

INSPECTION REPORT

QUEEN'S INCLOSURE PRIMARY SCHOOL

Waterlooville, Hampshire

LEA area: Hampshire

Unique reference number: 116248

Headteacher: Mrs D J Cassell

Lead inspector: Mr R Passant

Dates of inspection: 24 – 27 May 2004

Inspection number: 257254

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	400
School address:	Cornelius Drive Waterlooville Hampshire
Postcode:	PO7 8NT
Telephone number:	023 9226 8067
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Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Karen Pearson
Date of previous inspection:	21 June 1999

CHARACTERISTICS OF THE SCHOOL

Queen's Inclosure is a large primary school with 413 pupils on roll. The percentage of pupils known to be eligible for free school meals (FSM) is below average and the percentage of pupils with English as an additional language is very low. The percentage of pupils who have, or who are in the process of being identified as having, special educational needs is above average. The percentage of pupils with statements is average.

Whilst some pupils come from relatively advantaged social backgrounds there are many other pupils for whom this is not the case. Socially, the school is very mixed. Half of the school comes from outside the immediate area of the school, some travelling a significant distance in order to attend. A key characteristic of the school is the high number of pupils who join and leave at varying points during the school year during the primary phase. Many of these pupils have additional needs.

Attainment on entry to the Reception classes ranges from below to above average and is average overall. Children enter the Reception classes during the autumn term, with summer-born children becoming full-time by the end of term. Currently, the school has a large number of summer-born children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2728	Rod Passant	Lead inspector	English as an additional language Art and design Information and communication technology Physical education
9092	Ron Elam	Lay inspector	
23413	Robert Allen	Team inspector	Special educational needs English Geography History
32153	Maureen Panichelli	Team inspector	Foundation Stage Science Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Queen's Inclosure is a good school with many very good features. Pupils achieve well and often very well - particularly the younger ones. Standards in the latest Year 6 National Curriculum tests were below the national average but this was because of a very significant turnover of pupils who joined the school during the primary phase. Standards of work seen in classes during the inspection were appropriate to the age range. Relationships among pupils and between pupils and staff are very good and are a key ingredient in the development of pupils' very positive attitudes to learning. Behaviour is very good. The school has a powerful ethos, which is based on constant reinforcement of care and respect for others. Inclusion is excellent, not only because of the high quality of provision for pupils with special educational needs but also because all pupils demonstrate impressive care for one another. All adults who work on behalf of the pupils share a common approach so that the excellent expectations of pupils' behaviour and high academic expectations are reinforced in a consistent fashion. Members of staff also share a view of how the school is to develop in the future. Ongoing improvement is engrained in the evaluation and strategic planning of the school. Teaching is good; it is often very good. Teachers are very good role models; they are ambitious for the pupils they teach and want them to do well. Teachers work very hard on behalf of the pupils. The school is very well led. Year 6 pupils are very good ambassadors for the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher, supported very effectively by other key staff; there is very clear strategic thinking based on: very good knowledge of the strengths of the school and aspects for further development; a strong focus on professional development of teachers.
- Learning is good and often very good because of the high quality of the teaching; teachers plan in depth to ensure that the work matches the needs of individual pupils. Learning support assistants make a significant contribution to pupils learning.
- The provision for special educational needs is very good and a significant strength and feature of the school.
- Individuals are the focus for the schools work; the schools very good ethos provides pupils with care and support for their personal development and their learning and achievement.
- Although the overall provision is satisfactory in science, more could be demanded of pupils in the subject.
- The school develops thinking skills very well but pupils need more opportunities to record their work and to practise their writing skills in subjects other than English; more emphasis needs to be given to improving their skills of presentation.
- The school should review its policy for homework.
- The school has an effective tracking system, but marking, and ensuring that pupils are clear what it is that they need to do in order to improve their work, require further improvement.

There has been good progress since the last inspection. Standards have improved as indicated by National Curriculum tests in Year 2. Standards in Year 6 have also improved and test results been maintained. There have been very significant improvements in the quality of teaching, overall, and specifically in mathematics and English, in the provision for ICT and assessment.

STANDARDS ACHIEVED

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

Science	E	E	D	E
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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.

A significant proportion of pupils in Year 6 were not in the school at the time of the National Curriculum tests in Year 2. This makes accurate comparison with similar schools problematic. The trend in the Year 2 tests is above the national trend but it is below the trend in the Year 6 tests. The school sets itself clear targets based on detailed assessment information and analyses carefully the reasons if it does not reach them.

Overall, pupils achieve well. They often achieve very well in the infant classes. Standards of work seen in all subjects and across all year groups were at least appropriate to the age of the pupils. By the time they leave the school, pupils are confident speakers and competent readers. Writing skills are average, and opportunities to develop writing skills are missed in subjects other than English. Pupils thinking skills are developed well by teacher questioning. There is much informal writing, note-taking, jotting and quick calculations but this currently is insufficiently balanced by opportunities to develop presentational skills. Mathematical skills are average. More could be demanded of pupils in science. Pupils develop competent, often good, skills in information and communication technology (ICT). Pupils with special educational needs make very good progress against their targets.

Standards of behaviour are very good, as are pupils attitudes. Attendance is very good. **The provision for pupils development, including their spiritual, moral, social and cultural development, is very good.**

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and is often very good. Teachers plan very well to meet the needs of individual pupils. The very good relationships which exist underpin the learning and foster pupils enthusiasm to learn. The tracking of pupils progress is good but aspects of assessment require improvement, so that pupils know what it is they have to do in order to improve. The curriculum is good; what is taught is interesting and motivates pupils. The provision for special educational needs is very good.

LEADERSHIP AND MANAGEMENT

Governance of the school is good, with very good features. **Leadership by the headteacher and key staff is very good. Management of the school is very good.** The school runs smoothly. There is strong teamwork by all adults, whatever their role in the school, to support pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, pupils and parents have very positive views of the school, as reflected in the returns from the questionnaires. Parents were consulted over homework and a significant proportion did not want homework for their children. The current position is confused and not easy to manage.

IMPROVEMENTS NEEDED.

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

- Provide more frequent extended writing opportunities across the curriculum.
- Have higher expectations of pupils in science, particularly in the junior phase.
- Give more emphasis to developing presentational skills.
- Refine and develop the assessment systems and the quality of marking so that pupils know what it is that they have to do in order to improve their work.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well. Results in the Year 2 National Curriculum tests are above average. Standards in the Year 6 National Curriculum tests are below average. This is because of the high mobility of pupils who join and leave the school often late in their career, many of whom have additional needs.

Main strengths and weaknesses

- Children make good progress in the Reception classes.
- Overall, standards are above average in the Year 2 tests and there is a rising trend for improvement.
- Standards are below average in the Year 6 National Curriculum tests because of issues relating to pupils' mobility.
- There is good provision in English, and mathematics and satisfactory provision in science. More needs to be demanded of pupils in science.
- Pupils with special educational needs make very good progress against their targets.

Commentary

1. Standards on entry to the Reception class are variable but broadly average. Most children have attended some form of pre-school provision and there is good liaison with these providers to ensure continuity. That said, some children have poorly developed personal, social and emotional skills on entry and the teachers and support staff have to work hard to instil confidence and to provide suitable role models for good social skills.
2. Children make good progress overall and most will reach or exceed the Early Learning Goals by the time they start the National Curriculum in Year 1. Provision for personal, social and emotional development is very good and it is satisfactory for physical development. In all others aspects, which include communication, language and literacy and mathematical development, there is good provision.
3. Pupils achieve well to attain average standards in mathematics, above average standards in reading and well above average in writing, in the National Curriculum tests at the end of Year 2. Teacher assessments indicate that pupils are above average in science in the percentage of pupils gaining level 2 and above. The trend for improvement is above the national trend. Overall, standards are above average. Boys do well, in that they outperform boys' scores nationally. Girls also do well, except in mathematics; when their results are averaged over three years, they score just below the girls' average nationally.

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

Standards in:	School results	National results
reading	16.4 (17.1)	15.7 (15.8)
writing	17.1 (14.4)	14.6 (14.4)
mathematics	16.6 (17.0)	16.3 (16.5)

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

4. Standards in the National Curriculum tests at the end of Year 6 are below average; they are well below average when compared with similar schools – that is, schools where pupils scored similar scores in the Year 2 tests. Whilst the overall proportions of pupils gaining the expected level 4 are close to the average, the school is less successful than other schools in ensuring that pupils reach the higher level 5, particularly in mathematics and science. Comparison with similar schools is problematic because the mobility of pupils means that different pupils are being tested, compared with the results in Year 2.
5. The school is affected by turbulence. Turbulence is the term used to describe the number of pupils joining or leaving the school. The causes of turbulence tend to stem from changes in family circumstances; for example, the need to move because of work demands or because a change of schools and, for some pupils, a fresh start, which is seen as desirable. Last year roughly 50 pupils joined the school at various points other than the start of the school year, mainly in Years 4 and 5 and, similarly, a large number left. Of those joining, over half had special educational needs or additional needs of some kind. The school's reputation with regard to special educational needs also draws some pupils. The school is very successful in integrating these pupils, as evidenced by the very good behaviour and pupils' attitudes seen during the inspection. Nevertheless, some pupils find settling into the school difficult and require significant additional support in order to achieve this and can, before they settle down, alter the dynamic and work ethos of a class. The stability of the infant phase contrasts significantly with the turbulence of the junior phase.
6. Last year's Year 6 classes were particularly affected. Half of the year group has joined the school, in the main since Year 2: and roughly a quarter were on the special educational needs register, mainly at the stage of school action plus or above, and others had additional needs. The impact of this is revealed in the relatively low overall proportion of pupils gaining beyond the expected level, particularly in mathematics and science. For many of these pupils there is insufficient time for them to achieve beyond the expected level 4 and develop the characteristics that the higher level demands.

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

Standards in:	School results	National results
English	26.2 (27.4)	26.8 (27.0)
mathematics	26.1 (25.7)	26.8 (26.7)
science	27.7 (27.1)	28.6 (28.3)

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

7. That said, the results of the tests indicate some underachievement by boys to a greater extent than is seen nationally. Nevertheless, the picture is complicated because there are more boys on the register who require additional help. In class, boys' underachievement was not apparent.
8. Mobility issues, however, cannot just explain the well below average results in science. Although the overall provision in science is satisfactory, more needs to be demanded of both boys and girls in the subject, particularly the higher-attaining pupils.
9. Standards of work seen in class are at least in line with national expectations across the school. The provision in mathematics and English is good. It is satisfactory in science. In most other subjects, where it was possible to make a judgement, the provision was good. Pupils achieve well and, in the infant classes, often very well. The school is tracking the progress of pupils carefully. It uses voluntary tests to assess periodic progress of pupils and it uses its assessment and tracking system to establish group targets. School analysis of last year's results show that when pupils on the special educational needs register (although not

those who requiring additional school support) and pupils affected by turbulence are extracted, most other pupils make at least the expected two levels progress from Year 2. The school analyses test papers and other data assiduously to identify what in precise terms is needed to improve pupils' skills. There is careful benchmarking linked to performance management. There is the expectation that pupils should attain nationally expected levels in Year 5 to allow time for further consolidation and extension in Year 6. The school strongly believes that the National Curriculum tests should not be over-emphasised or reduce the breadth of curriculum in Year 6. It is developing, along with the governing body, a system to measure the benefit, the difference, that the school is making.

10. As a result of the very well directed additional help they receive, of the supportive nature of the school community, and of their own very good motivation, pupils with special educational needs make very good progress in meeting their objectives. Teachers generally plan appropriately for higher-attaining pupils to ensure that they are challenged. More could be demanded of these pupils in science.
11. In speaking and listening, standards are high in all age groups. Among older pupils, discussions show judgement and maturity, although they are less confident when making formal spoken presentations. In reading, standards are above national averages in Years 1 and 2, and in line with them in Years 3 to 6. Pupils throughout the school talk in a lively and interesting way about their favourite stories, and read aloud with understanding. Because of the current policy regarding homework, they do not all regularly and routinely take books home to read by themselves, or to share with their families. An opportunity to promote the love of books and to support the development of reading skills is lost in this way.
12. The higher attainment in reading is reflected in the standards of writing of younger pupils. Older pupils are competent writers, but their vocabulary is no more than average for their age. Writing in subjects, other than English, is not developed enough. Handwriting is joined up in all age groups, but it is often very untidy and poorly formed in general. Work is not presented well. Pupils do not undertake the process of drafting, and subsequent improvement through editing, before producing a final version.
13. Literacy skills are supported satisfactorily through the use of key words and subject-specific language. However, there is not a consistent approach to the correction of errors of English in written work. The overall approach to language skills is compromised in many lessons by the open plan design of the building. Sometimes it is impossible to hear what the teacher or pupils are saying in one room because of the perfectly legitimate noise from the adjacent classroom or corridor.
14. Pupils develop competent mathematical skills and have good opportunities to practise them in other subjects. A notable feature is the emphasis given to pupils' explanations as to how they arrived at an answer. Thinking skills are developed well through teachers' careful use of open-ended questioning. The reason why presentation is often poorly presented is because of the emphasis on quick note-taking, capturing ideas – the emphasis is often on the process - this needs to be better balanced by the opportunities to, for example, formally write up their experiment with a clear view regarding the potential audience and purpose of the writing. Pupils are confident and are at least competent users of information and communication technology (ICT). There is good provision for religious education.

Pupils' attitudes, values and other personal qualities

Overall, pupils attitudes to school and behaviour are very good. Attendance of the pupils is very good and their punctuality is satisfactory. The provision for the spiritual, moral, social and cultural development of pupils is very good, overall.

Main strengths and weaknesses

- Pupils behave very well, have very positive attitudes to work, and enjoy being at school. This shows an improvement since the last inspection.
- The level of attendance is well above that of similar schools around the country.
- The schools provision for spiritual, moral, social and cultural development leads to very good relationships around the school and very good social awareness.
- Punctuality at the start of the day is a problem for some pupils.

Attendance

The table below shows the attendance figures for the school. The school has maintained a high level of attendance since the last inspection. Absences are mainly due to medical reasons, but a quarter are because a significant number of families insist on taking holidays during term-time. Not all pupils arrive on time in the morning. Usually five or six pupils are late each morning, and several are regularly late causing disruption to the start of the day.

Attendance in the latest complete reporting year 2003 (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.2
National data	5.4	National data	0.4

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

Commentary

15. The pupils' attitudes to learning are very good. They enjoy their work and want to do well - as they say, 'The lessons are fun'. They listen attentively and follow instructions well. They are eager to answer questions and are prepared to contribute their ideas. Pupils settle quickly to group work in lessons and maintain their interest, even when not being directly supported by adults in the classroom. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. In the Foundation Stage, the behaviour of the children is very good and is managed well in all situations. Activities are planned to support independent learning and children demonstrate motivation and willingness to learn. They can sustain concentration well and take turns in groups. Pupils with special educational needs demonstrate positive attitudes to the school. They are keen to learn, and behave very well in lessons. It is evident that they feel valued by their teachers, teaching assistants, and other pupils.
16. A key factor in pupils' very good attitudes to learning is the very good quality of relationships that exists among pupils and between pupils and staff. Teachers adopt a partnership approach; they work with pupils to solve a particular problem. They model very well a respect for the pupils and expect pupils to display the same quality of respect to other adults and pupils. The school's powerful ethos stems from this constant reinforcement of care and respect for others. Inclusion in the school is excellent, not just because of the very good provision but also because the pupils make a vitally important contribution to creating the social inclusiveness that allows pupils with special educational needs to develop socially as well as academically. Pupils display a sensitive maturity; a pupil identified another pupil by the colour of the cap she was wearing rather than her physical characteristics. Pupils see beyond the individual's physical differences. There is strong sense of teamwork with all adults who work on behalf of the pupils. They share a common approach so that the excellent expectations of pupils behaviour and high academic expectations are reinforced in a consistent fashion.
17. Pupils social development is very good. The school provides very good opportunities for pupils to interact with classmates in group work and paired discussions and to monitor tasks within the classroom. The older pupils undertake a range of responsibilities around the school.

Nevertheless, the school has not yet introduced a school council to enable pupils of all ages to work together. Their awareness of the wider world is enhanced with visitors from the community and the church in assembly, inter-school sports matches and other activities. Pupils' relationships with their peers and with adults have maintained the high level seen at the time of the last inspection. They contribute to the quality of work in lessons and to the progress they make, especially by giving them the confidence to ask and to answer questions.

18. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing a time for reflection, school assemblies help pupils to a sense of belonging to a school community. 'Circle time' helps pupils to start to appreciate their own worth and to raise their self-esteem. In the classroom, they discuss varied topics and accept that others may have a different view or belief from their own. Pupils show maturity when undertaking different tasks around the school such as setting out chairs in assembly or volunteering to pick up litter in the playground.
19. Overall, the behaviour of the pupils is very good and they respond well to the moral guidance from the school. Pupils have a very good understanding of right and wrong. They are aware of how their behaviour affects others and many are self-disciplined. They are open, polite to adults and one another and welcoming to visitors. They move around the school in an orderly way, even when not supervised. Even the youngest, in the reception class, wait patiently for other classes to come in to assemblies. The school uses a variety of positive strategies to encourage good behaviour and they are generally used consistently by all the staff. Some parents have concerns about bullying but pupils confirm that it is rare, though there are occasional breakdowns in relationships at the upper end of the school.
20. The provision for cultural development is good. Various subjects provide pupils with a fuller understanding of the world around them with, for example, painting and music developing aesthetic awareness. Pupils are starting to appreciate the western cultural background from work on, for example, the Greeks and Tudors in history and learning Spanish and French. Non-western culture is also promoted, such as Chinese-style painting and discussing the features of a Hindu wedding. The work of Year 6 pupils show that they have an excellent understanding of why people of different appearance or cultures should not be treated unfairly. Reception class pupils wrote to a Hindu girl and received replies about different aspects of her life. Nevertheless, opportunities to meet people from other cultures are limited.
21. The school has a powerful ethos, which is based on the constant reinforcement of care and respect for others. Inclusion is excellent, not only because of the high quality of provision for pupils with special educational needs but also because all pupils demonstrate impressive care for one another and, as a result, pupils with special educational needs make good progress socially and academically. There is a strong sense of teamwork with all the adults who work on behalf of the pupils. They share a common approach, so that the excellent expectations of pupils behaviour and high academic expectations are reinforced in a consistent fashion.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good with some very good, features, particularly the depth of teachers' planning. This ensures that what is taught is interesting and engages pupils. It also ensures that the work is pitched appropriately to support the needs of particular individuals and groups of pupils so that overall provision for pupils with special educational needs is very good. The school is excellent in ensuring quality of opportunity for all pupils, including those higher-attaining pupils who find learning easy.

Teaching and learning

The quality of pupils' learning is, overall, good. It is often very good. The very good quality of the relationships between teachers and pupils underpin the quality of learning. The quality of learning is also the result of the good and often very good teaching that pupils receive. Very good teaching was seen in the sample of lessons across the school but particularly in Years 1 and 2.

Main strengths and weaknesses

- Very good relationships underpin learning.
- Teachers are skilled and work very hard on behalf of pupils and want them to do well.
- Teachers have very good subject knowledge and high expectations.
- Teacher assistants make a very good contribution because they know the pupils very well.
- Teachers plan work in depth.
- Opportunities to develop writing in other subjects and the quality of pupils' presentation require further development.
- The current arrangements for homework are a muddle and very difficult for the school to manage.

Commentary

22. Good and often very good learning is the result of pupils' very positive attitudes to learning. This stems from the very good relationships that exist between the teachers and pupils and the friendly and collaborative approach teachers adopt, which fosters pupils' enthusiasm, curiosity and interest in the work they are undertaking. There is very strong mutual respect and the quality of the relationships that underpin the quality of learning is equally strong. The quality of learning is also the result of the good and often very good teaching that pupils receive. Very good teaching was seen in the sample of lessons across the school, but particularly in Years 1 and 2.
23. Teachers are skilled professionals. They work very hard on behalf of the pupils they teach and want them to do well. There is a strong sense of teamwork and a commitment to developing their professional skills. Teachers have very good subject knowledge and are skilled at managing pupils' behaviour in a positive manner. Teachers have very high expectations and use a good range of teaching methods and approaches. Teaching assistants are very aware of the needs of individuals, and they work very well in partnership with teachers.
24. The result is that pupils collaborate well and are able to work collaboratively as well as independently - pupils develop the confidence to express their own ideas, to stand on their 'own two feet' and become independent learners. They are used to evaluating what they have learnt and are helped in this by the climate in classrooms, which uses mistakes as a way to develop understanding rather than being a source of irritation or scorn. Teachers develop pupils' self-motivation - they learn because they want to learn rather than because they are being 'driven'.
25. A key feature of the teaching at Queen's Inclosure is the quality of planning by teachers. The work is often creative in approach and always interesting. The result of this in-depth approach to planning is that not only is the pupils' range of needs met but that, essentially, teachers create time in lessons to concentrate on teaching individuals and groups of pupils rather than having to react to circumstances. Pupils with special educational needs are fully integrated into all lessons and other activities. The provision for these pupils is very good, and teachers take account of specific needs in the work that they provide, ensuring that, while it is challenging, it is appropriate. The school's ability to meet the needs of individuals stems from the very high quality of teachers' planning. Classes are very well managed, pupils are clear what it is that they are doing, what the teacher is looking for and how it fits into an overall pattern. Resources, which are of good quality, are prepared and used well. Pupils' thinking skills are developed well because teachers are confident about what it is they are trying to get

across to the class and questioning is skilled. Teachers listen very well to pupils' answers - even when the ideas are half-formed - pupils are encouraged to think things through, to explain their reasons, to justify their opinions. A key element is that pupils answer in sentences - one-word answers are insufficient.

26. The school's procedures for assessing pupils' attainment and progress are good, overall, and very good in the Reception classes, where detailed assessments made on a daily basis help adults see how well children are progressing and to give extra support where necessary. Rigorous assessment of test results in English maths and science enables teachers to set challenging targets for groups of pupils so that they will improve. For example, by looking at pupils' results in the national tests and internal assessments, the school can predict the standard they should reach by the time they leave the school.
27. However, marking and ensuring that pupils are clear what they need to do next in order to improve require further development. Marking in the sample of work seen was inconsistent. Comments seldom pointed to what pupils needed to do in order to improve their work and when there were such comments there was no evidence that the advice was picked up in later marking. Overall, the school has good assessment systems that lead to effective group targets.
28. Assessment in the foundation subjects is also good. Tests are given at the end of topics, which evaluate skills achieved and provide a good picture of how pupils have worked, but in many subjects, they give no indication of standards against those nationally. It is therefore more difficult for teachers to predict pupils' performance in these subjects. Pupils' involvement in evaluating their own performance by using a traffic light system is a good recent development. The various types of target-setting being used by teachers have yet to become a tried and tested part of the school's assessment strategies.
29. Within the overall good and often very good teaching, some aspects need further review. There is significant emphasis, as outlined above, on encouraging pupils to articulate their thinking. The process of arriving at an answer and being able to articulate reasons is rightly given significant weight. Pupils are encouraged to work in rough – to use quick calculations, to note and to make jottings in order to develop their ideas. However, currently, there is an imbalance between this kind of work and more formal recording and presentation of ideas. This is closely linked to a second facet, which is that writing opportunities are insufficiently developed in subjects other than in English.
30. Parents were consulted about homework and a significant number of parents chose to opt out. Homework is provided for those pupils who want to do it. The consequence is a muddle, and the current arrangements for homework are very difficult for class teachers to manage. The regular setting of age-appropriate activities provide opportunities to extend the learning, to reinforce and practise skills, as well as developing the real partnership with parents that the school is trying to develop which is currently being missed. Older pupils, as part of their preparation for the next stage of their education, need to develop the self-disciplines of regularly setting time aside for work at home – it is much easier for them if such routines are built upon the bedrock of regular, but not necessarily over-demanding routines which are seen as part of normal school-life.
31. What is also less clear is whether teachers apply a degree of legitimate pressure to the work of older pupils. There are two aspects of this pressure. First, there is the level of direct challenge that teachers apply to individuals so that a pupil's first attempt is subject to rigorous appraisal and is not automatically accepted. The concept of refining ideas through successive attempts is not well established within the school, be it in writing through drafting and redrafting, or in other areas. The second aspect is whether pupils experience the pressure of working against the clock enough; time in lessons is used well and the pace is not leisurely, but work over time seems to expand and fit the time allocated for it. The question for

the school to consider is whether there could usefully be a greater 'press' for achievement with older pupils in order to unlock, to an even greater extent, pupils' energies and potential.

32. It is unfair perhaps, in writing about good and often very good teaching, that aspects for development take up half of the commentary. However, the points are worth explaining at some length precisely because of the overall professionalism of the teachers.
33. Judgements about the quality of teaching are not based simply upon the statistics of the lessons seen in the sample of lessons observed but include, for example, evidence from pupils' exercise books.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0 (0%)	15 (43%)	18 (51%)	2 (6%)	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.

The curriculum

The curriculum is imaginatively planned, of good quality, and covers all National Curriculum requirements. It enables pupils to achieve well throughout the school. A good range of extra-curricular activities, visits and visitors enriches the curriculum. Resources are good and accommodation is satisfactory.

Main strengths and weaknesses

- The planning of the curriculum is good and monitored effectively.
- Very good provision for pupils with special educational needs.
- The school is alert to curriculum innovation.
- Good provision for personal and social education.
- A wide range of extra-curricular activities enriches the curriculum.
- The hall is too small for classes to receive their full curriculum entitlement.

Commentary

34. The curriculum is well planned to ensure that all pupils are given a curriculum that meets their needs and covers the National Curriculum requirements. Better arrangements are made for the teaching of design technology, geography and information and communication technology than at the previous inspection. There has been an improvement seen in the planned provision for the development of number skills in pupils with special educational needs. This has had a good impact on teaching and learning and on pupils' confidence in mathematics.
35. The planning for pupils with special educational needs is very good. Their difficulties are identified early in their school life and teachers produce very detailed, high quality individual education plans to support their learning and to ensure that they have access to an appropriate curriculum and take a full part in all school activities. These plans not only describe problems and set targets, but are also highly effective working documents, providing detailed stratagems and advice on how difficulties may be tackled. This is why pupils with additional needs make such good progress.
36. The curriculum is enhanced by such innovative schemes as 'The Network Learning Community'. New ways of working are being developed with other bcal schools on the effective use of teachers' time so as to develop teaching skills, and to measure the impact on

children's learning in the classroom. 'Learner leaders' from amongst the staff have developed a supportive network and share successful classroom practice. This has led to the curriculum being constantly evaluated and refined. Issues raised by monitoring are fed into the school improvement plan and are linked with performance management targets for individual teachers. This ensures that innovation is very well supported and curriculum development is good. As a result, the curriculum is planned effectively to link different subjects together. This is illustrated well when pupils in Year 6 produced computer-generated graphs showing the life expectancy in different countries in Europe, where close links with history, geography, maths and ICT help pupils see the whole picture and discuss the results.

37. Personal social and health education is good. Pupils are encouraged to be independent, trustworthy, and take responsibility. For example, a Year 6 pupil had been given the opportunity to set up and run a 'Difference' club after becoming concerned in a religious education lesson over problems caused by racism in the world today. Pupils from Years 2, 3 and 4 attended the club to discuss what they could do to help people who were disadvantaged by race or incapacity. Pupils change library books, move between teaching areas and use the computer suite at lunch-times with maturity. There is very good equality of access to the curriculum, and opportunities for all pupils.
38. There is good support for learning outside lessons. The school provides a good range of extra-curricular clubs and activities to cater for all tastes. Clubs - such as football, netball, chess, dance, recorders and French, workshops for modern dance, technology 'challenge-events' and creative-arts weeks, where parents are invited to participate serve to enrich the curriculum.
39. Resources are good and evidence of careful purchase. The library is colourful and bright and there are attractive and comfortable areas where pupils can sit and read. Accommodation of the non-fiction library has recently been improved. The school grounds provide a very good resource to enrich pupils' learning experiences across the curriculum.
40. Accommodation is satisfactory overall. It is a strikingly attractive building, clean, bright and is very well maintained by the site manager and staff. It sits very well in its capacious grounds, which are valued by the pupils and there has been significant investment by the pupils, both formally – by their involvement in designing specific features and the work of the grounds committee – and informally. It does have, however, some problems. Levels of ambient noise caused by the semi open-plan design can make it difficult to hear and this has an impact on speaking and listening as classes are often disturbed by others walking past at the end of lessons. It is difficult to create an informal intimate atmosphere and sometimes teachers have to repeat what a pupil has said so that others can hear. Class bases are small and this restricts pupils from working independently at times, although the opportunity to spill out into allied areas is a very positive feature. Storage is a problem. The hall is multi-purpose and access to it is insufficient for classes to receive their full curriculum entitlement for drama, music and gymnastics. It is an additional restriction on the school's aspirations to unify the parent body, by involving them in significant whole-school events. It makes it more difficult because, out of necessity, it can only involve specific groups of parents at any one time. These issues remain outstanding since the time of the last inspection.
41. The staff are well qualified for this sphere of education. All members of staff are provided with very good opportunities for professional development that enable them to keep updated and to fulfil their duties effectively.

Care, guidance and support

The arrangements for pupils care, welfare and health and safety are sound and support pupils learning appropriately. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils in the schools work through seeking, valuing and acting on their views is good. Relationships between staff and pupils are very good.

Main strengths and weaknesses

- Members of staff show very good concern for the needs of the pupils and provide very good models to encourage their development. The pupils trust the teachers and other staff and know that there is always someone to whom they can turn.
- The school has very good arrangements to enable new pupils to settle in.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.
- The school monitors effectively pupils academic progress through the school.

Commentary

42. Parents are pleased with the level of support in the school, seeing it as a caring community, where members of staff are approachable if there are any problems. In particular, parents agreed that their children were well supported when they first come into the school, either into Reception or if they arrive in other years. This is because of the links established with the main pre-school providers, the visits made by the reception staff to see pupils before they arrive and the provision of buddies to help new arrivals in other years. Pupils consider that they are supported very well by the staff and know to whom they would go if they needed help. Pupils are enabled to influence what happens in the school. Examples of this are the pupil representatives on the Grounds committee, pupil surveys and the value statements incorporated in the prospectus from pupils contributions in circle time.
43. Each term the teachers assess pupils' work in English and mathematics. This enables the school to monitor progress and helps to decide which groups pupils should work in and to provide targets for these groups. These targets are reviewed continuously. As the next stage of development, targets will be set on an individual basis. In science, progress is monitored at the end of each unit of work, but in the remaining subjects progress is monitored only informally and does not always give a clear enough view of what pupils can and cannot do. Marking is directed towards improvement but the quality varies from class to class. Very good support is provided to improve pupils personal development. The setting of targets includes personal and social ones as well as academic. In each year group, pupil progress is measured against expected bench-marks of personal qualities and reported to parents in the annual progress reports. The special needs co-ordinator is also responsible for behavioural improvement, counselling, anger management and developing social skills. Pupils self esteem is raised by the good use of praise and other recognitions of achievement.
44. The school has a number of good procedures to ensure safety with, for example, good records kept of any repairs needed and good organisation of the midday staff at lunch-time to ensure adequate supervision on the very large outside areas. One of the governors tours the school with the site manager each term to identify any potential hazards. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and design and technology. Nevertheless, the school recognises the need to update risk assessments and to brief staff regularly on health and safety issues. The procedures for child protection are satisfactory. The school follows the local procedures and, again, will ensure that members of staff receive regular guidance on how to deal with any concerns that may arise. The arrangements for first aid are good, with several trained staff and records kept of treatment.
45. The success with which pupils with special educational needs are integrated into the life of the school is evidence of the high quality of care they receive. Considerable trouble is taken by teachers and teaching assistants to confer confidence, and to tackle long-term and short-term problems positively. Another significant feature of the care with which these pupils are treated is the unobtrusive yet positive friendliness and respect which is shown to them by other pupils.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents hold the school in high regard.
- The parents support at home and in school makes a good contribution to pupils achievement.
- The school provides a very good range of information about school life and children's progress.

Commentary

46. In their high response to the Ofsted questionnaire, parents showed that they are pleased with what the school provides. Their children like school, the staff expect their children to work hard and they make good progress. The relationship with parents shows an improvement since the last inspection. Some parents expressed concerns about bullying, leadership of the school, information on progress and whether the school seeks their views. As described in this and other sections of this report, the inspectors do not support these concerns.
47. The school works hard to involve parents and carers in what it tries to do to meet pupils special educational needs. Particularly, they are invited to participate in the regular and frequent reviews of the childrens progress towards the targets set in their individual educational plans. The school works closely with outside agencies, with whom there are excellent and well-established relationships, seeking advice and the extension of provision where it is available.
48. The school sends home regular news and other letters about general matters. Every half-term the teachers class letters outline what is to be taught in each subject. The school holds a range of general evening meetings about policies, the curriculum and general information about, for example, trips and secondary transfer. These are not always well attended. Teachers are readily available at the end of the day. From the relaxed, informal conversations seen to take place at that time during the inspection, it is apparent that parents are comfortable talking to the staff. Three timetabled consultation meetings take place during the year. The annual reports on pupil progress in the summer term provide a very good summary of what the children know and can do in each subject and their personal skills.
49. A good number of parents help regularly in school, on trips and in other ways such as improving the extensive grounds. The school recognises their value in helping pupils by providing good induction and training arrangements. The school recognises that more information can be provided on how parents can help at home. The Friends association works hard to organise successfully both fund-raising and social events. They also contribute to learning by, for example, running a writing competition and encouraging fathers to work with the boys. Parents are involved in improving on what the school provides by responding to various questionnaires and with representatives on the Grounds committee.
50. The links with the local pre-school providers help to prepare children for when they arrive in the Reception class. Contacts at the secondary level help to smooth the transfer of pupils at the end of Year 6. Pupils also use facilities at the secondary school, enhancing the curriculum. Pupils benefit from the opportunities to meet pupils in other schools in inter-school sports matches, musical performances and science fairs and design technology challenges. Staff extend their teaching methods from initiatives organised by the cluster of schools, such as the sub-group facilitating thinking skills. Pupils benefit from a variety of visitors from the community and from various trips out, both locally and further a field. The local police force contributes to the personal, social and health education programme. The church and other members of the community lead an assembly most weeks.

LEADERSHIP AND MANAGEMENT

Governance is good, with some very good features. Leadership by the headteacher and other key staff is very good. Management is very good. The school has an excellent commitment to an education for all pupils. The leadership of the support for pupils with additional needs is very good. Financial management is very good. The school is very committed to developing members of staff's professional teaching and management skills

Main strengths and weaknesses

- Very supportive governors who are prepared to act as critical friend and who have, overall, a very good understanding of the school.
- Very good leadership by the headteacher supported very effectively by the deputy headteacher, who has complementary skills, and other members of the leadership team.
- Strong teamwork across the school, with a clear focus on ensuring the best possible provision for the pupils.

Commentary

51. Governance of the school is good, overall, with some very good features. Governors are very supportive of the school and bring to it a range of personal and professional expertise. There is a good flow of communication between the headteacher and the governors both formally and informally; the chair of governors meets informally with the head once a week and other members drop into the school for informal meetings as required. The governing body expect the headteacher to provide full reports for their formal meetings. There is a very good relationship with the headteacher but governors are prepared to question and provide the necessary degree of challenge in their capacity of critical friend to ensure that decisions are tested and thought through. They also keep in touch with the workings of the school through their visiting programme, which is linked to the school improvement plan priorities. The result is that they have a good knowledge of the strengths of the school and aspects requiring further development. The governing body is very aware of the need to prove that the school is adding value, particularly given the fact that high mobility in the primary phase reduces the effectiveness of the National Curriculum tests as indicators of the school's success, and it is in the early stages of working with the school in developing an appropriate value-added measure. The governing body clearly makes a significant contribution to the leadership of the school through its involvement in strategic planning and discussions on related issues such as staffing and the school budget. It has a very clear understanding as to its role with regard to governance. There is a strong sense of partnership with the school through the various links the governors have made, but there is also a clear sense of accountability through their management of performance management procedures.
52. The leadership of the headteacher is very good. The headteacher is very clear about the strategic direction of the school. This is shared very effectively with all who work within it and, as a result, there is very strong teamwork and the consistency that derives from shared values. The school has the Investor in People award. All adults working in the school are working to provide the best possible context for pupils to achieve very well. Pupils lie at the heart of what the school is about and the headteacher sees her role very much in terms of representing the pupils' best interests and ensuring that they get the best from the school and she therefore sets high but appropriately demanding professional standards. The school has many of the outward features - its attractive setting in an advantaged area, for example – that hide the fact that it is a professionally demanding school. Classes contain a wide range of needs that can only be met through careful and detailed planning. Although pupils have very good attitudes, individuals can be very challenging. The school's success in creating a very positive ethos is achieved by hard work and through the consistent application of shared values in a consistent fashion. The school's excellent commitment to inclusive education stems from the headteacher – maintaining that commitment can be hard. The headteacher's evaluation of the school prepared for the inspection reflects her reflective and self-critical

approach. There is an on-going improvement reflected in the evaluation and school-improvement cycle. She works hard to develop leadership and management skills in others. The very good leadership of other key members of staff supports the headteacher. The deputy headteacher brings complementary skills and the key members of staff work very effectively as a team across the school.

53. Management is also very good. Systems and procedures are in place so that the school runs very smoothly. A strong sense of shared purpose among the staff is well promoted by the headteacher in her application of performance management procedures for teachers, and by the co-ordinator of special educational needs for teaching assistants. Clear objectives are set annually, and teachers are formally observed in the classroom at least three times a year. Targets are set that relate to school priorities and to pupils progress, but there are also sensitive objectives that relate to personal and professional development. All of these aspects make a very good contribution to the quality of pupils learning.
54. The school's finances are very well managed. The budgetary process is very well related to agreed objectives. A large reserve, built up over recent years, has now been very carefully spent in the improvement of outdoor facilities, and a small contingency reserve remains - and even that is provisionally earmarked in the planning. Funds specified for such purposes as special educational needs are clearly traceable through the accounts, and monitoring of all expenditure is detailed, regular and rigorous. The principles of best value are very well applied: before expenditure, needs, priorities and resources are conscientiously ascertained, stakeholders are consulted, the costs of competing providers are compared, and decisions are made according to their effects upon the progress and welfare of pupils. Considering the amount of funding received, the size of the school, the wide range of backgrounds of pupils, the high rates of mobility, the good progress that pupils make, and the very good leadership and management - the school provides good value for money. The headteacher and key staff monitor and evaluate the quality of teaching and learning in lessons, and information gained has enabled them to determine how the curriculum should be developed. Most teaching is effective, and steps are taken to improve that which is not.
55. The school has very good systems for the appointment and retention of staff. The headteacher and governing body ensure that vacancies are filled by high quality teachers who are committed to the school's high expectations and who have the necessary skills. Once appointed the very good induction procedures ensure that staff settle quickly and soon learn how things work. Members of staff are supported very well in their professional development to enable them to achieve their full potential. The commitment to professional development is excellent. This helps to explain why this is such a happy school and why staff are professionally generous towards one another in the mutual support that they provide. It also explains the very significant improvement in the quality of teaching since the last inspection. At that time, teaching was judged to be satisfactory, overall, but one-fifth of the teaching was unsatisfactory. This is in stark contrast to the current position where teaching is good and often very good and almost all teaching seen in the sample of lessons was good or better.
56. The schools provision for pupils with special educational needs is very well led. The co-ordinator is well organised and collaborative, involving teachers, teaching assistants and parents and carers. Very well drafted and continuously reviewed individual education plans provide very good direction for teaching. Its provision for pupils with special educational needs is a strength of the school.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,051,624. 19
Total expenditure	1,080,765. 01
Expenditure per pupil	2,616.86

Balances (£)	
Balance from previous year	124,757
Balance carried forward to the next	95,616.8 5

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good. Children are prepared well for transfer to Year 1. They enter Reception during the autumn term, with summer-born children becoming full-time by the end of term. Most children have attended some form of pre-school provision and there is good liaison to ensure continuity, alongside home visits and induction days where parents and children are welcomed into the school. Attainment on entry ranges from below to above average and is average overall. All children achieve well and most will meet the Early Learning Goals by the end of the year, with a number exceeding them in some areas of learning. Staff changes in one of the classes and the large number of summer-born children within them will have some impact on the attainment of the children.

Curriculum planning is very good, with a wide range of interesting and relevant activities that are linked to a theme. The co-ordinator manages the team very well and the adults succeed in providing a consistent approach to children's learning. Recent staff changes have been managed smoothly, with appropriate concern for the continuity and care of the class involved. Teaching is good or very good and children's progress is monitored and recorded regularly. The work is well matched to the ability of each group and there is good provision for children with special educational needs and those of higher ability. The accommodation is satisfactory, and there are plans to develop access to the outdoor areas to improve provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Supportive relationships and high expectations encourage children's development.
- Very good opportunities are provided for children to develop independence.

Commentary

57. Some children have poorly developed personal, social and emotional skills on entry and the teachers and support staff work hard to instil confidence and to provide suitable role models for good social skills. The teachers and teaching assistants have good relationships with the children and they are given a supportive structure in which they learn how to interact together and with adults. Children are taught to respect and accept the differences between them and this is evident with special needs children. The behaviour of the children is very good and is managed well in all situations. 'Circle time' is used appropriately to promote thinking skills and the development of care for others, and the good questioning of the teacher leads to very effective learning. Activities are planned to support independent learning and children demonstrate motivation and willingness to learn. They can sustain concentration well and take turns in groups. All children will achieve the Early Learning Goals by the end of the year and a large number will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Effective planning and assessment enable teachers to meet the specific needs of children.

- Opportunities for communication and language skills are developed across the curriculum.

Commentary

58. Children are given every opportunity to develop skills in speaking and listening and adults use questioning very well. When looking at pictures and models of insects, children's vocabulary is extended and they are encouraged to describe what they see in good sentences. The children enjoy listening to stories and participate well when answering questions or discussing the story. When reviewing activities, children show confidence in their explanations and answers. Tasks are matched to levels of ability and, when writing descriptions of mini beasts, many children demonstrate knowledge of linking sounds to letters and can identify the initial and some final sounds in words. Children of higher ability attempt spellings and can write sentences using simple punctuation. Handwriting is practised in a variety of ways, although letter formation is sometimes underdeveloped. There are opportunities for reading in all lessons and shared and guided reading sessions monitor the progress of individuals and groups. Teaching is good or very good and all children make good progress. Most children will meet the Early Learning Goals at the end of the year and a percentage will exceed these.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Effective planning ensures a range of opportunities to develop mathematical understanding and skills.
- Teachers have high expectations of the children.

Commentary

59. Teaching and learning are good and the tasks set are interesting and appropriate for the children's ages and abilities. Activities are challenging and children are encouraged to count to 20 and recognise numbers and number values to 15. Children of higher ability demonstrate knowledge of addition to 10 and are learning to record their work accurately. Resources are used very well and teachers and teaching assistants explain carefully and encourage children to use the correct mathematical vocabulary, for example, with the identification of two-dimensional shapes and their properties. When working with repeating patterns children were involved in demonstrating their knowledge to the rest of the class, and they responded well to the challenge when more colours were introduced. Higher-attaining children were guided very well by the teacher when constructing symmetrical patterns and others responded well to the challenge of creating repeating patterns on snails. The children made the connection to their current project and could discuss patterns and symmetry in nature. Most children are in line to achieve the Early Learning Goals by the end of the year and some will exceed these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are well planned within interesting themes.
- Teaching is good.

Commentary

60. Teaching of the current topic on minibeasts and others seen in children's books is good. Activities are planned to stimulate children's interest and curiosity and there is an emphasis on first-hand experience. Children kept diaries when growing beans and recorded highlights of their farm trip, making good links with literacy and creative development. Topic lessons are used to introduce a particular focus and activities are developed within the theme. The study of snails began with the teacher sharing a book with the class, and the introduction of a tank of snails promoted both discussion and spiritual awareness as the children were guided towards observing the snails and their habitat. They can discuss insects such as beetles, butterflies and bees and describe their features accurately. Children use the computers well, particularly when guided by adults. They demonstrate good mouse control when working on simple programs and some can draw well, creating ladybirds and butterflies, which they colour and decorate effectively. Most children will meet the Early Learning Goals by the end of the year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Activities are planned across the curriculum.
- The outdoor curriculum is underdeveloped.

Commentary

61. No structured sessions were seen during the inspection; therefore, a judgement cannot be made on teaching. When children were observed in the outside area, they used the resources well and demonstrated competence in throwing and catching balls and beanbags and in using ropes and bats. There was no climbing apparatus, apart from a slide and stepping-stones, which they used confidently. Children demonstrated good control and co-ordination when using the bikes and wheeled toys, and they used the space well. Manipulative skills are developed through the use of pencils, scissors and paint brushes, and children use puzzles and materials such as Playdoh effectively, although some children have not mastered good pencil control. They enjoy using LEGO, interlocking apparatus and building blocks. Most children will meet the Early Learning Goals at the end of the year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Opportunities are planned for the use of a range of media.
- Observational skills and presentation are underdeveloped.

Commentary

62. Teaching and learning are good and children benefit from the varied activities that are planned around the current theme. The children work confidently within a range of medium and demonstrate competence in using clay when they make mini beasts. Their modelling skills are further developed using Plasticine and Playdoh and they show attention to detail. Observational skills are less well developed and patterns on snails are represented with varying success. Mini beast mobiles show the use of imagination, but lack careful finishing. Children's imagination is developed well through role-play areas such as the vet's and the castle, where excellent costumes stimulate lively play situations. Music lessons were not seen during the inspection, although music is played during tidy-up sessions and the children

respond well to this. Most children will meet the Early Learning Goals for this area by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and often very good.
- Pupils achieve well throughout the school.
- Pupils have positive attitudes to their learning.
- The subject is very well led, and well resourced.
- In their writing, pupils do not go through the processes of drafting and editing that would raise their standards.
- The appearance and presentation of written work are often untidy.
- Marking is not sufficiently evaluative, and individual objectives for improvement are not routinely provided.

Commentary

63. Improvement since the last inspection has been good. Although standards are variable, owing to the high levels of mobility of pupils, progress and teaching are now consistently good, and leadership is now very good.
64. In both the national attainment tests, and according to inspection findings, standards in Years 1 and 2 are above national averages; in Years 3 and 6, they are in line. The apparent decline is explained by the impact of a high degree of turbulence in the school population, with a significant proportion of pupils leaving or joining before the final assessments at the end of Year 6. Once they are established in the school, pupils make good progress, and those with special educational needs often make very good progress against the individual targets set for them.
65. In speaking and listening, standards are high in all age groups. This is because of the sense of security that the school confers through its caring ethos and through the collaborative styles of the teachers. Pupils in Years 1 and 2 think carefully about what they have to say, and they try hard to find the right word, often from an unusually rich reserve. Pupils of all ages are respectful listeners. Though sometimes their enthusiasm runs away with them, mostly they wait their turn, and conversations in pairs and groups are, as a result, highly productive in promoting a very good quality of learning. Among older pupils, these discussions show judgement and maturity. However, they are less confident when making formal spoken presentations.
66. In reading, standards are above national averages in Years 1 and 2, and in line with them in Years 3 to 6. As early as in Year 1, pupils were observed discussing the features of fantasy stories with considerable knowledge and skill. Pupils throughout the school talk in a lively and interesting way about their favourite stories, and read aloud with understanding; but, with a few notable exceptions that are a joy to hear, their use of expression when reading aloud is not strong. This is increasingly the case with older pupils. The majority of pupils make satisfactory use of the variety of well-chosen and entertaining reading which the school provides. Nevertheless, as a result of the school's policy regarding homework, they do not regularly and routinely take books home to read by themselves, or to share with their families. An opportunity to promote the love of books and to support the development of reading skills is

lost in this way, and is a likely additional reason for the comparatively low attainment by older pupils.

67. The higher attainment in reading is reflected in the standard of writing of younger pupils. Pupils with average or higher levels of attainment choose words carefully, taking care to achieve an intended effect, and all pupils produce well-sequenced stories and accounts. Most pupils in Year 2 understand the uses of full stops and capital letters, and, by the time they reach Year 6, pupils of average and above average attainment can vary the lengths and grammatical structure of their sentences to add interest to their writing. They are careful in their choice of words, but they choose from a reserve which is no more than average for their age. Handwriting is joined up in all age groups, but it is very untidy and poorly formed in general. Work is not presented well: often there is no title and no date. Pupils do not undertake the process of drafting and subsequent improvement through editing before producing a final version.
68. In the majority of lessons, the quality of learning is good, and often very good, supporting the good progress made over time. This is a result of pupils keenness to learn, their enjoyment of English, and of good or very good teaching. The relationships between pupils, teachers and other adults are very good. Because pupils and their aptitudes and problems are well known, mutual confidence and trust support the best learning. Teachers have a firm, friendly and collaborative approach, which is the driving force of the best teaching. The National Literacy Strategy is well understood, and is well adapted and applied to the needs of the school. The final plenary session of each lesson, however, in which they rehearse and reinforce what should have been learnt, does not routinely engage pupils in a shared evaluation of how well they have learnt or have been taught. Planning is very good and, as a result, lessons are well-structured and varied, stimulating and holding pupils' interest and attention. Teaching assistants are very effective because they know pupils well, and provide those who need it with well-focused support. Marking is of inconsistent quality; comments, if provided at all, are often no more than bland congratulations. There is a limited amount of evaluative analysis, and there are some suggestions for improvement, but follow-up of these suggestions in subsequent marking was absent. Target-setting is being developed, but targets when they are set (and pupils remember them) are not sufficiently individual and detailed, and they are too long term to be useful.
69. English is very well led by a co-ordinator who has a strong and effective view of the importance of literacy and a good vision of the priorities for the subject. Resources are good and are well used. There have been good improvements since the last inspection, particularly linked to the significant improvement in the quality of teaching of English and pupils' improved progress.

Language and literacy across the curriculum

70. In the teaching of other subjects than English, literacy skills are supported satisfactorily through the use of key words and subject-specific language. However, there is not a consistent approach to the correction of errors of English in written work, and the marking of the use of language across the curriculum is often neglected. The school library contains a good collection of fiction and non-fiction. It is well ordered by its librarian, and the recent introduction of a computerised loan system has engaged the interest of pupils. The overall approach to language skills is compromised in all lessons by the open plan design of the building.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach standards above those expected nationally by the end of Year 2.
- Very good support is given to pupils with special educational needs.

- There is good teaching and learning, overall.
- Presentation of work is not of a high enough quality.
- There is good leadership and management.

Commentary

71. Pupils enter Year 1 with average attainment in mathematics. By the end of Year 2, results in statutory tests are average when compared with all schools nationally and below average when compared with similar schools. Girls have been performing less well than the boys on average in national tests. However, inspection findings show that the standard of work seen during the inspection is above average and there is no difference between the performance of boys and girls. Since the last inspection, more pupils are attaining the higher levels. Pupils with special educational needs show very good attainment in relation to their ability. This is because of the very good teaching seen in the infant classes overall.
72. Results in the statutory tests at the end of Year 6 in 2003 were below average when compared with national results and when compared with similar schools. There has been a steady decline in results since 2000, with a rise in 2003. Boys have performed less well than the girls on average in national tests. However, inspection findings show that the standard of work seen during the inspection is in line with the national average and there is no difference between the performance of boys and girls. The reason why standards are lower by Year 6, as indicated by National Curriculum test results, is because of the larger numbers of pupils with special educational needs being admitted to the junior classes over time. Overall, pupils with special educational needs achieve very well and the school has done well to ensure that standards have not fallen further.
73. Throughout the school, pupils' achievement in mathematics is good. It is very good in the infant classes. Pupils in Year 1 practise number bonds within 20 and can record accurately the sequence of numbers from 11 to 20. Year 2 pupils are good at recording different ways of adding two-digit numbers. By Year 3 pupils understand the equivalence of quarters, halves, and eighths of shapes, while Year 4 pupils extend this knowledge to include other fractions, with denominators up to one hundred. Year 5 pupils extend this knowledge to calculate fractional amounts of whole numbers. By Year 6, pupils are able to calculate using both percentages and their fractional equivalents.
74. Teaching and learning in mathematics are good overall. The quality of teaching in the lessons observed ranged from good to very good. The most effective lessons seen were characterised by thorough preparation of learning and teaching resources, with accurate match of activity to pupils' differing prior attainment. Lessons start promptly with oral and mental work. Teachers are alert to seizing every opportunity to further develop pupils' mathematical skills; for example, in a Year 2 class the teacher asked the pupils to calculate the number of pupils absent during registration. In a Year 6, class at the start of the school day, pupils are set problems to solve, which are graded according to their needs. Most complete the work before the lessons start. There is very good use of ICT, and the use of electronic computerised whiteboards, in particular, interested, excited and engaged the pupils. In a lesson for older pupils, use of the whiteboard enabled the teacher to move rapidly between data represented on a pie chart, keeping up a good pace of questioning and making patterns and results clear. As a result, the pupils had a clear understanding of what was expected of them and achieved good results. Teachers use assessment well during lessons. At the end of each lesson pupils assess what they have learnt by signing 'thumbs' up or 'down' to indicate how confident they have felt with their learning. This enables the teacher to plan accurately for the next steps in learning. This system is very well developed in the older classes. For example, at the end of a lesson in a Year 5 class the pupils wrote what they wanted to learn in the next lesson. This is a very good way of encouraging pupils to work independently.
75. Pupils' work is not presented as well as it might be. Work is stored in poor quality books. Work can appear untidy and lacks a sense of pride. There is no coherent system for pupils to

undertake corrections when they have made mistakes. Pupils' work on data-handling had not been kept throughout the year as the pupils had taken it home. Opportunities are lost to provide consistent records of pupils' work and it is therefore difficult for pupils to consolidate learning or see how much progress they are making each year. Marking is satisfactory, overall, but could be developed further. Pupils' errors are identified and corrected but individual targets are not set when necessary so that pupils know what they have to do next so as to improve.

76. Teaching assistants are deployed well, and provide good support for the teaching and learning of mathematics, enabling all pupils to progress. In one class, management of teaching assistants' time was particularly effective, with timed withdrawal periods for particular groups of pupils at different points in the lesson. This ensured that all pupils remained on task and achieved well. Relationships among teachers, teaching assistants and pupils are very good. Attitudes to mathematics are positive.
77. Leadership and management of mathematics are good. Pupils' answers to tests programmed into the computer are monitored effectively and detailed information on each pupil's progress is used well to plan their learning needs. Results from national, county and school tests are analysed to identify weaknesses in pupils' attainment. For example, the school has successfully tackled the weaknesses in pupils' 'problem-solving' strategies identified in the national tests. There has been good progress since the last inspection.

Mathematics across the curriculum

78. Opportunities are taken to link mathematics with other subjects. Year 3 pupils had used computers to make bar charts and line graphs to show the numbers of different buildings when they carried out a street survey in Waterlooville. In a good maths lesson seen in a Year 4 class pupils were taught how to identify three-dimensional shapes as they constructed models of a local church for their history topic. Work is planned in physical education lessons to give pupils opportunities to reinforce the concept of symmetric and asymmetric shapes. During all mathematics lessons seen there was a strong focus upon developing pupils' speaking skills when they were asked to explain their calculations.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Teachers have secure subject knowledge.
- Teaching in Key Stage 1 is very good.
- Attitudes and behaviour of the pupils are very good.
- Assessment, target-setting and tracking are not fully developed.
- Presentation, recording and marking are inconsistent.
- Higher ability pupils are underachieving in Key Stage 2.

Commentary

79. Standards in Year 6 were well below average in the 2003 national tests, although pupils are achieving satisfactorily in the development of scientific knowledge, skills and understanding. Standards are lower than at the time of the last inspection, when they were reported to be above average, although test results are expected to show an improvement since 2003. A significant proportion of pupils have joined the school between Years 3 and 6, some of whom have special educational needs. Standards have improved in Year 2 and are now well above average, with half of the pupils achieving the higher levels.

80. In the very good lessons seen in Years 1 and 2, pupils were challenged appropriately and the good subject knowledge of the teachers led to probing questioning, which encouraged pupils to think for themselves and demonstrated their skills of enquiry. The lessons were well planned and teachers had high expectations of the pupils. In the Year 1 lesson, pupils were asked to make predictions and to record their findings during an investigation. Scientific vocabulary was used well by the teacher and teaching assistant to further pupils' development. In Year 2, pupils could discuss life cycles readily and they recorded their knowledge confidently. Attractive resources sustained the interest of pupils and they presented their work well. Opportunities for discussion and observation helped pupils' understanding, and concepts were reinforced very well. The achievement of all pupils was good and analysis of their work throughout the year shows that they are taught to record accurately in lessons.
81. In Years 3 to 6 there was less evidence of written work and teachers often use discussion and informal recording on whiteboards to assess pupils' knowledge and understanding. Teachers have good subject knowledge and learning objectives are clear, although the length of time spent on some units is overlong. Although teachers plan a range of interesting activities, the match of tasks to pupils' capabilities is not close enough, especially for higher-attaining pupils who are not sufficiently challenged and are underachieving. Lower-attaining pupils are not always supported in their learning, resulting in work which is unfinished or unmarked. Inconsistency in marking and the presentation of different ways to record experiments and investigations, means that pupils are not given any indication of how they can improve their work. Opportunities for pupils to apply and develop numeracy and independent study skills are limited. Some links are made with other areas of the curriculum – in Year 3, pupils recorded their findings during an investigation quite well and a display made by Year 5 pupils incorporated writing, art and design and design technology. Pupils in Year 4 made electrical circuits and switches during a design and technology project. The achievement of pupils is satisfactory, overall, and teaching ranges from satisfactory to good. The attitudes and behaviour of the pupils are very good: they are interested and enthusiastic and Year 6 pupils demonstrate good scientific vocabulary.
82. The subject is being managed temporarily by the headteacher. Test results are analysed to identify strengths and weaknesses and to inform future planning. Units of work are assessed through observation, but this is not rigorous and pupils' achievement is not tracked and monitored against national criteria. Pupils collaborate very well and investigative skills are taught effectively. Whilst there has been good progress in improving the quality of science teaching since the last inspection, particularly in the infant classes where it was unsatisfactory, overall, progress in the subject is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers are confident in the use of ICT and plan very well to provide appropriate contexts to teach specific skills.
- There has been significant investment in ICT and improvement since the last inspection.
- Standards are good and pupils achieve well.

Commentary

83. Standards in ICT are good and pupils achieve well across the year groups. By Year 6, pupils are working at or above the expected level in most strands of ICT capability, particularly in word-processing, multi-media, the use of databases and spreadsheets. Although historically there have been some gaps in the provision of software for monitoring and control these have now been filled so that pupils get a full entitlement to all aspects.

84. There has been very significant improvement in the provision of ICT since the last inspection. At that time, the school did not meet statutory requirements in the subject and pupils lacked the basic skills and understanding to make satisfactory progress. This is not the case now. Significant investment in ICT has taken place so that the necessary 'building bricks' of an efficient system are in place and the school is managing to move beyond day-to-day concerns about systems and hardware to focus on how ICT is supporting learning. The subject is led well. There has been clear analysis of the Hampshire ICT guidelines and specific skills across the ICT strands of capability and the pitch of the skills are identified and allocated to specific year groups. The school is moving towards establishing a clear expectation that these skills will be covered, although teachers now have more autonomy to define the context. ICT as a subject is appearing less on class timetables, although its use across the subjects of the curriculum to support and extend learning is now assured.
85. For example, Year 6 pupils used the Internet and spreadsheets effectively to create their comparative charts of infant mortality in Europe and Gross Domestic Product (GDP). They handled the ICT tools well; with most showing total competence and confidence, but what was important were the geographical conclusions that the class were beginning to reach. In another lesson, Year 2 pupils concluded their lesson by considering what the block graph they had created (based upon the number of sums carried out in a minute) and comparing what information it provided as distinct from a Venn diagram or a pictogram. These pupils worked with 'buzzy' enthusiasm and some wide-eyed wonder as the bar graph zoomed across the screen. In this lesson, ICT was very effectively supporting their numeracy work.
86. Although relatively few formal lessons were seen, this was supplemented by briefer informal observations of teachers using the network. Teaching is good. It is sometimes very good. Teachers are confident managers of ICT, personally and in front of a class. A key factor is the depth and clarity of planning that ensures that the context of the lesson provides good opportunities for learning and reinforcing the ICT skills to take place in the background. Pupils' attitudes to the subject are very good. The school has made additional investment in interactive white boards which are used very effectively to engage pupils' interests, enabling the teacher to demonstrate a range of data represented on a pie chart, making patterns and results clear. As a result, the pupils had a clear understanding of what was expected of them and achieved good results.

Information and communication technology across the curriculum

87. ICT is used well across subjects of the curriculum. Pupils are very competent and confident users of ICT.

HUMANITIES

88. Because few lessons were seen it is not possible to form an overall judgement about provision in geography and history. These subjects were therefore sampled. Sufficient RE lessons were seen to make an overall judgement about the subject's provision.
89. There is good coverage of the National Curriculum recommendations for history and geography, built into the planning of lessons for each year. On the evidence available, there has been good improvement since the last inspection in **geography**, where it was judged to be unsatisfactory. Teaching is well supported by the range of good quality displays around the school. In geography, there are maps showing the family origins of pupils and holiday destinations, and in Year 6 there is a very informative display of research work on comparative mortality rates in a selection of European countries. At the time of the inspection, conclusions had not been drawn, but the project was holding pupils interest and producing some interesting theories. In **history**, pupils learning is often supported by time-lines in classrooms, so that events can be placed in a historical context. There are lively displays of The Great Fire of London and about characters in history, such as Florence Nightingale.

90. Two lessons of geography were seen: one was good and the other very good. No history lessons were observed. In an examination of a sample of work seen in both subjects throughout the school, marking was found to be thin: language errors were not consistently corrected and comments were often absent. Standards of writing and presentation are often unsatisfactory, even though the content of written work may show good knowledge and understanding.
91. In both subjects, co-ordinators show good subject knowledge and a useful vision of developmental priorities. Resources are good, providing a vivid and lively dimension to the quality of learning – such as the introduction of historical artefacts (Roman tiles or copies of coins), or geographical representations (such as the good supply of globes and projections, or well-ordered statistics).

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards have risen since the last inspection.
- Good use is made of visual techniques to hold pupils' interests in lessons.
- The subject is led and managed well.
- Pupils' work is not recorded systematically enough.

Commentary

92. Pupils' attainment in religious education is above the requirements in the locally agreed syllabus and pupils achieve well. The scheme of work is centred around, and meets, the locally prescribed outline of studies and has been extended further to link closely with other subjects on the curriculum. There has been good improvement since the last inspection.
93. By Year 2, pupils have studied the Bible and can explain that being a disciple of Jesus is being a friend to others. They have a good knowledge of Diwali and are eager to talk about their work and recall basic facts about the festival correctly. By Year 3, they are developing an empathic understanding within Bible stories; for example, a pupil had written about the Immaculate Conception when the angel had appeared to Mary, "I feel shocked because there is an angel before me". Pupils in Year 6 have a good understanding of various religions and can compare and contrast religious outlines of different faiths.
94. The quality of teaching is good, overall. Lessons gripped the pupils' attention and were planned in an imaginative way, which facilitated good learning and encouraged respect for belief. For example, in a Year 1 class the teacher had set up a Hindu shrine and gave the pupils opportunities to handle the artefacts and discuss their significance in worship. The pupils were spellbound when the teacher lit the candle on the shrine. Good use of questioning enabled pupils to make comparisons with their own beliefs. Other lessons built on the symbolism used in religious celebrations and made comparisons with their own lives. Pupils had brought in items at home that had a special significance. During the lesson, pupils showed considerable empathy for one another. They handled each item with care and listened attentively to what their friends had to say. By Year 6, pupils search their own consciences about justice and morality. In a Year 6 lesson, pupils discussed whether children had the right to wear religious insignia in school; as a result, pupils showed maturity in listening to other points of view and responding with their personal beliefs.
95. Leadership and management of the subject are good. A scheme of work has been developed which shows planning that develops pupil's skills. The quality of pupils' work is assessed using the national attainment targets, so that a clear picture is presented of pupils' progress compared with national expectations. This is an improvement since the last inspection.

Assemblies are used well to further promote religious education and link this subject to corporate acts of worship; for example, Year 5 pupils performed a dance drama based on the creation story in the Bible during the inspection. There are a good number of religious artefacts to support learning well, but there are too few bibles in the junior classes for a whole class to use during a lesson. Opportunities are lost for pupils to consolidate their work and see the amount of progress they are making over time, as records of work are not kept.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One art lesson was formally inspected. This was supplemented by sufficient additional informal observations of art lessons in various stages, coupled with a well-prepared sample of work, to make overall judgements about provision. Only one design technology lesson was seen; therefore judgements have not been made on provision or the quality of teaching and learning. Judgements on standards of work were made after talking to pupils and teachers and scrutinising work.

Art

Provision in art is **good**.

Main strengths and weaknesses

- Pupils achieve well. There is a good range of opportunities across a wide range of medium.
- Teaching is good.
- Pupils are interested and engaged by the subject.
- Sketch books could be used on a more regular basis.

Commentary

96. Standards in art are at least appropriate to the age range of pupils in infant and primary stages alike. They are often above average in relation to specific projects. Overall, pupils achieve well in art.
97. Teachers provide a considerable variety of artistic opportunities effectively across a wide range of medium. Work includes use of pencil, charcoal, pastel, printing, paint, clay, papier-mâché and textiles. There were particularly good examples of pupils using the Internet to research; for example, developing their awareness of body language as part of their project on developing a sculpture depicting 'care' and also good examples of observational drawing leading to their 'cats' construction. Pupils develop a good understanding of others' work through, for example, their work on Mondrian or working within a Chinese brushwork style. Year 3 pupils shared their abstract artwork with Year 6. Teaching is good. Work is planned well and in depth and the subject is given good status in the school, so that sufficient time is allocated to it. Teachers have good subject knowledge and establish a positive atmosphere in which pupils can develop their confidence and achieve well. As a result, pupils are keen, interested and involved in their work. They are very clear why they have directed their work in a particular way and can talk about their work and that of others in their class with authority.
98. Although an underlying theme throughout the report is the fact that writing is not developed sufficiently in subjects other than English, there were some good examples in art. Year 3 pupils, for example, were asked to describe their artwork using specialist shape vocabulary: 'on the right hand side there is a purple triangle at the top. On the top of the triangle there is a semi-circle (circle) with a point that is pointing down that is red. Under there is a green irregular square.'
99. Only occasional use is made of pupils' sketch books. More regular opportunities to develop their observational skills and to extend the use of the sketch book would help with pupils' presentational skills. The subject is led well. Resources are good. Curriculum time is enhanced by a specific annual creative activities week.

100. Standards, by the end of Year 2 and Year 6, in design and technology are average and pupils achieve satisfactorily. During the inspection Year 5 pupils evaluated satisfactorily their designs for a frame to support a space buggy. They made prototypes from paper straws and cardboard and recorded the merits and drawbacks of each. They used their evaluations thoughtfully when choosing which design to make in subsequent lessons. In a good lesson seen in a Year 4 class, the teacher clearly showed the pupils how to evaluate their illuminated signs by using agreed criteria. As a result, pupils were able to identify the products that were of high quality, and make suggestions as how to improve those which were not.
101. The subject is planned to link closely with other subjects. Pupils in Year 2 have designed and made kebabs when studying health and growth in science. As part of their history project, pupils in Year 4 have designed Roman chariots, while pupils in Year 6 have made unleavened and yeasted bread when studying micro-organisms.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good.
- Instrumental teaching is extensive and well supported.
- The subject lacks coordination.

Commentary

102. Standards are above average and this is an improvement since the last inspection, when they were reported to be satisfactory. The school benefits from the teaching of several peripatetic music teachers, who provide tuition in woodwind, brass, cello, violin, keyboard and ensemble. The standards attained by pupils during these lessons are good.
103. Teachers' planning is effective and, in the lessons seen, they demonstrated good subject knowledge and had high expectations of pupils. Pupils responded well to the challenges set, and in Year 2 links were made to a science topic when they composed and performed music to illustrate the life cycle of a frog. The brisk pace of activities in lessons built on pupils' prior knowledge and enabled all pupils to achieve well. In Year 3, pupils successfully combined different elements of music when they played instruments and sang whilst following a graphic score. They listened attentively to music and could identify the sounds made by different instruments and record these. Progression was seen in Year 4, where pupils showed understanding of musical terminology, such as pitch, duration and tempo. They made good attempts at composition using the pentatonic scale and were encouraged to appraise one another's work and suggest improvements.
104. Pupils sing tunefully in assemblies with good diction, pitch and dynamics. Singing is taught effectively and there is a choir, although there is no accompaniment by a music specialist at present. Pupils enjoy listening to music before and after assembly and the different pieces of music contribute to pupils' cultural and spiritual development. The Year 6 recorder group played very well in one assembly and the school ensemble perform for parents at concerts. By Year 6, pupils are familiar with a range of music from different cultures, although their knowledge of composers is not well developed. The subject does not have a co-ordinator at present and monitoring and evaluation of the curriculum is undertaken by the headteacher.

Physical education

Provision in physical education is **satisfactory**, with good features.

Main strengths and weaknesses

- Teaching is good.
- Pupils achieve well.
- There is a clear programme of activities so that pupils get a full entitlement to physical education.

Commentary

105. Standards in physical education, by the end of Year 2 and Year 6, are in line with the expectations for their age group. Pupils achieve well because they often start from a low base line of skills. There has been good improvement since the last inspection in the quality of teaching and planning of physical education. In a Year 6 lesson, pupils were developing their tennis skills and had sufficient basic skills to develop an awareness of tactics through careful demonstration. A Year 3 class started to demonstrate good poise and precision in their gymnastic routine based on symmetric and asymmetric body shapes. Year 1 pupils achieved very well, making rapid progress in developing their early racket skills.
106. Pupils are enthusiastic about the subject. They are motivated and engaged by what they are doing and show very good levels of co-operation; older pupils demonstrate maturity and the ability to think for themselves and get themselves organised. They show significant concern for other pupils, if for example, a pupil slips during a game, and they are also sensitive to pupils who find mastering specific skills difficult.
107. Teaching is good. It is sometimes very good. A key factor is that teachers plan their physical education work very well so that pupils of all abilities are catered for. The depth of their planning can be seen in the way, for example, when introducing racket skills to 30 pupils – balls, rackets, wide open space, enthusiastic children – teachers make it look deceptively easy. Above all, the depth of planning ensures that they have time to teach specific skills. They are able through their planning to ‘buy time’ so that they are able to work intensively with a group whilst others are getting on. Time is spent on teaching and not class management. A particular feature is the encouragement by teachers for pupils to evaluate their own and others’ performance. Pupils are used to the concept – implicit rather than overt- of achieving a personal best. They allocate themselves to the group needing more practice of a certain skill without qualm. They appreciate that others can already do what it is they are trying to learn; they appreciate they need more time to develop the basic skill. Classes are emotionally very healthy – there is no sniggering or finger pointing as individuals self-select themselves. Clearly, developing this level of maturity is only accomplished over time and developing the skills of working together underpins much of the work. That said, pupils do compete and competition is developed but it stems from achieving a ‘personal best’ rather than doing an opponent down.
108. The subject is led well. The physical education programme is mapped carefully to ensure a full entitlement. The hall is much in demand, which makes it difficult when classes cannot go outside. However, there is internal juggling of hall times and adjustments to the programme to compensate at other times of the year. Swimming is taught in Year 4. Resources are good. The subject co-ordinator has a clear idea of what curriculum aspects need further development - dance in particular. The school operates a football, netball and contemporary dance club, which is taught by students from the local secondary school. An agency also runs a football skills club for younger children for which parents have to pay.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

109. No lessons of personal, social and health education or citizenship lessons were seen. Judgements are made on the basis of work seen displayed on walls, planning and informal discussions with pupils.
110. The **personal, social and health education** programme is at least **good**. The impact of the provision can be clearly seen in the pupils' very good attitudes in the school. Pupils are encouraged to be independent, trustworthy, and take responsibility. Year 6 pupils in discussion were confident and ready to take their next step into secondary education. They were good ambassadors for the school in the very good attitudes to learning that they displayed, the evident respect that they held for the school and its friendliness and their concerns for green issues. The school is a healthy school and this thread runs throughout the personal, social and health education programme. Sex and relationships education, and education about drugs and their misuse, are taught within the context of 'it's my body'. Respect for themselves and for other people is an underlying theme, along with exploration of friendships and the reasons why people fall out with each other. An anti-bullying policy is reinforced. The school has a very strong ethos, which is based upon care and respect for others and developed because of the consistency of shared values by the staff who work there. Just as the very good quality of relationships which exist between adults and pupils underpins learning, it also underpins this ethos. Pupils trust adults in the school and know that if they have a problem they will be listened to.
111. There is good provision for **citizenship** across the school. It is a strong but separate element within the school's ethos, although there is a strong overlap. Teachers and other adults are very good role models. The structure of the school is non-coercive, voices are not raised, whistles - even in physical education are not blown; pupils are not ordered about - pupils file into assembly. Courtesy and respect are fundamental features. Pupils have the advantage of being in an inclusive school and they respond to pupils as individuals. As a result, they learn to resolve differences by examining alternatives. In assemblies and around the school there is a strong emphasis on developing the concept of one world. There is also exploration of other countries and other faiths. Through their geography work, Year 6 pupils explore how a country's resources can be allocated in different ways. There were good examples of classes being actively engaged in the processes of local democracy - presenting an argument and writing letters in protest or support for a local issue. Through the Grounds committee pupils are actively engaged in planning and improving their facilities as well as developing very positive attitudes towards recycling and green issues.

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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	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	4
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	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2

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