards with a recognition that these could be even higher in mathematics and writing. The school now has better facilities for the teaching of information and communication technology and this has helped to improve pupils' learning. The governing body now meet all its statutory responsibilities and has helped the school to become more effective in reviewing its own practice and identifying areas for improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	D
mathematics	C	C	D	E
science	A	A	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

Most pupils achieve well during their time in school but make most progress in Years 5 and 6. Staff are very effective in settling the pupils into school but there is a lack of specific strategies aimed at raising the attainment of lower attaining pupils in English and mathematics. Consequently, they are not achieving as well as they could and it is difficult for these pupils to reach the standard expected for their age by the time they leave school. Recent developments in the teaching of mathematics are beginning to bring about improvements and pupils in Year 6 are currently working at a level appropriate for their age. By Year 6, standards in English are broadly average, though there are weaknesses in writing. Pupils achieve particularly well in science. Pupils with special educational

needs achieve well due to effective specialist teaching. Pupils speaking English as an additional language and higher attaining pupils usually achieve in line with their abilities.

Provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural education, is good. Most pupils enjoy school and attend well. They find most activities interesting and consequently develop good attitudes to learning by the time they leave school. The majority of pupils behave well but there are some who do not readily respond to the high expectations of staff.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are good. During a period of considerable change, teachers have been well supported in order to maintain stability for the pupils. The school is now becoming more settled and staff have good expectations of what pupils should achieve. Teaching in science is particularly good. The school uses the expertise of a good number of teaching assistants well to support pupils' learning. Senior managers recognise the need to focus on lower attaining pupils and are developing additional learning opportunities for these pupils. Currently, however, the teaching of these pupils, particularly in English and mathematics does not fully meet their needs.

Staff have developed good links with parents and the community and encourage visitors into school. The expertise of visitors is used well to maintain pupils' interests and enrich the curriculum. The strengths of the curriculum include pupils' participation in the arts and sport, the provision of homework and the very effective cross-curricular links. Staff work hard to ensure that pupils are well cared for and feel supported. Pupils' views are taken into account and these have helped to develop good procedures and guidance, for example, during the initial period after pupils start school.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher, deputy headteacher, senior managers and the governors have a clear long-term vision for the school and use regular programmes of checking and target setting to move the school forward towards achieving its aims. This has been made harder by difficulties in retaining and recruiting staff. They have reserved sufficient funds to improve the school building and enhance learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. They firmly believe that their children like school and make good progress. They also believe that teaching is good and the school is well managed. Parents feel well informed and this enables them to help their children. The majority of pupils feel they could approach a member of staff if they had a problem; that teachers listen to them and show them how to improve their work.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Further raise standards in English and mathematics, particularly amongst low attaining pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, most pupils **achieve well** and by the time they leave school have attained standards which are mainly **in line** with the national average. In recent years, the school's trend of improvement in English, mathematics and science taken as a whole, is **broadly in line** with the national trend.

Main strengths and weaknesses

- Pupils achieve particularly well in Year 6 in English and Years 5 and 6 in mathematics.
- Most pupils achieve well in science.
- Pupils currently in Year 6 are reaching average standards in English and mathematics and well above average standards in science.
- Pupils also achieve well in art and design and religious education and reach above average standards.
- Pupils with special educational needs achieve well.
- Pupils who speak English as an additional language achieve well and reach standards in line with their abilities and level of English acquisition.
- Higher attaining pupils usually achieve well.
- Pupils who start school with low levels of attainment but are not identified as having special educational needs make slow progress in Years 3 and 4, but do well in Years 5 and 6.

Commentary

1. On entry to school, pupils' attainment is below average overall. This is because there are more lower attaining pupils than usual. However, the attainment of pupils in the current Year 3 is higher than that of previous Year 3 cohorts in writing. This is seen in their work and in their scores in the National Curriculum Year 2 tests.
2. Attainment in the 2002 tests for pupils in Year 6 was average in English, below average in mathematics and well above average in science when compared with pupils in all schools. These results were similar to those in the previous year. When compared with schools with pupils who scored similarly in their Year 2 National Curriculum tests, they attained below average standards in English, well below average standards in mathematics and well above average standards in science. Differences in the overall standards across the three subjects can be accounted for by the higher than average percentage of pupils who gained a Level 5 (a level above that expected for their age) in science and a higher than average percentage of lower-attainers in English and mathematics. The school was successful in meeting its targets for the percentage of pupils reaching the standard expected for their age in English and mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.8 (27.6)	27.0 (27.0)
mathematics	26.2 (26.3)	26.7 (26.6)
science	30.1 (29.9)	28.3 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

3. Since that time, the school has analysed the results closely and began to identify areas for improvement. Governors and staff recognise the need to improve the rate of learning for the lower-attainers but as yet have not been fully effective in developing and implementing appropriate strategies to bring about improvements. Unvalidated National Curriculum test results for 2003 are similar to those in 2002.
4. Evidence from this inspection indicates that the pupils currently in Year 6 are reaching average levels of attainment in English and mathematics and well above average levels in science. This shows an improvement in mathematics from the previous year, which is due to positive developments in planning, teaching, assessment and subject leadership. The high standards in science have been maintained due to consistently good teaching and the provision of a very good curriculum. However, staff have been less successful in improving standards in English, particularly in writing where some pupils in the past have not been encouraged to write enough and develop their skills. This means that by the time they get to Year 6, they have to work particularly hard to improve their standards. Pupils in Year 6 are currently reaching average levels of attainment in all other subjects apart from in art and design and religious education, where standards are above average. This is because of the high expectations of teachers and provision of a good quality curriculum in each subject.
5. No significant difference was noted in the progress of boys and girls during the inspection although there have been some differences in the Year 6 national test results. For example, In 2002, girls did better than boys in English and boys did better than girls in science. There was no significant difference in the attainment of boys and girls in mathematics.
6. More able pupils are generally appropriately challenged and reach standards in line with their abilities. The school is currently developing its provision for the identification and support for gifted and talented pupils. Pupils with special educational needs reach standards in line with their abilities. They achieve well as a result of a good curriculum, which meets their needs, and good quality teaching and support.
7. There are not enough pupils from specific ethnic groups to analyse trends in their progress and attainment but individual pupils achieve well. The progress in English language development made by pupils with English as an additional language is generally good. By the time they leave the school at the end of Year 6, most of these pupils attain standards that are expected for their age in English, mathematics and science. This reflects how successfully the school provides for these pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **good**. They have **good** records of attendance and punctuality. Opportunities for pupils' personal, spiritual, moral, social and cultural development are **good** and integrated well into the curriculum. Pupils' behaviour is **satisfactory** overall.

Main strengths and weaknesses

- Pupils make good progress in their personal development due to the school's good provision.
- Most pupils behave well and work hard, but a few do not always do so.
- Staff take effective measures to promote good conduct amongst all pupils.
- Parents agree that misbehaviour is corrected promptly and that bullying is swiftly dealt with.

Commentary

8. Since the previous inspection, the school has admitted a number of pupils who have complex personal difficulties or exhibit behavioural problems. This has adversely affected the overall standard of behaviour in school and the progress pupils make in their learning. The needs of most pupils are met well by strong and consistently applied behaviour management strategies.

Nevertheless, a few pupils struggle with sitting still, listening and doing what is asked of them. Some do not always get on with their work as they should, without reminders from the teachers. On the other hand, there are numerous occasions when pupils' attitudes and conduct are conspicuously good. In assemblies for example, pupils of all ages pray together with due respect for the occasion. High levels of consultation with pupils and parents have successfully prevented the need for exclusion. None were made in the year before the inspection.

- Staff work hard helping some pupils with special educational needs to change and manage their own behaviour and agreed systems are very effectively used by all class teachers.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	245	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0

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

Attendance

- Attendance procedures are strictly applied and parents promptly contact the school when their children are unwell. Because of this, there is a low level of unauthorised absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
National data	5.4	National data	0.5

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

- Due to the good provision for personal development, pupils enjoy school and gain in maturity so that by the time they reach Year 6, most become relatively self-disciplined members of the school community. Pupils remember their manners when visitors approach. Invariably doors are held open and pleasantries are exchanged. The pupils' capacity for independence and teamwork is developed well through the carefully planned programme of visiting speakers and trips to places of educational interest, all linked to the work done in class. In addition, pupils benefit from the wide range of extra-curricular sports, musical and creative art activities on offer and opportunities to learn a foreign language.

12. The school places a very high emphasis on personal development. Subjects such as religious education and lessons in personal, social and health education provide good opportunities for pupils to explore moral issues. Teachers make careful note of what pupils say in general conversation, the worries they have and the questions they pose. These are raised with sensitivity in lessons so that pupils feel comfortable in revealing their innermost thoughts and feelings without fear of ridicule. Relationships in school are good. Good community links allow pupils to build relationships with a wider range of people and add to their learning opportunities.
13. Pupils' sense of spirituality enhances the quality of learning in school. In assemblies, pupils take time to explore feelings whilst contemplating the music of world famous composers. Lesson such as art and design, design and technology and history make good use of drawings and artefacts to show the diversity of past lifestyles. Eye-catching examples of pupils' artwork depict positive images from a range of cultures. Overall, the school satisfactorily prepares pupils for life in a diverse multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Good teaching is supported by good methods for checking pupils' progress, a very good curriculum, good levels of care and of parental support.

Teaching and learning

Teaching and learning are **good** overall and strong in Years 5 and 6. More could be done to accelerate the learning of lower attaining pupils.

Main strengths and weaknesses

- Teachers have good subject knowledge and are confident in the classroom.
- Teachers' planning is good and they use a wide range of methods to hold pupils' interests.
- Teachers check pupils' progress well.
- Teachers use homework very effectively to enhance pupils' learning.
- The good number of teaching assistants support pupils well.
- Teachers are not using targets well enough to motivate individual pupils or to plan for the next stages in their learning.
- Teaching methods do not help lower attaining pupils to catch up to average levels fast enough, particularly in Years 3 and 4.

Commentary

14. Most pupils make good progress throughout their time in school and achieve well. This is because of the good overall quality of teaching and provision of a very good curriculum. The chart below gives an outline of the quality of lessons seen during the inspection. These should be seen within the context of five out of the eight class teachers having been in school less than three weeks. For one supply teacher, the first day of the inspection was also the first day she had taught her class. No unsatisfactory teaching was observed and teachers demonstrated a consistent approach to teaching based on a good knowledge and understanding of the school's policies, procedures and expectations. Two features are key here. One, the way the headteacher and senior managers helped and supported new staff to settle with their classes and two, the robust nature of the curriculum and the school's planning which enabled new staff to find out quickly what they should be teaching.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (7%)	12 (40%)	16 (53%)	0 (0%)	0 (0%)	0 (0%)

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

15. Staff work well together to plan lessons. The sharing of knowledge and expertise within year groups ensures that pupils receive the same quality curriculum regardless of which class they are in. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all abilities maintain a good pace in their learning. They use assessments of pupils' work well so that the activities provided build systematically on prior learning. In some lessons, the expectation and provision for lower attaining pupils, particularly in English and mathematics, is less effective because the school has not developed an overall strategy to increase their rate of learning. This is partly because there are inconsistencies in the way that teachers set targets for pupils and in how they relay these to the pupils.
16. The quality of relationships between staff and pupils is good overall and sometimes very good. This has a significant influence on how most staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in pupils becoming more confident as they get older. Staff have high expectations of behaviour and are consistent in their approach with the pupils. Consequently, the pupils know what is expected of them. Most respond well and develop good attitudes to learning but a few do not respond readily to the teachers and need additional support in order to sustain satisfactory behaviour. Teachers use the expertise of teaching assistants well in most lessons and this enhances pupils' learning.
17. Teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can. Some are also effective in indicating through their marking how pupils can improve their work. Provision of homework is very good overall and supports the work done in school, particularly in English and mathematics.
18. The school recognised the need to improve teachers' skills in information and communication technology and resources. The training provided has improved teachers' confidence and ability and, consequently, teaching has been enhanced. This, in turn, has brought about improvements in the pupils' learning. However, the frequent changes in staffing has placed greater strain on the school's ability to support and develop teachers and lessened the opportunities to be involved in the initial training of teachers.
19. The school has improved its work with higher attaining pupils and is developing its practice for those that are gifted and talented. Expectations are particularly high in science lessons and pupils respond well to the practical nature of the tasks set. This challenges all pupils, but particularly the higher attainers. In 2002, over 50 per cent of the pupils in Year 6 gained a National Curriculum level in the tests above that expected for their age.
20. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met well within mainstream classes. Teachers and support staff are effective in ensuring their participation in lessons. Pupils from minority ethnic groups are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their abilities.
21. Teaching for pupils with special educational needs is good and this is having a positive impact on pupils' achievement over time. As part of the school's flexible approach to supporting pupils, a group of pupils is appropriately withdrawn from Year 3 classes to attend sessions for additional basic literacy teaching. This raises their self-esteem and helps them to acquire the

necessary basic skills to do their work in other subjects. Effective reintegration of these pupils is a high priority for the school. Other groups of lower attaining pupils are not yet benefiting from this level of intensive coaching and support.

The curriculum

A **very good**, broad, stimulating curriculum interests pupils and caters for their needs. Pupils' learning is enriched by their **good** participation in sport and the arts and activities outside the formal school day. The accommodation is currently being improved but remains **satisfactory** overall. Learning resources are also **satisfactory**.

Main strengths and weaknesses

- A highly relevant curriculum with strong links between subjects which enables pupils to make connections in their learning.
- Good opportunities for enrichment.
- Good provision for pupils with special educational needs.
- The number and match of support staff to the curriculum is good.
- Difficulties in recruiting and retaining teachers have slowed the pace of development in some subjects.

Commentary

22. The school provides a very good curriculum. All areas of the statutory curriculum are in place with particular strengths in the provision of science and art and design. In addition, the school meets very well the requirements of the locally agreed syllabus for religious education that forms the basis of provision. Arrangements for collective worship are good and effective. Assemblies contribute well to the development of pupils' spiritual, moral, social and cultural education. Provision for pupils with special educational needs is good. Consequently, most make good progress in their learning and achieve well in relation to their ability. They have access to a broad and balanced curriculum and no pupil is disapplied from the National Curriculum. Pupils with a statement of special educational needs have good access to the curriculum and do not experience any unnecessary barriers to learning. Support usually takes place within class so that pupils are not denied access to learning alongside other pupils.
23. The quality of provision for personal, social and health education including sex education, drugs education and citizenship is good. Where possible, the school seeks to develop curriculum innovations such as the Healthy Schools' award. The staff ensures that pupils are prepared well for transfer to their next year group or schools. Pupils themselves have regular opportunities to contribute to school development through their school council.
24. There is a wide range of clubs and out of school activities that are well attended by pupils from across the whole age range. There are good opportunities for pupils to compete against pupils from other schools in athletic and sporting events. The curriculum is enriched further by pupils' visits to places of interest and through visitors to school. This is a significant feature of provision. Older pupils are offered a five day residential placement at an outdoor education centre that provides well-planned opportunities for adventurous pursuits amongst a range of activities. These contribute well to pupils' enjoyment and their personal development.
25. A satisfactory number of qualified and experienced teachers are employed to meet pupils' needs and ensure coverage of the National Curriculum. Staffing is more stable now. The teaching staff has a suitably broad range of individual strengths in subject knowledge. In subjects such as science, the subject co-ordinator has used this expertise well to improve the curriculum and raise pupils' achievement. This good practice is being extended to other subjects of the

curriculum where achievement is not as good. The special educational needs' co-ordinator is effective and has set up good procedures for supporting identified pupils, which enable them to achieve well. Teachers and pupils are well supported by a good number of suitably trained and effective teaching assistants. They make valuable contributions to the work of the school and, in particular, to the good progress made by pupils with special educational needs. All staff report favourably on the school's induction arrangements.

26. The school's accommodation is currently undergoing major extension and refurbishment. All staff and pupils are managing the resulting upheaval well. Classroom space for large classes of older pupils is small. Notwithstanding, the curriculum is being taught effectively. The exterior grounds are extensive and an asset to learning. They are used well during specific events such as School Grounds week. Designated zones help ensure that play times are well-organised and happy occasions. The school is maintained well.
27. The range and quality of resources to support teachers in their work are generally satisfactory in all subjects. The school has invested significantly and to good effect in improving information and communication technology resources, such as the information and communication technology suite and its computer network.

Care, guidance and support

Good systems are in place to ensure the care, welfare, health and safety of all pupils. Pupils' access to well-informed support, advice and guidance is also **good**. The school pays **good** attention to seeking pupils' views and acting on them.

Main strengths and weaknesses

- Pupils know their views matter and their contributions are valued.
- Pupils' personal, social and emotional development is good because pupils are given good opportunities to experience a sense of achievement and develop their self-esteem.
- Child protection procedures are good.

Commentary

28. The school breaks down many barriers to learning by establishing trusting and caring relationships between adults and pupils. As a result, pupils feel safe, secure and settled. Pupils are given good opportunities to express their concerns by talking to an adult in school. They know that staff always have time to listen and that no adult in school would dismiss or ignore an issue brought to them.
29. The school recognises that racism and intolerance amongst groups of pupils exist and that the school has an important role in combating them. Positive role models for pupils to emulate are manifested in staff, governors and the pupils themselves. Pupils are quick to list the visitors in school whose lives, experiences and skills have impressed them. For example, what they learnt about the Islamic religion following a session with a follower of this faith. The school's planned educational inclusion opportunities are good in this respect. The good range of learning opportunities, school trips and after-school clubs successfully deliver the message that school counts and that it is a fun and interesting place to be. Pupils develop a good sense of equality and fairness in their dealings with the school and with each other, helping them work and play collaboratively.
30. Staff have developed effective procedures which show how pupils have achieved and developed personally. This information is then used to target support and ensure that individual needs are met. For example, all support staff contribute strongly to the care, guidance and support of pupils with special educational needs and they achieve well. Staff know the pupils well and use a range of strategies effectively to manage difficulties when they arise. There is generally good engagement with pupils during lessons. The more experienced teaching assistants use

- questioning well to involve pupils. Sometimes pupils rely too much on the teaching assistants to control their behaviour and to do work for them, which is not developing their independence.
31. Meal times are used effectively to develop independence and consideration for others. The older pupils use their own initiative, for example by ensuring pupils wait their turn and adhere to school protocols. Attentive supervisors keep a close eye on the pupils' welfare. Staff have a good awareness of the reporting procedures applying to child protection concerns and are alert to any pupil showing signs of distress.
 32. Procedures for administering first aid are satisfactory. All staff have undergone short basic training in what to do in an emergency and have received a related certificate. However, there is no one in the school with an up-to-date first aid at work certificate. However, some good links are maintained with outside health agencies to support pupils with specific medical needs.
 33. Most pupils see the benefit of a calm and orderly school and work hard to keep it that way. Their views on school improvement are actively sought and regularly forwarded through class representatives, to school council. Making a difference to the school is a great confidence booster. Pupils take delight in seeing ideas discussed in school council meetings develop into everyday practice in school. Examples include pupils now being able to have their own drinks of water during lessons and the school highlighting the need for healthy snacks.

Partnership with parents, other schools and the community

Links with parents and with the local community are **good**. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- The range of information for parents about how their child is getting on is very good.
 - Links with the local community enrich and strengthen the curriculum.
 - Staff are keen to work in partnership with parents and others to influence pupils' lives outside the school, at home and in the community.
 - Staff liaise very effectively with parents, sharing information about their children.
 - Relationships with families are good. Staff listen to parents' concerns and are keen to support them.
34. The school finds a number of ways to reach out to parents, to inform and to involve them in their children's education. Links with parents start on a secure footing. Sound links are forged with the adjacent infant school. Pupils start school finding they can relate easily to their teachers and, as a result, parents have trust and confidence in what the school provides.
 35. Friendly staff provide open and honest opportunities for parents to help their children make better progress in their learning: *"In all our dealings with the school, we have found that our views, questions and concerns are dealt with effectively and efficiently"*. In order to keep up the constructive dialogue, teachers make themselves available to parents to pass on information, answer queries or deal with concerns before they escalate into problems. High quality liaison with parents, particularly with those whose children need extra support, underpins the good teaching in school.
 36. Most parents believe the school expects their children to work hard, behave well and make good progress. Their positive views are formed from the very good range of information they are given, particularly about their children's academic progress. Weekly newsletters, notice boards and a particularly well-designed school website not only support informal chats between parents and staff but also provide accessible information to the wider community. Regular consultation evenings and informative reports on their children's achievements ensure parents are kept properly aware of how their children can improve. Reports include at-a-glance style tables that indicate how well their children are progressing, both personally and academically. Parents appreciate this helpful style of reporting.

37. The school is pleased with the efforts made by parents to ensure their children's regular attendance at school and the co-operation they receive from parents of children with behavioural problems.
38. Staff and governors are good at identifying and encouraging people in the community who have the necessary skills and expertise to enhance the pupils' learning to visit the school.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The governance of the school is **good**. Leadership and management of the school are also **good** although school improvement has been constrained by the frequent changes of staff.

Main strengths and weaknesses

- The headteacher, deputy headteacher and governors have led the school well during a period of staff instability and building works.
- Governors help shape the vision and direction of the school and challenge and support senior managers.
- Leadership and management of curriculum areas are at least good and very good in science.
- The leadership and management of provision for pupils with special educational needs are good
- The school's inability to appoint subject co-ordinators has affected the pace at which these subjects have been developed.

Commentary

39. The leadership and management of the school are based on a strong philosophy with a clear vision for the development of the school and the provision of high quality teaching to ensure good standards. The headteacher and deputy headteacher work hard to involve staff and governors in school improvement and despite frequent changes in staffing over the last couple of years have created a team of professionals who are loyal to the school and committed to the care and education of its pupils.
40. The headteacher's vision and determination have proved to be significant factors in developing the school. He is keen to involve all in decision-making and has an appropriate management structure, which ensures that senior members of staff have a significant role in school improvement. Senior managers have a clear view of the school's strengths and priorities for development. The role of subject co-ordinator has developed since the last inspection and established co-ordinators are well informed and effective in promoting their subjects, for example, as in science. The frequent changing of staff over recent years and the school's inability to appoint staff have, however, affected the development of some subjects, such as mathematics. The school is now becoming more stable and systems are in place to ensure good all round curriculum development.
41. Senior managers and governors place a good emphasis on developing pupils both academically and socially. Their development of the curriculum is one which recognises the need to stimulate pupils' interest and maintain concentration through the provision of a wide range of inter-linking activities. They have introduced the National Literacy and Numeracy Strategies well, whilst also keeping a breadth of curriculum in the humanities, creative arts and sports. Additional activities outside the formal school day also help to develop the pupils' learning and their personal and social development. The headteacher is keen to ensure that the pupils become independent in their learning, and well prepared for their next school. The building has been improved to provide additional space for personal study, learning and administration.

42. The school's aims of raising standards and improving the quality of education are reflected in its work. Systems are in place to monitor pupils' progress so that staff can more clearly see the difference they have made to the pupils' learning regardless of the pupils' attainment on entry to school. The school analyses test results and monitors pupils' work which helps to indicate the gains that pupils have made in their learning. This allows the staff to identify where additional support is necessary to help pupils. This has been particularly successful in supporting pupils with special educational needs. The co-ordinator for special educational needs is highly effective; she offers strong leadership, manages support staff very well and liaises with class teachers so that support for learning is valued and makes a difference. Although staff have identified the need to further support lower attaining pupils, they have not been as successful in developing effective strategies for improvement. There is also a programme of checking teaching and learning which helps to identify the strengths of staff and the need for further training and support. This links well with the school's overall strategy for managing staff's performance.
43. Governors give full support to the school. They and the headteacher have worked hard to develop the quality of school provision and have a clear understanding of the strengths of the school and future areas for development. They fulfil their duties well. They have a good range of skills and expertise between them and use these to focus on all areas of school governance. They are well informed and this helps them to be fully involved in discussions and developments. They undertake their duties diligently and fulfil their roles conscientiously. Governors, headteacher and staff show a clear commitment to maintaining the pace of improvement. There is a system of checking, evaluating and target setting that keeps the school moving forward towards achieving its aims. The school improvement plan sets a clear agenda for development and is the result of an effective consultation process. Governors fulfil their statutory responsibilities well.
44. Financial planning is thorough and takes full account of the cost of implementing the school's plan for development, ensuring that identified priorities are addressed. Governors have a good understanding of the school's finances and specific grants are well used for their designated purposes. The school has been successful in gaining additional funds to add to those reserved over the last few years so that by the completion of the building programme, the school will have an acceptable carry forward. The carry forward identified in the table below includes the cost of the building works. There are effective procedures for monitoring and controlling expenditure with regular reports to the governors, senior managers and other budget holders. Correct tendering procedures are followed and staff and governors obtain best value for their spending.
45. The day-to-day organisation of the school is efficient and the administrative personnel are providing good support to staff, pupils and parents during this difficult period when the on-going building work often creates daily changes to the possible use of certain areas and significant noise pollution. Considering the pupils' below average attainment on entry, the good quality of educational provision, particularly that for pupils with special educational needs and the results achieved at the end of Year 6, the school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	637,746
Total expenditure	607,914
Expenditure per pupil	2,347

Balances (£)	
Balance from previous year	96,533
Balance carried forward to the next	126,365

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

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is satisfactory overall.

Main strengths and weaknesses

- The school has developed effective assessment procedures.
- Aspects of leadership and management are very good.
- The subject leader's analysis of pupil tracking is enabling the school to identify accurately those pupils who require additional support.
- There are weaknesses in the development of some pupils' basic literacy skills, specifically in writing, and to a lesser extent, reading, which are impacting on their achievement.

Commentary

46. Most pupils achieve satisfactorily and by the end of Year 6 pupils attain standards which are in line with national expectations. This is because of the good and very good teaching they receive during their final year. Pupils with special educational needs make good progress and achieve well because of the support they receive. However, the school is not yet providing the necessary support to raise achievement of those pupils with lower attainment, particularly in Years 3 and 4 who are not identified as having special educational needs. As a result standards across the school are below average and some pupils are not achieving as well as they could. This, together with the high turnover of staff during the last two years, is impacting on the achievement of pupils and standards overall.
47. Speaking skills are satisfactory by the time they leave the school. Whilst many pupils speak confidently, for some, their limited range of vocabulary impacts on their ability to express themselves clearly which leads to frustration and sometimes a reluctance to participate at all. Pupils are not yet good learners as not all pupils listen to their teachers and each other. However, there has been good progress in this area due to consistent application by all class teachers of the school's system for rewarding good learning and behaviour as well as noting poor learning. Circle time is effectively used so that pupils have opportunities to express feelings and listen to those of others during personal, social and health education lessons. This is contributing to some improvement in speaking and listening skills.
48. Standards in reading are broadly in line with national expectations by the time pupils leave the school. There are signs of improvement but evidence gained from listening to pupils reading in lessons shows that standards are not yet high enough, particularly in Years 3 and 4. More able and average ability pupils read well; they are fluent, accurate and use expression effectively for meaning. Lower attaining pupils' reading skills have been poorly developed over time; they do not have the skills to decode unfamiliar words and this extends to them not knowing, or showing insecure knowledge of, initial sounds and letter blends. Occasionally, pupils will attempt to cover part of a word to help themselves. The co-ordinator has identified that the teaching in guided reading sessions needs to be more tightly focussed. There is appropriate provision for pupils to read daily in school and a clear expectation that reading books are taken home and read nightly.
49. Standards in writing are broadly in line with national expectations by the end of Year 6. Across the school they are below average. Pupils of all abilities across the school have significant gaps in their learning of basic punctuation, grammar and spelling. There is evidence that some older, higher attaining pupils are being appropriately challenged in their use of complex sentences and

interesting language which is impacting positively on their achievement. The greatest barrier to learning is the insufficient amount of writing produced by a significant number of pupils in each year group. This is the result of insufficiently high expectations on the part of some class teachers – sometimes due to changes in staffing - and poorly developed learning skills over time. However, the co-ordinator is aware of this and is taking steps to improve the situation. Handwriting and presentation are good overall. Whilst there are issues with basic letter formation and pencil grip for some pupils, overall, pupils develop a neat cursive script. The school operates best practice by using books of a good size which are used by pupils throughout their time in school. They are generally well cared for and provide the school and pupils with an excellent view of progress over time.

50. Teaching is satisfactory overall with some good and very good lessons seen. There were no unsatisfactory lessons. In the best lessons, the work set is well matched to the pupils' needs and they are well challenged. However, extended literacy sessions put in place to address identified weaknesses in writing have not yet had time to have the desired impact and lower attaining pupils still do not have the necessary basic skills in order to move forward. The school is aware of the need to use a more flexible approach to learning support to alleviate this problem and is already planning changes.
51. Aspects of assessment are good. Marking is good and contributes strongly to helping pupils know how they can improve; some marking provides excellent challenge with appropriate evaluative comments and helpful suggestions for pupils to guide their progress. Teachers and senior managers are able to track pupils' progress closely over time enabling accurate targets and predictions to be made, particularly in relation to pupils requiring additional learning support. However, although the school sets termly targets there was limited evidence of these and no evidence of them being used to direct teaching. Pupils, when asked, were not clear about their targets and therefore are not yet fully involved in their own learning.
52. The subject leader provides a very good role model for staff in terms of her own teaching when high expectations and good levels of challenge are evident. Aspects of her leadership and management are also very good. She has correctly identified areas requiring improvement based on a rigorous analysis of data and monitoring of practice. This has provided a secure information base to enable the school to take the next steps in raising achievement and standards.

Language and literacy across the curriculum

Opportunities to develop pupils' writing in other subjects are well planned for. However, this is not having sufficient impact on raising standards in writing, particularly in Years 3 and 4. Teachers in Years 5 and 6 are left with a great deal to do in a limited timescale which results in standards not being as high as they should be.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Leadership of mathematics by the subject co-ordinator is good.
- Provision for pupils with special educational needs is good.
- The lack of an effective system for target setting for individuals is a weakness.

Commentary

53. Inspection findings show that most pupils make at least sound progress in mathematics, achieve satisfactorily and reach standards that are broadly average. Pupils with special educational needs make good progress and achieve well. This is because of the effective

planning that takes account of their needs and the good quality support that they receive from teachers and classroom assistants. Some lower attaining pupils have not achieved as well as they could because of the less effective teaching that they received in previous years. However, strategies for teaching numeracy are good now. These strategies have been more successful since the appointment of the new co-ordinator and are due to better planning and improved assessment procedures.

54. Most pupils in Year 3 know the names of several two-dimensional shapes. Working well together they successfully sort the shapes into sets according to different criteria. Some pupils know the names of three-dimensional shapes. Moreover, they can describe accurately the properties of solid shapes such as a cube, pyramid or sphere. They use correct mathematical vocabulary, including faces, edges and vertices. Pupils satisfactorily use a number line to add and subtract and their topic mathematics work shows a sound understanding of place value. Pupils in Year 6 learn how to read and plot co-ordinates in all four quadrants on a grid. Some complete more challenging work when they successfully sketch the position of a simple shape after it has been translated. By Year 6, most pupils have developed good attitudes to their work and this makes a significant contribution to better achievement.
55. The quality of teaching and learning is satisfactory overall with several good features, especially in Years 5 and 6. Strengths within teaching include very good subject knowledge and effectively focused planning for pupils of different ability. Classes are managed well and there are high expectations of behaviour and work. Classroom support is purposefully directed to ensure maximum impact on pupils' achievement. In turn, pupils show positive attitudes to their work. They are keen to learn and apply themselves well to the tasks set. Where teaching is barely satisfactory, the match between task and ability is not exact and pupils find it difficult to sustain their concentration throughout long lessons.
56. The subject is well led by the co-ordinator who has a good awareness of the strengths and weakness of the subject. This knowledge derives from his effective monitoring and evaluation of colleagues' planning and thorough analysis of pupils' work. Assessment procedures are good. Data gleaned from assessment is used effectively to inform future planning decisions. In best practice, for example in Year 6, pupils undertake regular self-evaluations and share these with their teacher. Consequently, both are better prepared for the next stage of learning. This good work is not found throughout the school, however. Target setting for individuals and groups does not always help them to know what they have achieved and what they should do to improve. Homework is used well to consolidate learning in mathematics.

Mathematics across the curriculum

Overall, this aspect of provision is **satisfactory**. However, there is scope to increase the range of computer software that is available to support learning in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the time pupils leave school.
- The quality of teaching and assessment is good.
- The quality of the curriculum and planning are good.
- Leadership and management of science by the subject co-ordinator are very good.

Commentary

57. Inspection findings and recent national test results for pupils in Year 6 indicate that most pupils make good progress in science and achieve well. A significant minority make very good progress. By the time they leave school, they reach standards that are well above the national average. These good results show improvement since the last inspection and have been maintained over time. The subject has been very well managed with a strong focus on improving standards and providing a broad and interesting curriculum. The latter has been a key feature in stimulating pupils' interest and developing their knowledge, skills and understanding. Leadership of the subject is very good and science continues to have a high profile in the school.
58. Science is taught through a topic approach which encourages the pupils to enjoy the subject as, for example, in Year 3 when pupils study 'Creepers and Crawlers'. In one good lesson observed, the teacher successfully used the school grounds to stimulate the pupils' understanding of different habitats and the creatures which may be found in each. Pupils quickly learnt how to describe the different areas and developed their literacy skills by making notes as they moved around the grounds. Good questioning by the teacher challenged the pupils' thinking and encouraged their observational skills. By the end of the session, pupils could record their findings by using a map of the school with a key to illustrate different habitats. This activity also linked well to the development of mapping skills in geography. Pupils generally achieved well because they were interested in what they were doing and the work was very practical.
59. Overall planning is particularly strong and teachers new to the school find the programme of work and medium-term plans useful as they clearly set out the school's expectations and help them with their weekly planning. Resources are also easily available and appropriate for each topic studied. For example, in a good Year 4 lesson the teacher used a good range of materials to encourage pupils to find out the different characteristics of rocks. This activity was linked to the challenge set for pupils when they were asked to suggest the best type of rock when building a landfill site. The pupils worked well together because they were interested in what they were doing and the tasks were appropriate. The work built systematically on previous learning so most felt they could achieve. By the end of the lesson, pupils had an understanding of the characteristics of marble, slate, sandstone, chalk and granite. Pupils were given a table to help them with their recording skills and this was of particular benefit to the lower-attainers and pupils with special educational needs.
60. Most pupils in the school respond well to the way science is taught and enjoy becoming 'scientists'. Staff have focused well on developing the pupils' skills of scientific enquiry so that by the time they leave school they can select a suitable way of finding things out when trying to answer a scientific question. Pupils also base their predictions on previously gained scientific knowledge and understanding and identify key factors to be considered when a fair test is part of the investigation. In one very good Year 6 science lesson, pupils were asked to develop an investigation about the speed of parachutes falling to the ground and the size of the parachute. Pupils worked well as they used their previously acquired knowledge on forces to inform their predictions and testing. In the class, learning by mistakes was seen as a positive feature so pupils quickly developed confidence and the ability to 'have a go'. The teacher used his good subject knowledge well to plan appropriately challenging work for pupils of all abilities and provided additional support when necessary. For example, when some pupils were finding it difficult to find out the 'average' of their results, he and two more able pupils in mathematics gave support and encouraged pupils to use their calculators.
61. The way teachers assess how pupils are learning and what they achieve has improved considerably since the last inspection. The information gained from this assessment helps teachers to plan what the pupils need to do next and to meet the variety of needs in each class.

In one lesson, pupils were encouraged to assess how they thought they had achieved in the lesson and what they had learnt. Although a few underestimated their abilities, most indicated that they felt happy with their progress.

62. Another good feature is the way pupils with special educational needs are supported through additional group work with a specialist teacher. For example, a small group worked hard with the special educational needs co-ordinator to develop their understanding and use of subject specific terms like 'impermeable', when studying rocks. This meant that when the pupils returned to the class they were able to participate fully and achieve well.
63. Teaching and learning in science are strengths of the school. Through the good planning, teachers ensure that pupils' skills in literacy, numeracy and information and communication technology are well developed and standards in several subjects are improved. Teachers in Year 6 are particularly successful in revisiting previously learnt areas and developing pupils' knowledge further before they leave school. Consequently, pupils are well prepared for their scientific work in secondary school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The use of ICT to support learning in other subjects is generally good, though there is scope to increase it further in mathematics, art and design and design and technology.
- Support for pupils with special educational needs is good.
- Resources, and staff's confidence in the teaching of control technology, need to be improved.

Commentary

64. Standards and achievement in ICT are satisfactory. The school has successfully developed its resources and they are generally satisfactory, except for teaching control technology. The good financial investment in acquiring new equipment and the newly established ICT suite are assets and have had a beneficial impact on teaching and learning.
65. Teachers plan a wide range of experiences for pupils. Frequently, these are linked well to other subjects such as art, history, literacy or mathematics. In history for example, pupils combine their knowledge of grammatical conventions learned in English and their well developed word processing skills, to produce their own newspapers such as 'The Roman Observer'. The good links to geography are clear in picturegrams that relate to a survey of rubbish around the school grounds. Pupils in Year 6 confidently access the CD ROM Science Explorer 2 and are totally absorbed following the instructions and carrying out the investigations set by the program. In their responses to questions, they show that they have furthered their scientific understanding related to forces and motion. When ICT is used in these ways, pupils derive much benefit from their learning and it enhances their achievement.
66. The quality of teaching and learning is satisfactory with some good features. Teachers are enthusiastic and their effective planning builds incrementally and successfully on pupils' prior knowledge. In turn, pupils' attitudes are good and they work well collaboratively. The school's inclusive practice effectively promotes personal and social development. Thus, pupils with special educational needs use technology successfully and make good progress in their learning. The amount and quality of support that they receive from teachers and classroom assistants aids their achievement.

67. The newly appointed subject co-ordinator joined the school this term and has not yet had time to undertake a review of ICT. In the interim however, the current school improvement plan provides a solid basis for the continuing development of the subject. Key areas are the on-going improvement of teachers' knowledge and increased opportunities for pupils to use control technology.

Information and communication technology across the curriculum

68. Overall, this aspect of provision is good because the integration of ICT is planned well. Consequently, pupils appreciate its relevance to their learning, both in ICT itself and in other subjects. This understanding enhances their achievement. Exceptions are in mathematics, art and design and design and technology, where there is scope to extend usage.

HUMANITIES

Religious education was inspected individually and is reported in full below. Inspectors saw one lesson in religious education, three lessons in geography and none in history. Other evidence was gained through looking at teachers' planning and pupils' work. Insufficient evidence was available to make secure, overall judgements on teaching, learning and achievement in geography and history.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teachers plan well and ensure that pupils receive a broad range of learning experiences.
- Teachers make good links between subjects, thereby consolidating learning and making the best use of time.
- Support for pupils with special educational needs is good.
- In some lessons, all pupils are given the same work and the higher-attainers are consequently not being challenged to the full.

Commentary

69. In lessons and in the work seen, pupils' attainment was broadly in line with others of the same age nationally. By Year 6, pupils have a sound understanding their own community and those in other countries, such as Pakistan. A scrutiny of pupils' work indicated that teachers plan well to cover a good range of topics which stimulate the pupils' interests. On entry to the school, pupils satisfactorily develop their map making skills by using photographs of the school and the surrounding area. Most use a key correctly. In one lesson observed in Year 3, the teacher had sufficiently high expectation and combined this with a good level of support for those pupils who found drawing a map of the class from a bird's eye view difficult. Work was offered of differing challenge so by the end of the lesson all pupils had achieved satisfactorily and developed their skills. She used some pupils' work to demonstrate what could be achieved, thereby also reinforcing her expectations.
70. As pupils move through the school, their skills are developed further so that they are able to use Ordnance Survey maps and in Year 4 place features of interest on a local map using grid references. Good links are made here with their work in mathematics and co-ordinates. By Year 5, pupils use six figure grid references, for example, when comparing Basingstoke and Selborne. In the programmes of work for geography, teachers make it very clear how literacy can be developed and how the use of ICT can enhance pupils' learning. For example, in Year 5, pupils develop their data-handling skills.

71. A key feature of the geography is the planning which ensures that when teachers are new to the school they can quickly find out what to teach and which resources are available. Topics are interesting and activities such as 'The World in a Supermarket Bag' develop the pupils' imagination and interest. In this work, pupils were encouraged to identify the food name, type, country of origin, continent and climate thereby developing their understanding of countries beyond their own and exportation. Teachers also regularly assess what pupils know and can do and in most cases provide work which systematically builds on previous learning. Examples of this can be seen when pupils with special educational needs are helped to achieve well through the support given from teaching assistants and teachers. Sometimes, although pupils achieve satisfactorily overall, the higher-attainers are given the same work as others in the class and this does not challenge them sufficiently. Pupils who speak English as an additional language were helped to achieve as well as their peers in one Year 4 lesson because the teacher spoke clearly with good diction and used subject specific language well in a way that they could understand.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The school offers a good curriculum with a wide range of learning opportunities.
- Planning is good and ensures that effective links are made between history and other subjects.
- Visitors to the school and visits by pupils to local places of interest stimulate pupils' learning and enrich the curriculum.

Commentary

72. A scrutiny of pupils' work indicates that they experience a good range of learning opportunities and work at levels which are similar to those seen nationally for pupils of the same age. Teachers use a topic approach well to stimulate the pupils' interest and develop their skills, knowledge and understanding in line with National Curriculum expectations. The good programmes of work and planning ensure that teachers are clear about what pupils should learn and what resources are available.
73. Although there are a substantial number of worksheets used, these help the pupils to record their ideas in a satisfactory way and alternative tasks such as written pieces on 'Why the Armada Failed', a diary of an evacuee and a story entitled 'A Wartime Nightmare' encourage pupils' literacy skills well. Another good piece, 'Is it better to live in Sparta or Athens?' written from a girl's point of view, also developed pupils' writing skills as well as encouraging them to consider the changing roles of men and women over time. Pupils' work is well presented and reflects the teachers' high expectations. Pupils' mathematical skills are also developed as they work with Greek numbers and their ICT skills as, for example, when Year 4 use a web-site to gain information about the Mary Rose.
74. Pupils' historical skills are developed when they use timelines to gain an understanding of the passage of time and differing periods in history. They also use dates correctly and appropriately. Their understanding of how historical knowledge is gained overtime is helped through looking at different types of evidence, for example, a Celtic artefact research.
75. Changes in staffing have resulted in an interruption of leadership in the subject and although history has not been a key focus for the school over recent years, staff have used the time well to ensure that pupils cover the full curriculum. History has played a substantial role in developing pupils' literacy skills whilst maintaining their interest. Year 6 pupils were involved in highlighting the need to keep a local museum open and were well rewarded by its continuing support by the local community. The school's aim of making history exciting by encouraging visits and visitors to the school has helped pupils to remember and enjoy their work.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education is managed and taught in a way that promotes respect and interest in different faiths and beliefs. It makes a good contribution to pupils' personal development.
- The high standards obtained at the previous inspection have been maintained and pupils achieve well.

Commentary

76. Although it was only possible to see one lesson during the inspection, evidence from this, from assemblies, talking to staff and pupils and looking at pupils' work indicate that standards are above those expected in the locally agreed syllabus and pupils achieve well. Work in pupils' books show that the school provides detailed and effective coverage of the locally agreed syllabus that forms the basis of provision. For example, they examine symbols associated with the Christian festivals of Christmas and Easter and compare the significance of these festivals to the celebrations of other faiths such as Eid, Ramadan or the Passover. Year 3 pupils apply literacy skills well when writing imaginatively about 'A typical day in the life of an angel' or retelling the Christmas story from the perspective of a sheep. The insight that pupils gain from learning about different world faiths contributes well to their personal and social development.
77. The school organises visits to local churches and invites visitors to school to speak to the pupils. These include 'expert witness' representatives from the Church of England, the Roman Catholic and Methodist churches and the Salvation Army. Visits to non-Christian places of worship are limited but pupils in Year 3 experience a virtual tour of a mosque through following an ICT program. Overall, the school extends pupils' learning well through its very good programme of assemblies that promotes their religious, spiritual, moral, social and cultural development.
78. In the lesson observed, teaching and learning were satisfactory. Relationships were good. Most pupils worked well in groups when compiling acceptable rules of behaviour, such as those depicted in the Ten Commandments that would influence living for the better. Evidence from the scrutiny of work shows strong features of teaching and learning. Pupils apply skills learned in a range of other subjects, such as literacy and art to good effect when completing work in religious education. This is seen for example in sensitive writing comparing Christian and Muslim weddings, or giving personal reflections about death. Illustrations related to Christian icons are sometimes of outstanding quality.
79. The subject is led well by an experienced and enthusiastic co-ordinator. She monitors work in religious education regularly and produces a thorough analysis of findings. Resources are good in range and quality. Artefacts are used effectively to stimulate interest in the subject and this enhances achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in these areas of the curriculum, one each in music and physical education. Other evidence was gained by looking at teachers' planning and pupils' work. Insufficient evidence was available to make secure, overall judgements on teaching, learning and achievement in art and design, design and technology, music and physical education. In the single lesson observed in dance in physical education, teaching and learning were of a high standard. Pupils achieved well, worked well in pairs, shared ideas and rehearsed movements that they later demonstrated confidently to their peers.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards in art and design are well above the national average.
- The school provides a broad and rich curriculum which fosters pupils' practical and creative skills and which makes particularly good planned links with other curriculum areas.
- Leadership and management of art and design have been very good over time.
- The school is aware of the need to provide more training on the use of ICT in art and design in view of the recent high turnover of staff.

Commentary

80. Art and design has a high profile throughout the school, which contributes strongly to the pupils' clear enjoyment of the subject and the high standards achieved. The curriculum is very effectively planned with very high expectations that art is strongly linked with other subject areas. The curriculum is well enriched through visits to local galleries and opportunities to see artists at work, as well as visits to the school by practising experts. Planning is detailed and is supported by an extensive range of resources so that pupils are able to have as much experience as possible in experimenting with these. Assessment procedures are very good and, along with some of the best marking in art diaries, offers pupils good knowledge about their own learning and how they can strive to improve; however, not all marking is of the same high standard.
81. Pupils' work is of a high quality and shows the range of, and emphasis on, skills teaching and the diversity of media used by pupils. Pupils make very good use of opportunities to plan their work, to experiment and to evaluate their own work and that of famous artists in their art diaries. These provide a very accurate and valuable record of the work covered over time and demonstrate the very good progress pupils are making.
82. Pupils' work, at whatever level, is relevant to the pupil, is celebrated through the school's art gallery and awarding of certificates, recognising achievement. This strongly motivates pupils to do their best. As further motivation, pupils are able to see past pupils' work framed and displayed alongside local artists' work and prints of famous artists. As a result, pupils are proud to show which piece is theirs or belongs to someone in their class.
83. The subject co-ordinator has provided strong leadership and highly effective management of art and design. She has shown enthusiasm and has imparted this to staff and pupils alike. This has contributed strongly to the status of art, the enjoyment of the subject, the very high quality of work seen around the school and the standards achieved. The newly appointed co-ordinator is well placed to continue this work.

Design & technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- The school provides a broad and rich curriculum which fosters pupils' practical and creative skills and which makes particularly good planned links with other curriculum areas.
- Standards are above average by the end of Year 6.
- The school is aware of the need to further extend opportunities for using ICT in design and technology.

Commentary

84. Pupils produce work of a high standard, covering a range of skills. Planning, resources and assessment procedures are good and ensure pupils have access to a good quality curriculum with some feedback on how to improve, as well as ongoing self-evaluations on how they might improve their work.
85. Pupils make very good use of opportunities to plan their designs, to experiment and to evaluate their work in their design and technology books. These provide pupils with valuable experience of the design and make process. It also offers a very accurate and useful record of work covered over time and demonstrates the good progress pupils are making. Evaluations show clearly that pupils enjoy their design and technology lessons.
86. Leadership and management have been effective over time. Whilst the subject is not prioritised for development currently, due to other more pressing needs, teachers collaborate very well and, as a consequence, even those who are not wholly confident or experienced in teaching design and technology are supported and helped to teach well.

Music

Provision in music is **good** in spite of recent difficulties.

Main strengths and weaknesses

- The school provides a broad and rich curriculum which fosters pupils' practical and creative skills and which makes particularly good planned links with other curriculum areas.
- There is currently no co-ordinator for music.

Commentary

87. All elements of the curriculum are covered fully and resources are used effectively. Planning and assessment procedures are good and resources are satisfactory. Pupils' music books are well used; they demonstrate good coverage of the curriculum and provide a very accurate and valuable record of work covered; they show the good progress pupils are making over time and that teaching and learning have, until recently, been good.
88. Pupils clearly enjoy music and sing well in assemblies. They sing confidently and reasonably expressively, and all join in with equal enthusiasm. Pupils' appreciation of music is very well enhanced by well chosen pre-recorded music, which is played on entry and departure to the hall. The school offers lots of opportunities for pupils to listen to and evaluate a very wide range of music by well known, as well as lesser known, composers. They are also able to talk about feelings inspired by music. Pupils' musical vocabulary is developed well and they show appropriate knowledge of instruments and how to use them to good effect in compositions. A few pupils learn a musical instrument and there are plans to restart the school choir, orchestra and recorder group during the autumn term. Until recently the school has been a regular participant in the local music festival with a range of certificates recognising the high profile music has had and the high standards achieved at that time.
89. There is no music co-ordinator in post at present, and the subject is managed by the headteacher and staff working together. Whilst this is not a satisfactory long-term arrangement, it is working very well as a short-term expedient because of the very effective management in the past. The school is relying on trusted and tried practice. Teachers support each other and collaborate well and those who are not very confident in terms of subject knowledge are helped to provide some good quality teaching.

Personal, social and health education

90. There was not enough evidence to report on this area separately but one lesson in Year 4 was sampled. The teaching here was satisfactory, as was learning and achievement. Pupils are encouraged to develop through the formal personal, social and health education programme and by the time they leave school they show a mature attitude and have a good understanding of a range of issues. The recent focus by Year 6 pupils on the danger of throwing objects from bridges resulted in one pupil's work being chosen, developed as a warning poster and displayed around the county.

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

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