

INSPECTION REPORT

LUDLOW INFANT SCHOOL

Woolston, Southampton

LEA area: Southampton

Unique reference number: 116099

Headteacher: Mrs J Gibbons

Lead inspector: Eileen Chadwick

Dates of inspection: 13 – 15 January 2004

Inspection number: 256795

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll:	258
School address:	Ludlow Road Woolston Southampton Hampshire
Postcode:	SO19 2EU
Telephone number:	023 8057 5752
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Brenda Watts
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

Since 2002 the school has gained a Basic Skills Quality Mark Award and an Investors in People Award.

The school is a large three-form entry infant school for pupils aged 4 to 7. There are 258 pupils, with significantly more boys than girls. This is mainly because nearly two-thirds of the children in Reception are boys. Nearly all pupils come from the immediate area, which consists of a mixture of homes that are either rented from the local council or housing association or privately owned. The school serves an area which is on the edge of the city and one which contains pockets of significant social and economic deprivation. Most pupils are White British, although a small proportion are from ethnic minority heritages. A very small proportion has English as an additional language and also refugee status. The main language spoken, other than English, is Farsi. The proportion of pupils known to be eligible for free school meals is above average, at 17 per cent. The proportion of pupils on the special educational needs register, at 20 per cent, is average whilst the proportion with statements of educational need is below average. Most of these pupils have difficulties in speech, communication and literacy or have emotional and behavioural difficulties. A significant proportion enters Reception with limited speech and/or behavioural difficulties. Pupils' overall attainment on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9769	Margaret Morrissey	Lay inspector	
32691	Diana Shepherd	Team inspector	English as an additional language English Geography History Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ludlow Infant School is a good school with very good features. Strong leadership and management by the headteacher and the very good working relationships between all members of the school community have had a significant impact on its success. The school's constant quest for school improvement leads to pupils achieving well through much good teaching. As a result, by Year 2, pupils reach above average standards in reading, science and information and communication technology. Children make very good progress in Reception. Progress is mainly good in Years 1 and 2, although not as consistent as in Reception. The school provides good value for money.

The school's main strengths and weaknesses are:

- By Year 2, pupils' achievement in reading, science, information and communication technology, music and physical education is very good because of much good teaching through the school.
- Children in Reception are given a flying start, including in the basics, and this prepares the children very well for the next stage of their education.
- The strong leadership by the headteacher and her effective teamwork with other senior managers and governors are bringing about improvements in standards.
- Very good provision for pupils' personal development, including their moral and social development, results in pupils behaving well and a happy climate for learning.
- Staff strive successfully to ensure that all pupils, whatever their background and starting point, can benefit from their education and develop a love of learning.
- In Years 1 and 2 the quality of teaching in mathematics is not consistently as good as the teaching of reading and science.
- Pupils need to be given increased opportunities to develop their writing skills across the curriculum.
- Art and design and technology have not recently been developed as well as other subjects.
- Attendance is below average because a minority of parents take holidays or days out during school term-time.

The school's effectiveness has improved well since the previous inspection in June 1998. The school has maintained the strengths observed then and there have been good improvements in standards in reading, science, information and communication technology (ICT), music and physical education. The school has made very good progress in addressing its key issues.

STANDARDS ACHIEVED

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

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

Pupils' overall achievement is good. Standards improved in 2003 national tests in reading and mathematics after the drop in 2002. Inspection shows that standards are continuing to rise and are above average in speaking and listening, reading, science, ICT, music and physical education. Standards are average in writing, mathematics and geography. Overall, pupils achieve well in Years 1 and 2. The school's rigorous procedures for improving English are having a good impact on improving standards.

Children in Reception achieve very well and are on course to reach average standards in their goals, including language and literacy, mathematics and personal development. Pupils with special educational needs make very good progress in Reception, and good progress in Years 1 and 2. The very few pupils with English as an additional language make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes to school are good and they behave well. Pupils develop a love of learning because of high expectations for them to do well, the interesting work provided and the very good provision for their personal development. Despite the school's good procedures for improving attendance, pupils' attendance is unsatisfactory because a minority of parents take their children out of school in term. Pupils are punctual.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are mainly good. They are very good in Reception and good in Years 1 and 2. Lessons are relevant and interesting and pupils' work is often well matched to their previous learning. In Reception there is consistently high quality teaching, which stimulates children to learn very well, including that in language and literacy and numeracy. The quality of teaching of reading and writing is good in Years 1 and 2 and satisfactory in numeracy.

The curriculum provided is very good in Reception and good in Years 1 and 2. The curriculum is rich, interesting and often challenging, including extra-curricular activities. The school takes very good care of its pupils. Links with the community are good whilst links with parents are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. The headteacher provides very good leadership and management for improving pupils' achievement and enabling staff to teach well. Her pastoral leadership is very strong. Senior staff often set a good example by their own high quality teaching. Governors are committed, provide much support and are effective in helping to steer the school's direction. All the school staff work together as an effective team for the pupils' benefit. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the education the school offers. Pupils enjoy school and develop a sense of pride in their own and the school's achievements.

IMPROVEMENTS NEEDED

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

- Ensure that the quality of teaching in mathematics in Years 1 and 2 is more consistently good.
- Improve opportunities for the teaching of writing across the curriculum.
- Ensure that art and design and technology are developed so pupils can do well in these subjects.
- Ensure that pupils' attendance improves.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' overall achievement is good. It is very good in Reception and good in Years 1 and 2. It is a mark of the school's success that, by Year 2, pupils reach above average standards in speaking and listening, reading, science and ICT despite their below average attainment on entry to the school. Pupils achieve very well in these subjects in Reception and well in Years 1 and 2. By Year 2, standards are average in writing and mathematics through mainly very good achievement in Reception. In Years 1 and 2, pupils are achieving well in writing but their achievement in mathematics is only satisfactory. Very good provision for pupils with special educational needs in literacy and numeracy in Reception, and the good provision in Years 1 and 2, are strong factors in the school's success in preparing pupils well for their junior education.

Main strengths and weaknesses

- By Year 2, standards in reading in national tests in 2003 improved significantly after a drop in 2002. Inspection shows that standards are continuing to rise.
- Above average standards by Year 2 in reading, science, ICT, music and physical education are the result of at least consistently good teaching and learning from Reception to Year 2.
- The standards reached in writing by Year 2 pupils show improvements compared with the standards reached by previous Year 2 pupils.
- Children in Reception are very well prepared for entering Year 1 and are on course to reach average standards in all areas of learning, except writing, which is below average.
- In Years 1 and 2, pupils' progress in mathematics is satisfactory and not as good as in reading. The progress of more capable pupils is inconsistent in mathematics.

Commentary

1. Pupils achieve very well in speaking, listening, reading, science, ICT, music and physical education because they make good progress in these subjects in Years 1 and 2 after making very good overall progress in Reception. Standards are average in writing, mathematics, religious education and geography. Pupils' overall achievement is good in these subjects by Year 2 through mainly very good progress in Reception and satisfactory progress in Years 1 and 2. In Reception, children's progress is good in writing although very good in all other aspects of communication, language and literacy. By the end of Reception children are likely to reach all of their goals except writing.
2. The standards observed in the current Year 2 are higher in reading and writing than those reached by the previous Year 2 pupils in their 2003 national tests. Then, compared with national averages, standards were average in reading and below average in writing. Standards were well above similar schools in reading but average in writing. Improvements seen for the current Year 2 are the result of the strong focus on improving literacy provision, including an improvement in home/school reading systems, assessment systems and boosting arrangements.
3. Standards are average in mathematics in the current Year 2 and are similar to those reached by pupils in 2003 national tests. Then, standards were in line with the national average and above similar schools. In Years 1 and 2, the school has not recently focused so strongly on improving mathematics as English. In science, standards reached by the previous Year 2 pupils in their 2003 national assessments were well above average. Standards for the current Year 2 are not quite as high, although their achievement is good in Years 1 and 2 and very good in Reception.

4. Pupils' competence in reading enhances their learning in other subjects. However, the wider curriculum is not used as effectively as a vehicle for developing pupils' writing. Pupils apply numeracy across the curriculum satisfactorily and they apply ICT well. Drama, especially role-play, is used most effectively as a tool for learning. For example, it is used throughout Reception and Year 1 as a way of bringing stories, science and geography to life and also for developing pupils' speaking, thinking and personal skills.
5. Inclusion is good, overall. No significant differences were observed between the achievement of different ethnic groups. However, compared with girls, there is a far higher proportion of boys with special educational needs, including learning difficulties in literacy, from Reception through to Year 2. This reflects the far higher proportion of boys with special educational needs in Reception. In Reception, a significant minority of boys begin school with very limited personal development and speaking skills. Over the last three-year period there were no significant differences between the standards reached by boys and girls in their national tests in reading, writing or mathematics. However, in 2003, girls performed better than boys in all three subjects.
6. From Reception to Year 2, the progress of pupils with emotional and behavioural difficulties is very good because of the way the school plans programmes, with the help of outside specialists, to suit these pupils' learning needs. Low and very low-attaining pupils make good progress, overall. When taught in ability groups, systems are rigorous for enabling them to learn the small steps in reading, including phonics and key words. However, in Years 1 and 2, lower-attaining pupils' progress is not as fast as that for other pupils during the shared class reading text-time, when the steps in reading are better matched to the needs of average or higher-attaining pupils. The very few pupils with English as an additional language make good progress.
7. The achievement of more capable pupils is satisfactory, overall. Higher-attaining pupils' achievement is good, overall, in English, science, ICT, music and physical education. It is mainly satisfactory in mathematics, religious education and geography. In religious education and geography there are few opportunities for higher-attaining pupils to write at length when recording their work. Gifted and talented pupils make satisfactory progress, overall, in English and mathematics because there are some opportunities for pupils to be taught in ability groups and enrichment opportunities in Year 2. However, early identification for these pupils is not yet systematically in place, for example, in mathematics, so that enrichment opportunities are not consistent through the school.
8. Since the previous inspection the school has made good overall progress in improving standards. A major reason is that the school sets increasingly challenging targets and constantly improves its provision in order to meet its higher targets. Standards are now higher in speaking and listening, reading, science, ICT, physical education and music. Standards are similar in the other subjects inspected.

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

Standards in:	School results	National results
Reading	15.9 (15.1)	15.7 (15.8)
Writing	13.8 (13.5)	14.6 (14.4)
Mathematics	16.2 (15.9)	16.3 (16.5)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, attitudes, values, and personal development are good, including their spiritual, moral, social, and cultural development. Attendance is unsatisfactory.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	1.5
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.

Exclusions

There were no exclusions in the last academic year.

Main strengths and weaknesses

- Pupils have good attitudes: this allows learning to progress.
- The school's high expectations for behaviour are met by pupils.
- Relationships are very good giving pupils confidence and a will to learn.
- The school provides very good opportunities for pupils' spiritual, moral, social, and cultural development.
- The school works hard and effectively to improve attendance and punctuality: registers show gradual improvement.
- Attendance is below the national average.

Commentary

9. Pupils' below-average attendance is due to a minority of families who do not comply with attendance requirements and take pupils on occasional days off and term-time holidays. The majority of parents ensure that their children are regularly in school and arrive punctually. The procedures used by the school to promote attendance are good and supported by the majority of parents.
10. Overall, pupils' attitudes, behaviour, and personal development are good. Behaviour is good and sometimes very good in lessons and around the school. Pupils respond positively to the very good procedures to promote good behaviour. They appreciate the rewards and praise they receive, which encourages them to work hard and make progress. They enjoy receiving praise and rewards and are keen to have their name in the 'Golden Book' for achievement and good behaviour. No incidents of bullying were seen during the inspection; parents are confident that any issues will be dealt with; pupils feel secure and are encouraged to talk.
11. In Reception, a significant minority of children are hindered by a lack of social or language skills when they first join the school. A small minority of boys show challenging behaviour. However, because of the very good support they are given, by the second term in Reception, all children show an enthusiasm for learning and an understanding of school routines. The majority of children are on course to reach their early learning goals in personal, social and emotional development by the time they leave Reception. This gives the children a very secure start on entry to Year 1.
12. In Years 1 and 2, pupils' attitudes to learning are good. They respond well to the very good provision for their personal development. They like school and enjoy their lessons. They co-operate with teachers, are prepared to listen to instruction and, from Reception, are developing skills of both independent learning and group work. All pupils have a degree of responsibility from Reception to Year 2 and, by Year 2, are able to act as buddies to younger children and take an active role in school life.

13. Pupils respond to the good teacher role models and relationships are very good. They are confident, happy and secure in the school. Responses at the parents' meeting confirmed the very good relationships in the school and parents appreciate the staff's willingness to give time to individual pupils. Mood boards are seen as useful, enabling pupils to express feelings at the start of each day and talk them through in registration time.
14. The school ethos supports pupils' social and moral development very well in an atmosphere of trust. Pupils of all backgrounds treat one another with high levels of respect, older children care well for the youngest and all show compassion for any child in trouble or distressed. They respond very well to the opportunities to take responsibility for themselves and for one another. Pupils are enquiring and imaginative. They quickly learn to establish right from wrong and show an awareness and understanding of the feelings and emotions of others.
15. The very good range of visits in the local and wider community is building pupils' knowledge and understanding of their own culture, further enhanced by the work they do in music, art, and literature. Pupils are developing an understanding of different cultures and beliefs and show respect for property and the environment. They are provided with very good opportunities to learn about different cultures. For example, they took part in a UNICEF day of change, which enabled and encouraged them to think about other children's cultures. In dance, pupils are encouraged to use music from different cultures to express themselves.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. It is very good in Reception and good in Years 1 and 2. There is much good teaching and the school provides an interesting and relevant curriculum for its pupils. These are both very good in Reception. The very good care and guidance of pupils and the very good links with parents provide very secure foundations for pupils' learning.

Teaching and learning

The overall quality of teaching is good. It is very good in Reception and good in Years 1 and 2.

Main strengths and weaknesses

- The quality of teaching and learning in Reception is very good, including communication, language and literacy and mathematics, because teachers have very good understanding of how to meet the learning needs of these young children. This rapidly raises standards.
- In Years 1 and 2 the quality of teaching in speaking and listening, reading and writing is good.
- The very good quality of teaching in music throughout the school raises standards.
- Teachers often use a wide range of teaching styles which enable pupils to learn successfully through practical work, discussion, sharing ideas and problem-solving as well as through listening and watching.
- Role-play is used very effectively in Reception and Year 1 as a means of developing pupils' speaking skills and bringing the curriculum to life.
- The teaching of phonics is very well organised and well-matched to pupils' prior attainment throughout the school.
- The shared text, during class literacy sessions, is sometimes hard for pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (24%)	20 (49%)	11 (27%)	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.

16. There has been good overall improvement in the quality of teaching since the previous inspection. The quality of teaching in Reception is now very good whereas it was good at the time of the previous inspection. In Years 1 and 2 there has been sound improvement, as, at the last inspection, teaching quality varied widely from very good to poor. During this inspection no unsatisfactory lessons were observed. During this inspection all teaching was at least satisfactory in Years 1 and 2 and over two-thirds of lessons were at least good.
17. The programmes for improving reading and writing, subject training, monitoring of teaching by the headteacher, phase and subject leaders have all had a significant impact on improving teaching. The subject leaders in English and the Foundation Stage set very good examples to the rest of the staff by their high expectations, their vision for what pupils can achieve and by their own high quality teaching.
18. Teaching and learning in Reception for all children are very good. There are many rich language opportunities which underpin all children's learning. Teachers' knowledge and understanding of the curriculum for the Foundation Stage are very good and their teaching methods are very effective. There is a very good balance between formally organised small group and class teaching. Purposeful play opportunities are of a high quality and very well organised. Planning is very clear and detailed and consistent across all three classes in Reception. Assessment is very good and used very well to inform planning so that teachers' high expectations of children's personal development and academic achievement, whatever their starting point, can be realised. Support assistants are well briefed and deployed and make a valuable contribution to the children's learning and their progress.
19. Transfer of records at the end of the reception year is comprehensive, with good liaison between Reception and Year 1. Work in Year 1 builds well on that in Reception. A strong feature in Reception is the high quality teaching of reading, phonics and mathematics and the way the literacy and numeracy strategies are gradually introduced to match the children's stage of development. By the summer term the strategies are fully in place, having been gradually implemented through the right mixture of whole-class, group and play activities.
20. In Years 1 and 2 the quality of teaching is mainly good. Most of the very good teaching was seen in the specialist teaching of music, throughout Years 1 and 2. The teacher's very good subject knowledge and advanced teaching skills enables the pupils to learn rapidly. Very good lessons in Year 1 in literacy and in Year 2 in science also reflected teachers' very good subject knowledge and ability to ensure that all groups, whatever their ability, learned rapidly throughout the lesson. A good feature of teaching throughout the school is the way pupils are taught to use ICT as a natural tool for learning.
21. Teaching and learning in English in Years 1 and 2 are mainly good. This is largely because of the school's extra support for all pupils to develop their reading and writing skills in addition to the teaching of English during the literacy hour. Systems are rigorous and include guided lunch-time reading sessions and extra writing sessions. During these sessions pupils are grouped by ability and teaching and learning are often at least good. There are very good systems for home/school reading from Reception to Year 2. The rigorous support by teaching assistants for enabling pupils to regularly read in school, furthers pupils' good learning in reading.
22. The implementation of the National Literacy Strategy is satisfactory, overall. There is good attention to teaching reading, phonics, spelling and writing in a lively way. Phonics teaching is particularly successful because of well-matched work for all pupils through ability grouping. However, lower-attaining pupils do not learn as fast as pupils of average or above average ability during class shared text time. Teachers include all pupils very well in the search for meaning during 'Big Book' time. However, teachers have difficulty in meeting the very wide range of reading attainment as, at this time, all ability groups are given the same level of text

due to local interpretations of the need to include all pupils' access to the literacy hour. Drama is used very effectively for developing pupils' speaking skills and bringing books to life, for example, the story of *Red Riding Hood*.

23. Teaching and learning in mathematics are satisfactory. A small proportion of good teaching was observed in both Years 1 and 2, although good quality teaching is not consistent across all three classes in the same year group. Good features of all lessons include: good planning that is consistent across all classes in the same year group; practical and good support for lower-attaining pupils; good class management and the relevant use of computers. Good lessons also had these characteristics:
- an interesting variety of numeracy activities held the pupils' interest during the introduction.
 - there were good opportunities for all to make an active contribution to the lesson.
 - the lesson proceeded at a good pace throughout.
 - all ability groups learned well in all parts of the lesson.
23. In satisfactory lessons, weaker elements in different lessons included: a loss of pace during different parts of lessons; inconsistent challenge for higher-attaining pupils; not enough use of whiteboards for enabling all to make an active contribution; limited use of strategies such as "thumbs up" to show pupils' responses.
24. Support staff are skilled in managing pupils and provide very effective help, especially in literacy and numeracy, due to high quality training. Their effectiveness is demonstrated in the good achievement of lower-attaining pupils in English and mathematics. There is strong attention to enabling pupils to read, write and spell through learning in small groups or through individual work. Pupils with special educational needs often learn well because of this. Pupils' needs are carefully assessed and work is mainly well matched to their previous learning. Pupils' individual educational plans contain specific reading targets for increasing mastery of key reading words. However, specific phonics targets are not always included on each individual educational plan although pupils' phonic records are carefully kept for English groups. This limits the use of individual educational plans for planning work, for example for writing across the curriculum. The very few pupils with English as an additional language make good progress. They are given very good personal support and rich opportunities for developing their English. This occurs through high quality opportunities for speaking during practical activities in small groups.
25. In science, ICT, physical education and music teachers' subject knowledge is at least good. Some good teaching in geography and history also suggested some good subject knowledge. However, examination of art and design and technology through the school indicates weaker subject knowledge as work in both of these subjects did not have the same sparkle as in most other subjects.
26. Assessment systems are good in English, science and ICT and satisfactory in mathematics and the foundation subjects. Homework provision is good and very good in English, where it is used rigorously as a tool for raising standards.

The curriculum

Overall, curriculum provision is good.

Main strengths and weaknesses

- The curriculum is relevant and enhanced by very carefully planned cross-curricular links.
- The curriculum is well planned and enriched by very worthwhile outside visits and visitors.
- Extra-curricular provision is very good.
- The accommodation and grounds are of a high quality and very well used to support learning.

- Planning for pupils' use of literacy and numeracy in other subjects needs further development.

Commentary

27. There is a very good curriculum for Reception, with a very strong emphasis upon planning for children's personal development, so this underpins all areas of learning. The rich curriculum provided, including literacy and numeracy, prepares children very well for entering Year 1. In Years 1 and 2 the curriculum is rich with a good breadth of learning opportunities that often cross subject barriers. Teachers plan well for the ability range. Appropriate time is allocated to each subject. Accommodation is very good and used well to ensure that pupils learn from direct experience in the classroom and the school grounds. Teachers and pupils have access to a good range of resources. Pupils' personal development is promoted successfully through the day-to-day life of the school, their subjects and a very good programme for personal, social and health education.
28. The school's implementation of the National Numeracy and Literacy Strategies is satisfactory. The school is currently planning to implement the Primary Strategy. The school works hard to ensure that all pupils are included. It makes good provision for those pupils with special educational needs, who achieve well. Their difficulties are identified early in their school life and they are well supported by teaching assistants who work closely and effectively with class teachers. The close monitoring of pupils' progress results in successful additional help, for example, in reading. Teachers' planning carefully takes into account the learning needs of different groups of pupils within the broad category of pupils with special educational needs.
29. The previous report noted a lack of extra-curricular activities. However there is now a very good range of extra-curricular clubs, including reading, computer, music and sports clubs. Take-up is good and this provision greatly enhances pupils' interests, skills and personal development. The school plans and organises very good opportunities for pupils to take part in musical events, both with the neighbouring Junior School and with other schools in the City. Pupils participate in the Southampton Schools' Carol Concert and Southampton Schools' Proms. These are very beneficial in raising the pupils' self-esteem and confidence. The school has links with its local church and visitors from other cultures and religions enrich the curriculum.
30. The school provides an attractive and stimulating learning environment. The ICT suite is well equipped and used regularly by pupils throughout the week. The classrooms are spacious and the shared areas provide very good opportunities for pupils to engage in planned role-play activities. The school has developed good outdoor facilities, which are well used by teachers and pupils to promote learning, particularly in science, geography and games and informal play at break times.

Care, guidance, and support

The care guidance and support provide for pupils is very good and is a strength of the school.

Main strengths and weaknesses

- A healthy and safe environment supports pupils' learning and personal safety very well.
- Effective child protection assures pupils' care and welfare.
- There are very good induction arrangements for Reception and later entrants.
- Very good provision from outside agencies supports pupils' welfare and progress.
- Pupils are very well supported through trusting relationships with teachers and all staff.

Commentary

31. The school has made very good progress in improving its provision and in addressing the key issue of safety from the previous inspection. Staff are vigilant and plan health and safety

issues into lessons whether for personal safety or connected to the use of equipment. Overall, the school provides very good protection for pupils.

32. There are effective child protection procedures, which meet all statutory requirements. Pupils are involved in the life of the school and their views are sought through 'circle time', classroom discussion, and assemblies. They are fully involved when deciding classroom rules. Their views and requests are heard and, as a result, pupils are confident when expressing their opinions.
33. Monitoring of pupils' personal development is very good. Staff know the pupils well and seek to offer support and advice immediately an occasion arises. Advice based on monitoring of academic achievement is good. Teachers assess the level of pupils' prior attainment, academically and personally, as soon as they enter school full-time. This information is used effectively to plan future programmes for pupils to develop the right attitudes to learning and for planning work. Support staff play a significant role in pupils' academic development and self-evaluation from the earliest days in Reception. Parents are pleased with the help teachers and support staff give to pupils, including helping them understand their learning targets and evaluating their own achievement. This is begun in Reception in "Plan, Do, Review" where children plan their tasks independently, carry them out and discuss the outcome.
34. The school has carefully analysed the progress of different groups, for example, different ethnic groups and pupils with special educational needs. This information is used to evaluate and to improve provision to enable them to achieve. However, procedures for identifying and supporting the progress of gifted and talented pupils are not yet as systematic.
35. Parents have positive views on the value of the induction programme and the preparation and guidance pupils receive in readiness for the next stage of education. The school works closely with the receiving junior school and other cluster schools to provide good information for parents. This eases the transfer to junior school.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community and other schools.

Main strengths and weaknesses

- Parents think highly of the school.
- Parents are pleased with the very good quality written and verbal information.
- Parents value the school and the hard work of staff to support every child's individual needs.
- There is good involvement of parents in home/school learning.
- There are productive links with other schools and with the local and wider community.

Commentary

36. The great majority of parents are very pleased with all the school offers their children. The information provided is very thorough in the way it supports parents as partners in their children's learning journey. Since the previous inspection, the school has made very good progress in improving its links with parents, including in provision of information about the school, the curriculum and their children's progress.
37. Very good information and guidance for parents is provided through consultations, newsletters, half-termly curriculum information and the school prospectus. Parents are pleased with school reports and feel that they are informative and reflect the standards achieved and the progress being made. Home/school reading systems are very good. Reading records are a good source of information about progress and give parents guidance on how they can help their children achieve. Parents are confident and happy to approach the school with any concerns and are confident they will be fairly dealt with. The school has the confidence of all

communities and ensures that there are interpreters where appropriate. The school fully involves the parents of pupils with special educational needs in reviews of their children's progress and the setting of targets. Parents help in school and all are encouraged to spend time in the classroom with their children in the morning during the reading sessions and in helping to change their children's reading books.

38. The school has very good procedures for finding out parents' views. When appropriate, the school surveys parents to gain their views on issues: a recent example was the decision to open school early for parents to go into the classroom to encourage communication. The Parent-Teacher Association works hard and effectively for the school. All parents are welcome and invited to be involved, good amounts of funds are raised for the school and some social events are also provided. Parents are equally keen to praise the staff for the support they give to the Association.
39. Pupils benefit from the good links with other schools in the cluster group, particularly the junior school links. Productive links with the community, through a wide range of visits and visitors, provide good enrichment of the curriculum and support pupils' personal and social development by increasing their awareness of the lives of other people and of the environment. The "volunteer readers" scheme is a great support to the school. The school appreciates the support provided by the local Neighbourhood Wardens in helping to keep the site safe when not in use.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The leadership provided by the headteacher and the systems for managing the school are very good. The leadership and management provided by senior staff and subject co-ordinators and governors are good.

Main strengths and weaknesses

- The headteacher provides a clear direction for improving the school and has developed a strong sense of purpose and ambition amongst staff for raising standards.
- The headteacher works in close team-work with her deputy and year co-ordinators. They function effectively as a team in moving the school forward.
- There are very thorough tools for self-evaluation and this information is used effectively for improving provision and achievement.
- Subject co-ordinators' roles are often well developed.
- Governors are supportive and hold the school effectively to account for the standards it achieves by close monitoring of the school's performance.

Commentary

40. The headteacher provides very good leadership with a very clear focus on providing high quality education. Her pastoral leadership is very strong. The deputy provides good support and, together with the headteacher, promotes a strong will to improve amongst staff. Together, they provide very good management systems to make improvements happen. This is reflected in the improvements seen in teaching and learning and the rise in standards since the previous inspection. The school has also improved very well since the drop in standards in 2002 when there were some staffing problems. The pace of improvement was also affected at the beginning of the last academic year when the headteacher needed to take leave of absence for a substantial period of time due to family illness. The school has recovered very well from these problems.
41. Staff and governors have a shared vision and commitment to providing equal opportunities for learning, regardless of pupils' family backgrounds or initial starting point. There are very good management systems for year group co-ordination and for the use of teachers' particular expertise. The Reception co-ordinator is a very well established leader and leads very well by

the example of her own high quality teaching. The Year 1 co-ordinator sets a very good example by the standards of her own English teaching. Overall, there is good co-ordination of Years 1 and 2.

42. The headteacher and her senior managers undertake systematic monitoring of pupils' achievements and of the quality of teaching and learning. There are thorough assessment systems and rigorous use of assessment for measuring the impact of initiatives on improving standards. The school is fully aware of the slower progress of lower-attaining pupils during shared reading text time during the literacy hour. However, according to local interpretations of inclusiveness, all pupils have been provided with the same shared text during class text time. The initiatives led by the school for improving reading and writing, and the rigour with which these are being applied are having a very good impact on raising standards.
43. Subject co-ordinators' roles are very well developed for the Foundation Stage, English and music. They are well developed for science and ICT, with good opportunities for monitoring pupils' work and the quality of teaching. There are good systems in place for mathematics subject development, although the impact on raising standards is only satisfactory. The school is now beginning to develop the role of its co-ordinators more strongly for the foundation subjects, for example, in physical education, with a good impact on raising standards. However, co-ordinators' management roles are not as developed in some foundation subjects, for example, in design and technology and art. Suitable plans are in place to develop these. The school recognises that there has been little recent practical subject training in art and design and technology and this has restricted the vision for improving the subjects as well as teachers' subject expertise. The local education authority does not always have subject inspectors or advisers to help schools improve in some foundation subjects. This is a barrier to improving art and design and technology. However, where appropriate, the school seeks expertise elsewhere and makes sure that money is spent wisely by research to ensure that training is of a high enough quality and matched to the school's needs. Provision for pupils with English as an additional language, for those with special educational needs, is well managed throughout the school.
44. The effectiveness of the governing body is much improved since the previous inspection. Governors are challenging, thoroughly exercise all their statutory responsibilities and have a good range of expertise. They have good oversight of the school and they play a full part in its strategic development. Governors' committees have clear terms of reference. Governors visit the school regularly and have good levels of understanding of its strengths and weaknesses. Governors monitor the school's actions for improving standards. However, there is now a need for governors to take a greater part in setting their own evaluation criteria for examining the impact of actions and spending on raising standards. There are already planned programmes of training for this.
45. The school's management structure is mainly of a high quality. The performance management system is implemented as an integral part of school improvement planning and is supported effectively by a comprehensive programme of staff training. Performance management is implemented for all staff, and this has a very good impact on the performance of support staff. However, the lack of monitoring of teaching by some foundation subject co-ordinators is preventing the identification of individual teachers' subject training needs being fed into the performance management process. Suitable mentoring arrangements exist for new staff.
46. School improvement planning is very good and targets the right priorities for improving standards. The school sets suitable individual targets for each pupil and rigorously monitors individual pupils' progress. The school's administrators provide a welcoming and efficient service for parents and visitors. They manage the school's financial procedures well. The site

manager plays an important role in ensuring that the maintenance of the school and its site are of a high standard.

47. Financial planning is very good with a planned programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. It compares its costs and its results with similar schools. The school has managed its budget prudently and carried forward a small amount, only 3 per cent, in the last academic year. Income and spending per pupil is lower than for most infant schools nationally.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	659,961
Total expenditure	645,153
Expenditure per pupil	2,462

Balances (£)	
Balance from previous year	7,575
Balance carried forward to the next	22,383

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter Reception full-time in the academic year in which they are five. They enter part-time on a staggered entry basis until, by the second half of the autumn term, they are all full-time. The management of provision for Reception is very good and this ensures that there is high quality planning and provision across all the three classes. The teachers and assistants work together as a very effective team and provide very good opportunities for all children to do well, regardless of their initial starting point. Children, including those with special educational needs, make very good progress. Improvement since the previous inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The rich and stimulating learning environment encourages the children to love learning.
- There is the right balance so that children can learn successfully through focused class or group teaching as well as independent purposeful play.
- All reception staff work hard to ensure all children develop good self-esteem.
- Pupils make very good progress in settling into school and adapting to school routines.

Commentary

48. The children are on course to reach average standards. The quality of teaching is very good. Planning for this area of learning, management of children and the relationships between adults and children are all very good. Children develop a thorough knowledge of school routines and, by the time of the inspection, most could learn equally well through independent choice or through focused class and group teaching. Teachers assess children's needs very carefully and use this information to provide very good support so that all make very good progress in developing their personal and social skills. Consequently, whatever their starting point, children settle very well, learn to take turns and can often select and use activities and resources independently. Children learn the important skills of evaluation through systematic teaching of the process of plan, do and review. Teachers and assistants work very closely and effectively with outside specialists on the design of programmes for pupils with behavioural difficulties.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Rich, practical activities in all areas of learning underpin the development of speaking, listening, thinking, early reading and writing.
- Role-play is used excellently to develop children's understanding, speaking and vocabulary.
- Reading skills, including phonics, are taught and learned systematically.
- Assessment is very well used to match children's work to their previous learning.

Commentary

49. Children are on course to reach average standards, overall. Standards are average in speaking and listening and reading although below average in writing. The overall quality of

teaching is very good. Teachers and classroom assistants make use of every opportunity to promote the use of language through meaningful practical activities, such as investigating bubbles in science or through the excellent role-play activities in the class and shared areas. As a result, by the time children leave Reception, many have a sound vocabulary and speak confidently. During the whole-class literacy and numeracy sessions there are high quality opportunities for children to discuss in pairs as well as to suggest ideas during shared reading text time. The teaching of reading and phonics is very good whilst the teaching of writing is good. The teaching of phonics involves much learning through talk and actions. This results in many children having a satisfactory grasp of phonics. Class reading sessions are very well organised and taught with a good balance between shared class, group and individual work. Most children by the end of Reception recognise many key words. Organisation of home/school reading is very good. Higher-attaining children are not held back and are given an independent reading book as soon as they are ready. Children enjoy writing but a significant proportion is unlikely to reach the early learning goals by the end of Reception. Provision for developing writing through role-play areas is good. There are good opportunities for children to use whiteboards to attempt writing and practise sounds during the phonics literacy sessions. However, some opportunities are missed for the children to use whiteboards. Assessment is used very well to match work and play. Skills for pencil control are carefully introduced.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are practical and relevant to children's daily life.
- The Numeracy Strategy is gradually and successfully introduced throughout Reception.
- Assessment is used very well so that focused activities and play are very well planned for and matched to children's prior understanding.

Commentary

50. Children are on course to reach average standards by the end of Reception. The quality of teaching is very good. Children's natural enthusiasm for counting is harnessed through skilful game-like class teaching and well-planned group and play activities. Visual and practical resources are of a high quality and the teachers recognise the importance of learning through talk and doing. When children threw 6 bean bags into hoops this helped them to partition numbers and begin to add numbers together. High quality provision continues through play as when the children solve practical problems during sand play using numbered flags. Teachers and assistants are very effective in the way their questioning develops the children's thinking. Teachers recognise that a minority have a very good understanding of number and make informal provision, though there is no formal identification process for very high ability children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities for children to develop their scientific understanding.
- Children are given very good opportunities to develop their investigative skills.
- There are good opportunities for children to use ICT as a natural tool for learning.
- Very high quality role-play activities are used to enhance children's knowledge and understanding in science, religious education and geography.

Commentary

51. Children are on course to reach average standards through very good teaching. Teachers make very good use of outdoor and indoor play, outside visits and visitors for enabling children to learn. Children are inquisitive and investigate the natural and made environments very well. They use magnifying glasses when investigating slugs and snails and dress up as “bugs” after finding out about mini-beasts in their local environment. In a very good lesson on “bubbles”, the teacher used a range of teaching styles effectively to encourage the children to learn through watching, trying things out and by suggesting and acting on their own ideas. ICT is used particularly for enhancing children’s learning in literacy and numeracy. All Reception children have one ICT lesson in the computer suite each week and there are two classroom computers. Children develop their understanding through very well planned high quality, first-hand experiences. For example, the children play in the ‘Ludlow Space Shuttle’. Dressing up in their space boots and suits, the children practise their “moon walk,” which they have learned about in physical education.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Opportunities for imaginative movement dance are very good.
- Opportunities for developing practical skills are good, overall.

Commentary

52. Children are on course to reach average standards by the end of Reception. The quality of teaching is good, overall. Activities are well planned for the development of manual dexterity, though the limited range of materials for art and design and technology aspects limits overall progress. Children use crayons and paint-brushes satisfactorily and many have sound pencil control. They manipulate a good range of construction kits and a satisfactory range of malleable materials. Children are aware of space and show their “moon walks” during an imaginative dance session. The outside area is well used. There is now a good range of equipment though the new apparatus for climbing and balancing has not been fully explored due to weather conditions.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Opportunities for imaginative role-play are excellent.
- Opportunities for music are very good.
- Opportunities for children to explore shape and space in two and three dimensions are very good, through the use of construction kits.
- Opportunities to suggest ideas, create and explore colour, shape and space in two and three dimensions through art and design and technology are satisfactory.

Commentary

53. Children are on course to reach average standards by the end of Reception. Teaching and learning are very good, overall. During role-play in the monster café (to link with ‘a space landing’), the ‘Ludlow Space Shuttle’ or presenting a ‘show’ they use their imagination, and with the very good support of teachers and assistants, they create simple story lines. Each week

the music specialist from the local authority provides the children with a class music lesson. Children can sing a range of songs from memory, sing tunefully and can move well in time to rhythms. There are very good opportunities for them to follow up their interest in music by trying out instruments and making simple music in the outside role area. In design and technology they design and make space rockets. They cut and join a narrow range of materials neatly and have satisfactory opportunities to express ideas. Children are encouraged to express and develop their ideas in art, although a wide range of media is not used.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Role-play is used well to develop speaking and listening and to support writing, particularly in Y1.
- There are good systems in place for teaching reading and writing.
- The overall achievement of pupils with special educational needs is good.
- The very few pupils with English as an additional language achieve well due to effectively targeted provision.
- Assessment, target-setting and tracking is very effective.
- The subject is very well led and managed.
- There are not enough opportunities for extended writing across the curriculum.
- Pupils with special educational needs do not always make good progress in whole-class reading due to books not being well matched to their needs.

Commentary

54. Inspection findings show that, overall, standards in Year 2 are above average. Pupils generally achieve very well by the end of Year 2, considering their low starting point. Pupils' achievement is good in Years 1 and 2. Pupils with English as an additional language make very good progress throughout. This is due to rigorous planning and support given to these pupils.
55. By Year 2 pupils' speaking and listening skills are above average. They speak clearly and confidently and can often provide some detail when explaining, using interesting vocabulary. There is a strong emphasis on enriching pupils' understanding and speech through role-play and the use of opportunities provided by other areas of the curriculum such as science, ICT, geography, religious education and history.
56. Standards of reading are above average by Year 2. Pupils often have a thorough understanding of phonics as a result of the systematic attention to this from the earliest age. Pupils are often competent readers and read a good range of books. The teaching of reading is well organised and managed. Teachers teach letter sound patterns thoroughly through well-planned practical activities. Reading skills are taught well in groups and individually and teachers remind pupils about the range of skills they can use to read accurately. Pupils are encouraged to take books home daily and workshops have been held to support parents in listening to their children read. Parents participate in the process of changing books daily and their comments in the reading diary contribute to the overall assessment of progress. The school has made significant investment in books for the home/school reading scheme, which supports this process. A pre-school reading group meets regularly in the library and this helps to foster an interest in books before children enter school. A reading club meets weekly, led by the subject leader.

57. Standards of writing are average by Years 2. Pupils are making good progress, including developing their handwriting. Pupils can often write simple accounts and stories using sentences, with sound spelling and punctuation. Higher-attaining pupils write in a range of styles, using well-constructed sentences and good spelling.
58. The quality of teaching is good, overall. It is good in Year 1 and sound in Year 2. Teachers plan effectively for the differing needs of pupils and use a range of teaching methods. This enables pupils to learn well, building on their previous knowledge and understanding. In particular, reading skills are taught systematically and pupils achieve well as a result. Where teaching is very good, pupils are highly motivated to achieve and make rapid progress. The curriculum is planned well to ensure that links across subjects are good. This provides a purposeful context for learning. For example, pupils were learning about geographical features and mapping by making a map of Red Riding Hood's journey from home to Grandma's house. Teaching assistants are used well in all classes and make an active contribution to teaching and learning across the school. In satisfactory lessons, all pupils make good progress during phonics sessions but the class shared-reading text is hard for lower-attaining pupils.
59. Pupils with special educational needs achieve well by the end of Year 2. Good assessment procedures, and individual targets matched to need, enable pupils to make good progress. Teaching assistants work effectively to ensure that pupils can access the curriculum and are fully included in all independent activities. There are good systems to feed back detailed assessments to teachers in order to support future learning.
60. Assessment procedures are very thorough. There is a rigorous system in place for assessing pupils in order to place them in appropriate groups and to set targets that build upon their previous learning. Additional support is provided for all groups in order to ensure that they make accelerated progress and achieve the challenging targets set by the school. ICT is used well to support the learning of pupils of all abilities.
61. Leadership and management of the subject are very good. Standards of teaching and learning are monitored and evaluated well and examples of good practice are shared within the school and across the cluster of local schools. The subject leader provides very good support for teachers and for teaching assistants, identifying and leading training in order to build expertise and confidence in the staff. The literacy governor provides good support. The school has made good progress since the previous inspection in improving standards in speaking, listening and reading. Standards in writing are similar. Overall provision is good, as at the time of the previous inspection.

Language and literacy across the curriculum

62. The planning of topic work around literacy works well; it extends the time that pupils use their literacy skills and provides them with many opportunities to write purposefully, particularly in subjects such as science, history, geography and religious education. However, this is an area which could be further developed as full use is not made of the opportunities for pupils to apply their literacy skills in the production of extended pieces of writing. In some classes, for example, in science, there was not enough instruction in writing before pupils were given a writing task.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good planning across the school ensures that the curriculum is covered by all classes in each year group.

- Pupils who find mathematics difficult are well supported and make good progress.
- The challenge for more capable pupils is inconsistent, including that for higher-attaining and gifted pupils.

Commentary

63. By Year 2, standards are average. Pupils' achievement is satisfactory in Years 1 and 2. There is no significant difference in the achievement of boys and girls. This is because work is planned carefully to ensure that all aspects of the curriculum are taught and there is good support for pupils who find mathematics difficult. Most of the pupils with special educational needs are boys. Support within the mathematics lesson and booster classes are used to help these pupils to achieve well. On Fridays, pupils in Year 2 work in groups formed on ability rather than in classes, so that teachers can focus their teaching more precisely.
64. By Year 2, pupils are mainly working at average levels. They are developing skills in computation that they apply accurately. They explain their methods of calculating number relationships up to 20. They are familiar with the patterns of numbers and can apply this knowledge in practical applications with money. The more able pupils have sufficient understanding to be able to work out change from one pound quickly and accurately. The use of ICT in mathematics is good. In numeracy lessons, ICT enables pupils to practise skills they have learned using problem-solving games in the classrooms. In addition, the computer suite is used to teach some aspects on the interactive whiteboard before pupils use the computers to practise skills or develop concepts.
65. The quality of teaching and learning is satisfactory, although a little good teaching in both Years 1 and 2 was seen during the inspection. This was characterised by good pace, more challenging work for the more able, and the opportunity for pupils to work together and reinforce their learning in a variety of contexts. For example, pupils in a Year 1 class were calculating subtraction sums by walking along a large number line and checking answers on a number square. Assessment by the teacher of work done enabled her to detect a common error, which she highlighted in subsequent teaching and which was not made again. Learning objectives are clear and teachers make reference to these at the start of lessons. Individual and group targets, based on these, are used to help pupils focus on the next stage of their learning. Marking is applied consistently and gives an indication of how pupils can improve. Homework is used occasionally, usually to provide data for collection or to support investigations in shape.
66. In the satisfactory lessons observed, there were inconsistent challenges for higher-attaining pupils in both Years 1 and 2. However, in Year 2, enrichment sessions, provided by a learning support assistant, have just been started for able Year 2 pupils for one session each week. This provision was not observed during the inspection. Teaching assistants are used well throughout. They support teachers by working with groups of pupils during the teaching sessions and record progress made by individual pupils. For example, in a lesson on money, the teaching assistant was using coins and counters to help those pupils unable to calculate answers mentally. A note of how well the pupils had done was made for the teacher.
67. Subject management is satisfactory. The subject manager has ensured that planning is consistent across the school. She has release time to monitor the standards of teaching and learning, and has begun to analyse test results to look for trends that may identify areas of weakness in the teaching and learning. Since the previous inspection, the school has made satisfactory overall progress in improving mathematics as, then, standards were average. However, overall provision was then good whereas it is now satisfactory. The school is aware that it needs to make greater provision for more able pupils. The subject manager has identified this and it is included in the current School Improvement Plan.

Mathematics across the curriculum

68. The use of mathematics in other subjects is satisfactory. There are good examples of the way that pupils use mathematics in ICT. Mathematics is used satisfactorily in science. Data collected in surveys on the school site is processed using skills developed in mathematics whilst pupils' use of measures is evident in the control aspect of ICT. The school is aware that it needs to develop the application of mathematics skills within other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is strong emphasis on practical enquiry and this is used well as a vehicle for developing pupils' knowledge.
- Science activities are relevant to pupils' daily lives.
- Resources and their organisation and use are very good.
- Whilst the use of literacy in science is satisfactory, there are missed opportunities for using science as a vehicle for improving pupils' writing.

Commentary

69. By Year 2, standards are above average and pupils achieve well in Years 1 and 2. Pupils' overall achievement from Reception to Year 2 is very good. This is a good improvement since the last inspection. Pupils have good investigative skills. They predict well and develop a good awareness of the fair test. A significant minority can identify and explain patterns they see. Examination of previous work indicates that pupils are given good opportunities to suggest ideas for finding answers to simple problems. However, the use of mathematics for measuring, recording and explaining patterns is only satisfactory. Pupils have a good depth of scientific knowledge. This is because lessons often build knowledge and skills steadily from lesson to lesson and over a longer period of time.
70. Pupils with special educational needs, and those with English as an additional language, make good progress. They are given every opportunity to learn through relevant practical work and small-group discussion. There are no significant differences between the achievement of boys and girls.
71. Teaching and learning in Years 1 and 2 are good overall. Teachers' subject knowledge is good and the good planning provides a good foundation for teachers to develop both skills and knowledge through practical enquiry. Teachers use a variety of teaching methods, including problem-solving, to encourage pupils to develop their thinking and independent learning skills successfully. In a very good Year 2 lesson, when pupils learned about major food groups, there were very good opportunities for them to develop their science vocabulary through small and larger group work. Pupils were encouraged to explain their thinking and the teacher ensured that technical language was meaningful. In Year 1, a lesson was only satisfactory. Despite good opportunities for problem-solving, pupils mainly consolidated their scientific knowledge. Here, more rigour was needed in the teaching of physical processes to ensure that higher-attaining pupils were extended in all aspects. In good and very good lessons, teachers evoked a sense of wonder in science.
72. The use of literacy and mathematics in science is satisfactory, whilst ICT is used well to support pupils' learning. When using computers, pupils use classification trees and electronic microscopes for work with biological aspects. Whilst writing is used for different purposes in science, the skills for writing are not taught thoroughly before and during the time

pupils write. Science is not used as a vehicle for extended writing; for example, through linking with English lessons. The school is currently developing its cross-curricular links and is aware that there are missed opportunities for developing writing through science.

73. Subject leadership and management are good. The co-ordinator has a clear vision for the development of the subject and a strong influence on its development. She has a comprehensive strategy mapped out for further development and plays a full part in monitoring teachers' work in science. She sets a very good example by her own quality of teaching, which evokes a sense of wonder in pupils. Assessment procedures are good. Overall, the school has made good progress in improving science since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The subject is well led and managed and this has developed both the competence and confidence of teachers.
- Good progress in the quality of provision of resources has been made since the last inspection.
- The specific skills of one of the teaching assistants ensures that good use is made of the information and communication technology suite through her teaching and support of groups of pupils during lessons.

Commentary

74. Good leadership and effective management have successfully driven improvements. Since the last inspection, teachers have undertaken additional training and better resources have been acquired. A teaching assistant now provides teaching support for classes and groups. These initiatives mean that all pupils now have more opportunities to use ICT to support their learning, and teachers use the computer suite, confident in the support available to them. All pupils achieve well.
75. By Year 2, pupils reach above average standards and a substantial proportion of pupils are working at Level 3. Pupils have built up a wide range of skills and pupils use computers to enhance their learning in other subjects, but particularly in reading, writing and numeracy. When pupils research for information using simple lines of enquiry, for example, for finding information in geography, they know how to access accurately the information on the CD-ROM. They are adept when using computers to generate ideas and for organising their work with data-handling or word-processing software. From the start in Year 1, pupils are given challenging tasks, which build well on the standards reached in Reception. For example, Year 1 pupils use digital movie cameras to make films of interviews with characters in the folk tale they are studying.
76. ICT is used well to develop pupils' different thinking skills. When exploring how to combine text and graphics, Year 1 pupils developed their problem-solving and creativity when selecting colours, layouts and fonts. Pupils in Year 2 used software to design a poster and ticket for the *Titanic*, combining text and graphics effectively as part of their topic on ships. By the end of Year 2 they all design and produce a tee-shirt to a high standard using a design program. Graphs of different kinds, based on data collected for work in other subjects, are carefully presented and labelled.
77. The quality of teaching and learning is good. Good planning ensures that pupils of a similar age have equal opportunities for learning. Teachers and teaching assistants work well as a team. In one challenging lesson in Year 1, the teaching assistant talked through the techniques of filming at an appropriate level, encouraging pupils to improve their practice as they evaluated their result on the screen. Careful planning means that pupils engage in a wide

variety of tasks across different subjects whilst progressively developing their ICT skills. The good level of resources includes the use of an interactive whiteboard in the computer suite. This enables the teachers to demonstrate programs and learning and pupils enjoy being able to activate the program by touching the board. Access to the Internet is managed through a filtered system and pupils are beginning to use it as a source of information that complements books and other resources. Since the previous inspection, standards and provision have improved well.

Information and communication technology across the curriculum

78. The use of ICT across the curriculum is good and still developing. Pupils are encouraged to use computers when appropriate. This means that pupils are taught to use ICT as a tool to enhance their learning and presentation of work, rather than simply as an end in itself. The use of microscopes, linked through the digital projector, enables pupils to develop their observational skills and learning in science. The school uses software that gives pupils practise in other subjects, such as mathematics. Pupils also enjoy the variety of experiences in the lunch-time computer club.

HUMANITIES

Two lessons were seen in **religious education** and in **geography** in Years 1 and 2. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work in religious education and geography. Only one lesson was seen in **history** due to the inspection timetable. It was, therefore, not possible to form an overall judgement about provision in history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers use a wide range of teaching styles and approaches, including role-play to bring relevance to pupils' learning.
- The curriculum is used well to encourage pupils to reflect on feelings and emotions.
- Writing is not developed adequately through religious education.

Commentary

79. The school provides a satisfactory curriculum based on the local authority's revised guidelines for religious education. These are supplemented by schemes of work and ideas disseminated through support networks. All pupils' achievement is satisfactory. Although pupils have good understanding of the subject, the lack of recording limits their progress by Year 2. This is especially so for higher-attaining pupils.
80. By the end of Year 2, pupils reach standards which are in line with the locally agreed syllabus. Pupils are familiar with a range of Bible stories and think carefully about the feelings of characters in the stories, trying to relate them to their own experiences. In the lessons observed, pupils showed strong empathy with the characters. They understand the Christian values of sharing and caring for others. This has been developed well through their daily life as well as through Bible stories. Pupils develop a sound awareness of other religions including Judaism and Hinduism. Visits to the local church, especially for the school's nativity play, and comparisons with the parish church at Eling, enrich the curriculum. The pupils also benefit from visiting speakers, who share their knowledge of other faiths.
81. The quality of teaching and learning in the lessons observed was good. Teachers made every attempt to make learning relevant to pupils. In Year 2, role-play was used effectively when

pupils re-enacted the story of Jesus as a boy being lost after the visit to Jerusalem. In role, children shared their views on the reactions of Mary and Joseph, Jesus and the religious leaders. In a Year 1 lesson, the teacher made the story of Zacchaeus meaningful through her explanation of his role as a tax inspector and the meaning of income tax today. Her use of a “thinking circle” enabled the pupils to learn from each other by generating ideas to describe Zachaeus - nasty, nice, lonely, happy. Teachers evoke a spiritual atmosphere. For example, after the story of Zacchaeus, the teacher lit a candle and pupils were encouraged to read the story of Zacchaeus in the book corner. The diverse range of teaching styles in the lesson enabled all pupils to learn well.

82. The subject enables pupils to develop their speaking and listening skills very well. However, there is little written work. Little use of ICT was seen in religious education. The headteacher is currently managing the subject, though this responsibility will shortly pass to another member of staff. The headteacher has ensured that resources for teaching and learning are good. She monitors the subject through planning. A number of pupils are withdrawn for collective worship and some aspects of religious education. The school has made good provision for these pupils, including a space for one of the parents to lead an act of worship for pupils whose parents are Jehovah’s Witnesses. Progress since the last inspection is satisfactory.

GEOGRAPHY

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The school and local environment are used very well for enhancing pupils’ learning in geography.
- Geography is linked well to science.
- There are good links with reading and use of role-play in Year 1.
- ICT is used well.
- Writing is not well developed through geography.

Commentary

83. In geography, standards are average by Year 2. Pupils’ achievement is satisfactory. For example, by Year 2, pupils can compare their local environment competently with a different location, commenting upon geographical features. Their use of mathematics is satisfactory.
84. The quality of teaching in Years 1 and 2 is satisfactory. In a good lesson in Year 1, pupils acted out Red Riding Hood’s route. This was a very relevant context for the pupils, as they had been reading the story in English and there was a very good role-play area on this theme. The teacher focused her questions to ensure that the pupils understood and matched her questioning to their needs. The pupils responded well because the work interested them and was relevant to their interests and previous learning. ICT is used well to support and enhance curriculum resources. Teachers link geography well to reading and science, providing purposeful contexts for pupils to explore. For example: flour milled at Eling Tide Mill is brought back to school and made into bread. Very good use is made of the local environment and trips are used effectively to extend knowledge and understanding. Barnaby Bear provides a very stimulating focus for pupils, who regularly take him and his cousins on holiday to interesting places, such as China and the Arctic Circle, bringing back useful artefacts, which are well used to extend pupils’ knowledge of new places.

85. Subject management is satisfactory. The subject co-ordinator does not yet observe teaching, although this is planned. She supports teachers regularly with planning and provides training in association with the local cluster of schools. The school has made satisfactory progress in improving geography since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. No lessons were seen in **design and technology** and only one in **art**. Three lessons were seen in music and four were seen in physical education. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from last year in design and technology and art and design.
87. Whilst it was not possible to make a judgement about overall provision in art and design and technology, examination of these subjects indicated that standards were mainly average and the school fulfilled statutory requirements. However, pupils' work and the standards reached indicated very little attainment at higher levels. Although there was a satisfactory progression in pupils' skills in both of these subjects, the range of materials was narrow and opportunities for the pupils to suggest and explore ideas was not as well developed and the work lacked the vibrancy of the rest of the curriculum. There was little overlap between the subjects. Co-ordinators and teachers have received little recent subject training.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- The specialist subject knowledge and experience of the subject leader is very strong.
- Specialist teaching in all year groups is raising standards.
- Team teaching with specialist and class teachers offers a good model of training.
- The school has excellent resources and accesses additional instruments from the local education authority.

Commentary

88. Standards are above average by Year 2 and the pupils' achievement is very good. The specialist teacher teaches all classes. She works with the class teachers, which results in pupils mastering skills quickly and learning very well.
89. The overall quality of teaching is consistently very good. Three lessons were observed in Years 1 and 2. The teacher's own very good subject knowledge was apparent in the way she instructed pupils, developing very good listening and responses linked well to musical understanding. The pace of the lessons was good and the expectations clearly modelled. All pupils mastered skills quickly, learning very well. All pupils were fully included and made very good progress.
90. Subject management is very good. The subject leader co-ordinates the management of the curriculum and the development of policy. Other teachers under her overall management take responsibility for areas of music, such as choir and recorders. The school contributes regularly to choral performances in Southampton, which is an achievement for an infant school. The school has worked with the Bournemouth Symphony Orchestra. Where appropriate, the school brings in resources to extend and develop the multicultural understanding of the pupils. There was little evidence for the use of ICT within music. Improvement since the last inspection is very good, as teaching and achievement have improved very well.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The curriculum is comprehensive, covering all aspects of physical education.
- The hall provides a good space for all activities.
- Thorough planning is supported by good resources.

Commentary

91. By Year 2, standards are above average. Pupils try hard in lessons to improve on their performance and skills. In the lessons seen, pupils practised ball skills and control in Year 1 and developed skills in dance in Year 2. They are familiar with the health and safety aspects of the subject and understand the need to prepare for the main activity by warming-up properly and taking time to cool down afterwards. This is an improvement on the judgements made at the time of the last inspection, when standards were satisfactory.
92. The quality of teaching and learning are good. Teachers' expectations of pupils are high and they respond appropriately. They listen carefully to instructions, whether from the teacher or from the recorded tape that is used to support the teaching of dance. In these lessons the teachers' thorough knowledge of the content ensures that they intervene at points when additional instruction, clarification or practice is needed. For example, some pupils were unsure about left and right when facing their partners but this was quickly and efficiently taught. In another lesson the teacher spent some time working with pupils on developing facial expressions and whole body movements to imitate the giant in the dance.
93. Pupils work well individually and collaboratively. They know when to take turns and when to help. They are keen to demonstrate and watch others carefully to learn from them. Good attitudes developed in lessons extend to the extra-curricular activities. The football club, taken by a teaching assistant, showed similar responses from pupils.
94. The subject is well managed by a co-ordinator who is keen to use every opportunity to develop the range of skills for pupils. This is shown in the use of external coaching in football and tennis as well as the development work with staff through the "TOP sport" programme, supported by the local authority. As well as providing equipment this has included in-service training for teachers in aspects of physical education. In addition, the school encourages pupils to develop skills by providing equipment such as hoops and balls for them to use at playtime.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a very good planned programme that meets statutory requirements for sex and drugs education.
- Very good use of circle time to build pupils' confidence and personal awareness.
- By Year 2, pupils can make choices and understand the consequences.

Commentary

95. The school provision for personal social and health and citizenship is very good. The anti-bullying policy was developed through "the cluster emotional literacy group" and provides pupils with support and guidance in transition to junior school. Discrete circle time lessons are provided each week in each class, although this activity is built into all that the school does, including subject teaching throughout the school.
96. Pupils' progress through Reception to Year 2 is very good in all aspects of personal, social and health education. This ensures very good achievement by Year 2. Pupils have developed an appreciation of the consequences of choices made and self-respect and empathy with others. Pupils are learning to manage emotions and relationships confidently and sensitively and can work independently and take responsibility for their own learning and behaviour. This begins in Reception in 'Plan, Do, Review' and is well developed by Year 2.
97. The overall quality of teaching observed was good. A good lesson in personal, social and health education was seen in Year 1 when pupils learned how to differentiate right from wrong and show consideration for the feelings and beliefs of others. The designated co-ordinator provides good support for teachers to deliver the well-written policy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	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	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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