

INSPECTION REPORT

RINGWOOD JUNIOR SCHOOL

RINGWOOD

LEA area: Hampshire

Unique reference number: 115943

Headteacher: Mrs Lorna Thompson

Lead inspector: Mr Jeff Lemon

Dates of inspection: 15th-18th September 2003

Inspection number: 257322

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	388
School address:	Hightown Road Ringwood Hampshire
Postcode:	BH24 1NH
Telephone number:	(01425) 473554
Fax number:	(01425) 471215
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Salisbury
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Ringwood Junior School is larger than average with 396 pupils arranged in 14 classes. It is situated in a well-established area in the south of the town of Ringwood, on the edge of the New Forest in Hampshire. The school was founded in 1910 and has been substantially extended and improved with further improvements planned. The school is welcoming and popular. The pupils mostly come from the area around the school, which consists of mainly privately owned properties. Some pupils come from further afield. Most of the pupils are from white British backgrounds and the number of pupils with English as an additional language is small. None of the pupils with English as an additional language is at the early stages of language acquisition. The number of pupils who are eligible for free school meals is below average as is the number of pupils with special educational needs or statements of special educational needs. On entry to the school there is a wide range of attainment but overall it is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21116	Jeff Lemon	Lead inspector	English, design and technology, special educational needs.
1305	Brian Rance	Lay inspector	
4099	Rod Braithwaite	Team inspector	Mathematics, religious education, geography, physical education.
18201	Margaret Danby	Team inspector	Science, information and communication technology (ICT), history, music.
21277	Steven Hill	Team inspector	Art and design.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many strengths which serves its community very well. The school is very well led and managed and pupils are taught well. As a result, standards are high, daily routines are very efficient and the school gives good value for money.

The school's main strengths and weaknesses are:

- Leadership is very good and the school is very well managed.
- Behaviour is very good and pupils have very good attitudes; they are enthusiastic about learning.
- Standards are above average in English, mathematics, science, ICT, music, art and physical education. Standards in history, geography, design and technology and religious education, though in line with national expectations, could be higher.
- The teaching is good and assessment procedures are very good.
- The good relationships at the school and the very good way all pupils are included and cared for.
- The provision for pupils with special educational needs is very good.
- The spiritual, moral, social and cultural development of pupils is very good.
- The school provides a very good range of opportunities to enrich the curriculum.
- Timetabling arrangements result in some lessons which are too long and achievement in these lessons is not as good as it could be.

The school has made good improvement since the last inspection. The school has been successful in addressing the issues raised at this time. As a result high standards have been maintained and have risen in design and technology and ICT. The provision for pupils' spiritual development is now very good.

STANDARDS ACHIEVED

Achievement is **above average**; in almost all lessons pupils of all abilities make **good** progress and do as well as they could. There is no significant difference between the achievement of boys and girls.

Year 6 results

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

The table shows that standards attained in English, mathematics and science in the 2002 national tests were well above those reached by all school and also well above those schools whose pupils start from similar levels. The number of pupils who achieve the above average level by the time they leave the school is higher than found nationally. The school's results for 2003, when compared to the national figures for 2002 indicate that above average standards have been maintained.

The spiritual, moral, social and cultural development of pupils is **very good**. Pupils are encouraged to have high aspirations, and equality of opportunity and respectfulness are promoted well in lessons, assemblies, collective worship and extra-curricular activities. Pupils are keen to come to school, they arrive on time and their behaviour is very good.

QUALITY OF EDUCATION

The school provides a **good** curriculum and this is very well enhanced and enriched by the very good range of clubs and also by other activities such as visits and visitors. Teaching is **good** overall and much of the teaching is **very good** which leads to boys and girls of all levels of ability applying themselves in lessons and producing very good work. Assessment is a strength in the school. Teachers are very good at checking on pupils' learning and giving helpful comments, support or further challenge depending on the needs of each individual. Teachers plan well and have very good relationships with their pupils, who therefore learn to work together co-operatively but also have lots of opportunities for independent learning. Good support is given by learning support assistants, well guided by teachers, to ensure that pupils with special educational needs achieve well. The school takes very good care of its pupils and does all it can to ensure that pupils work in healthy and safe surroundings.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **very good**.

The leadership given by the headteacher, senior management team and subject managers is very good. A key to the success of the school is the **excellent** vision of the headteacher and her focus on high aspirations for pupil achievement combined with excellent skills to motivate. The governors are **good** in supporting the school, they apply the principles of best value very well and have a good idea of the school's strengths and weaknesses.

The way staff work together in teams is **excellent**, this results in a very consistent approach to teaching methods, planning and setting targets and contributes positively to the good achievement made by pupils. The school has very good procedures for ensuring good support is given to teachers and non-teaching staff when they join the school. This good support ensures that pupils in all classes achieve as well as they should.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school and are very supportive. They appreciate the very good information which is provided about their child's progress. Pupils are fulsome in their praise for the school, they like their teachers and all support staff and are enthusiastic about what the school provides.

IMPROVEMENTS NEEDED

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

- Improve standards further in design and technology, history, geography and religious education.
- Ensure that the good and very good practice in teaching is shared to raise the quality of teaching even more.
- Review timetabling arrangements to reduce the number of lessons which are too long.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement for pupils throughout the school is **good**. Standards in all the core subjects are above average as are standards in ICT, art, music and physical education. Standards are average in, history, geography, design and technology and religious education. There is no difference between the achievements of boys and girls.

Main strengths and weaknesses

- Pupils' achievements in English, mathematics and science are above average.
- Standards in ICT have improved significantly since the last inspection.
- Work seen in art, music and physical education was of a high standard.
- Pupils with special educational needs make good progress and their achievement is above average.
- Although the standards reached in history, geography, design and technology and religious education are satisfactory, pupils do not achieve as well as they might in these subjects.

Commentary

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

Standards in:	School results	National results
English	28.9 (28.5)	27.0 (27.0)
Mathematics	28.7 (27.4)	26.7 (26.6)
Science	30.1 (30.6)	28.3 (28.3)

There were 107 pupils in the year group. Figures in brackets are for the previous year.

1. In 2002 the school achieved standards in English, mathematics and science, which were well above average when compared to all schools nationally and also when compared to schools of similar prior attainment. The proportion of pupils who attain above average results in these subjects is also much higher than in most schools. The school's results for 2003, when compared to the national figures for 2002 indicate that above average standards have been maintained.

2. Standards in ICT, which were below average in the last inspection, have improved significantly and pupils now achieve well. This is due to:-

- Improved provision of resources.
- The very clear vision of the headteacher supported by subject managers and the governors.
- Improving skills of teachers.
- Very well planned use of ICT to support learning across the curriculum.

3. In music, pupils are especially good at using voices or instruments. Because the teaching they receive is good and they work hard, they achieve well and attain standards that are better than those expected for pupils of their age. Standards in physical education have improved because the teaching and learning is consistently good and sometimes excellent.

4. The Special Educational Needs Co-ordinator is very knowledgeable and committed to ensuring that pupils identified as having special educational needs are given effective support. This involves very careful assessment and then the provision of resources to meet identified needs.

Teachers and learning support assistants are good supporting these pupils, who make steady progress through their individual education plans and achieve well.

5. Inspection findings indicate that although standards of attainment in history, geography, design and technology and religious education are in line with expectations, few higher attaining pupils are reaching the higher levels expected in these subjects and therefore they are not achieving as well as they could given their performance in other subjects. This is because teachers' planning does not yet provide sufficient opportunities to enable pupils to apply the skills learned in their English, mathematics and science lessons to the humanities subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good** in lessons and around the school. Their spiritual, moral, social and cultural development is **very good** because the school provides well for them in these areas. Pupils' attendance at school is **good** and punctuality is **good**.

Main strengths and weaknesses

- Pupils enjoy coming to school and arrive in good time.
- The school promotes high expectations for behaviour, relationships and attitudes to learning, which are reflected very well in pupils' responses.
- The school fosters pupils' spiritual, moral, social and cultural development very well.

Commentary

6. The school has worked hard to improve behaviour and to promote good relationships and positive attitudes towards learning. Despite one child being excluded in the year prior to the inspection, the actions taken have been successful. Behaviour is very good in most lessons and around the school. Pupils work and play well together, even when not closely supervised. Very good support is given to the few pupils who find it difficult to behave well at all times. Out of lesson time, a wide range of extra-curricular activities and games resources help to keep pupils productively occupied. Training for teachers, learning support assistants and lunchtime supervisors ensures that there is a common approach to managing behaviour throughout the school. Pupils understand the need for school rules and contribute to them.

7. All staff treat pupils with respect and encourage them to contribute to lessons and to the life of the school in general. Teachers provide opportunities for pupils to voice their opinions, make suggestions and explain their thinking in lessons and encourage them to help others and take care of books and other resources. As a result, pupils are confident, willing to have a go, polite, keen to help, and show respect for people and property. Pupils readily offer to help others, including visitors, and can often be heard giving praise and encouragement to classmates. Pupils in Year 5 take responsibility for helping pupils who are new to the school to settle in. In carrying out many duties efficiently, they make a positive contribution to the smooth running of the school. The school rewards good behaviour and academic or personal achievements in a variety of ways, all of which are understood and appreciated by pupils.

8. At the time of the last inspection, the school was judged to make satisfactory provision for pupils' spiritual development, while provision for their moral, social and cultural development was good. Now the school provides very well for pupils' development in all these areas. It has a very good ethos. High aspirations, equality of opportunity and respectfulness are promoted well in lessons, assemblies, collective worship and extra-curricular activities. Pupils understand the difference between right and wrong. They appreciate that people may have different opinions and beliefs and are aware of some of the differences in the traditions and religions of different cultures. They develop good teamwork skills and collaborate well to solve problems. They are involved in reviewing and setting targets to further their own learning, and sharing their own views with others, so are

becoming increasingly self-aware. They enjoy the opportunities they are given to be creative and achieve high standards in art, music, physical education and ICT.

9. Pupils like school and enjoy very good relationships with their teachers and other pupils. They feel secure and say they are not aware of any bullying or harassment. They have confidence that the adults in school will keep them safe and help them sort out any problems they may experience. Pupils believe they have good opportunities to make their views known and say the School Council is an effective means for formally raising issues, concerns and making suggestions.

Attendance

10. In comparison with national statistics pupils' attendance was above the average in the last academic year and had improved since the previous year. The procedures for promoting attendance are excellent, and there are no instances at all of unauthorised absence. There are a number of families who do not share the school's views about the importance of regular attendance. Very few pupils arrive late for school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.7
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
395	1	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education.

Teaching and learning

The quality of teaching is **good** and leads to **good** learning by the pupils. Most pupils make **good** progress and achieve well. All pupils are included and given equal opportunity.

Main strengths and weaknesses

- Teachers plan lessons very well and which leads to purposeful activity and a good amount of work being produced in most lessons.
- Teachers and teaching assistants, known in the school as LSAs (Learning Support Assistants), know the pupils well and there are very good relationships ensuring that pupils are encouraged and interested in their work.
- Teachers insist on high standards of behaviour and make effective use of different methods of teaching and resources. This results in pupils being very good at working both on their own or in groups and thus improving their knowledge, skills and understanding.

- Assessment of pupils' work is very good.
- In some lessons, time is not well used which results in pupils not learning and achieving as well as they could.

Commentary

11. Teachers give careful attention to planning. Termly and individual lesson plans carefully identify what teachers want pupils to learn and all teachers are good at sharing this with the pupils, sometimes challenging them after an initial discussion to say what they think they will be learning. Subject managers give their colleagues good advice on planning lessons and this leads to consistency and a focus on challenging activities. All planning takes good account of the differing learning needs of pupils and, as a result, pupils of all abilities, including those with special educational needs, achieve well.

12. Although the inspection took place early in the school year, teachers had already developed a good knowledge about their new classes. Because of this knowledge, the work set for pupils is realistically challenging and enables them to make gains in learning. In many lessons there is what can be described as a 'hive of activity' with pupils highly involved in their work. The LSAs are very well managed by the special educational needs co-ordinator and generally give good support in lessons.

13. Teachers are good at managing the behaviour of pupils using the agreed school procedures and quickly deal with any rare occurrence of inappropriate behaviour. Resources, particularly in music and ICT are used very effectively to help raise standards. A mixture of whole class, group and individual teaching is used very well. Teachers are mostly good at explanation and use questions effectively to test pupils' understanding. In best practice, pupils are encouraged to give their views, or to work with a partner to try out ideas.

14. Assessment is a strength in the school. In lessons, teachers use a variety of assessment strategies very effectively to check on pupils' learning and give helpful comments, support or further challenge depending on the needs of pupils. They evaluate lessons thoroughly, both individually and in year groups, and make appropriate changes to their teaching and planning, where necessary, to better meet pupils' needs. All work is regularly marked and useful comments help pupils to focus on what they need to do to improve. Scrutiny of pupils' work shows that pupils and teachers follow up these comments. Assessments in English, mathematics and science, and for pupils who have special educational needs, are shared with each pupil and used to set targets. Time for pupils and teachers to review targets is timetabled each week. All teachers keep very good records of assessments in all subjects. They use them well to monitor pupils' progress and to inform subsequent teachers about individual pupil's strengths and weaknesses.

15. In some lessons, time is not used to best effect as teachers spend too long in introduction and explanation. They involve pupils by asking questions but sometimes too many are asked and the pace and purpose of the task slows. In some instances, teachers spend too long referring to other objectives or ideas instead of keeping a tight focus on the aims of the lesson. Pupils are rightly encouraged to give explanations or to share their work but sometimes this is repetitive and others lose interest. As a result too little work is produced and pupils do not make the progress they should.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	8 (15 %)	23 (44%)	16 (31%)	3 (6%)		

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 school provides a **good**, broad curriculum and **very good** extra curricular learning opportunities.

Main strengths and weaknesses

- The school provides very well for pupils with special educational needs.
- All pupils are given good opportunities to participate in all aspects of school life.
- The enrichment of the curriculum with out of school activities is very good.
- Accommodation and resources are good.
- Some lessons are too long, which can have a negative effect on pupil achievement.

Commentary

16. Pupils with special educational needs have full access to the curriculum. Support is given very well by the teachers who work closely with the special educational needs co-ordinator to draw up well-targeted individual education plans. LSAs are well aware of pupils' needs and work closely with teachers to ensure that pupils do as well as they can. Pupils are appropriately withdrawn from class for direct teaching support but this is well managed to ensure they still receive their entitlement to all subjects.

17. The curriculum opportunities offered to the pupils are good. All subjects meet statutory requirements including religious education and acts of collective worship. The school now has schemes of work in place for all subjects. Planning for English, mathematics, science and information and communication technology is very good and meets the needs of all pupils including higher attaining pupils and those with special educational needs. As a result the standards and achievement of pupils in these subjects is above the national average as it is also in art, music and physical education. The school is now concentrating its efforts upon reaching the same standards in history, geography and religious education. The school timetable is mostly very tight and there is very little time loss even when pupils have to change classes for their sets in mathematics and English. However, occasionally some lessons are timetabled for one and a half or two hours and learning is not as effective.

18. A strength of the curriculum is that it is greatly enriched by very effective links between subjects, the very good use of numeracy, literacy and ICT across many areas and the many opportunities for pupils to learn through first hand experiences. Visits out of school and the many visitors to school enhance pupils' learning experiences. Provision for extra curricular clubs and activities before and after school and at lunchtimes are a very good feature of school life and they are well attended. Almost all of these clubs are organised by teachers, are very well managed, provide great enjoyment for pupils and improve their skills. A further enrichment of the curriculum is provided by the very well managed teaching of French to Years 3 and 4 by a teacher from the local secondary school.

19. The school is examining closely innovatory approaches to the development of learning skills, and developing greater flexibility in the delivery of the curriculum. Its guiding themes are to develop greater creativity and enjoyment in pupils' learning. The school has a good sufficiency of teaching and non-teaching staff who have the skills and qualifications well matched to the needs of the curriculum. The leadership and management of the school ensures that all staff are deployed effectively in order to meet the school's aims.

20. The accommodation is good overall, although the siting of one small Year 6 class in an open corridor area is only just satisfactory. Strengths in the accommodation are the extensive outdoor areas, the music and drama room, the recently established library and the good use of space to house the school's computers. All these areas are well used and contribute to raising standards.

Resources are good overall and the very wide range of musical instruments contributes to above average achievement in this subject.

Care, guidance and support

The care that the school takes of pupils is **very good**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection are very good.
- The school has a good knowledge of its pupils, cares for them well and gives good guidance on their personal development.
- Good account is taken of pupils' views in running the school.
- The careless parking by some parents outside the school.

Commentary

21. Good child protection procedures are in place with the headteacher and special educational needs co-ordinator sharing the role of designated person. All members of staff are fully briefed on their responsibilities in this regard. Routines for dealing with first aid, medicines and accidents are well established with a number of staff trained in emergency first aid. There is a clear Health and Safety policy in place and thorough formal risk assessments, involving all staff, are carried out and updated every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term with their timings and any difficulties recorded. Despite the best efforts of the school, some parents create a hazard at the beginning and end of the school day by parking on the zig-zag yellow lines outside the school.

22. Teachers know the pupils very well. The assessment and monitoring of their academic progress is very thorough. Class discussions and the Personal Social and Health Education curriculum are well used to share in the pupils' personal development, and make appropriate comments in annual reports to parents. All staff are watchful and take care to ensure new pupils settle in and enjoy playtimes.

23. Informally through talking with the children, and more formally through surveys and the School Council, the staff and governors take very good account of the views of pupils. For example, pupils have made a significant input to the plans for a major landscape development at the rear of the school.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools is **very good**, and with the wider local community is **good**.

Main strengths and weaknesses

- Parents have a high regard for the school, they appreciate the academic standards that their children achieve, the care that the school takes, the standards of behaviour and the general ethos of the school.
- The information the school sends out about school activities and the annual report on the progress that pupils are making is detailed and clear.
- Liaison and transfer arrangements with Ringwood Infant School and Ringwood School are very good.
- Links with the wider community are good.

Commentary

24. Parents are generally very happy with the school. No significant concerns were expressed by parents informally, at the parents' meeting and in the questionnaire responses. The school provides parents with relevant information through frequent letters and regular newsletters, and the information is also available on the school's Internet web site. Parents feel able to approach the school at any time if they have any concerns about how their children are progressing. At the end of the spring term parents receive the annual reports on individual pupils. These reports are very good and appreciated by parents. The reports describe what the pupil has done, what effort they have made, what progress has been made and the standards achieved in core subjects. There is also comment on things that are not so good and need working on.

25. Parents help their children at home in their homework assignments, and a number come into school to assist in class. They attend school functions very well and make themselves available to accompany school trips. Together with the local community and businesses they also support the fundraising activities of the Parent Teacher Association. This association regularly raises very substantial funds which have been used to improve the school's facilities, provide additional resources and have a positive impact on pupils' achievements.

26. Pupils enjoy visits from a wide range of interesting people, including the community policeman. They participate in local events such as the annual carnival and pedal car race. At Christmas, in the summer and at harvest festival time, pupils meet with some of the senior citizens to entertain and help them. They also raise significant sums of money for charities.

27. Liaison with the pyramid of schools in the Ringwood area is very close, and particularly with the infant and secondary schools. Staff visit each other's school to share curriculum ideas. A very well managed programme for pupils to transfer between the schools, provides a smooth and comfortable introduction into Year 3, and also transfer on to Year 7. The school provides a large number of teaching practice and work experience placements for students from King Alfred's College and the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**.

Main strengths and weaknesses

- Both the leadership and the management of the headteacher and other key staff are very good.
- The governors support the work of the school effectively and apply the principles of best value very well.
- The headteacher's vision for school development, high aspirations for pupil achievement and motivational skills are excellent.
- The teamwork of all staff throughout the school is excellent.
- The induction of teachers new to the school, and management of initial teacher training is very good.

Commentary

28. The very successful leadership and management of Ringwood Junior School are due to the high standards of teamwork throughout the school, led by an inspirational and visionary headteacher. She sets the pace, and others follow enthusiastically and to great effect. The deputy head and the special needs co-ordinator, in their roles as part of the senior management team, have clearly defined responsibilities ideally suited to their individual skills. Likewise, both the experienced and newly appointed subject managers have a clear sense of purpose and can lead their teams effectively with the aim of expanding pupils' learning skills and knowledge through enjoyment and

independence. The school constantly strives for improvement. Its success in this is illustrated in the substantial improvement in ICT since the last inspection. Additionally, because the managers and staff of the school are such good role models for pupils, they too share a great sense of purpose and in all classes show their determination to learn and their huge enjoyment of this process.

29. The management of the school constantly encourages innovation, especially in learning skills, and uses its highly effective analytical and assessment data in its planning. As a result, the school always has a very good knowledge of the individual personal development and achievement of every pupil. Care and concern for the needs of its pupils, and a determination that all of them shall have every opportunity for an enriched education are cornerstones of the school's leadership and management.

30. The governors of the school, led by a dedicated and experienced chairman, share this vision for the direction of the school. They have a good knowledge of what happens in the school, as they all regularly visit and have extensive knowledge of the achievement of pupils through their contacts with subject co-ordinators. The governing body fulfils all its statutory duties very well. Governors have a good grasp of financial planning in the school through a finance committee, which meets regularly. They understand the principles of best value clearly, and work closely with the headteacher to ensure that the school budget is used wisely and effectively. The head is particularly adept at bidding for extra grants. As an example, eight members of staff are at present involved in personal development and research for themselves and the school in areas such as special needs education, community learning, mathematics, target setting and the effective use of new electronic whiteboards. Governors encourage this professional development.

31. The management of the school is particularly effective at identifying the needs of all staff in their development. This begins right from the start of their association with the school, when a very good scheme of induction helps new staff to both settle in, and look for their own development needs. The school confidently and actively encourages and employs newly qualified teachers, according to its needs, and has been notably successful in developing teachers who perform well and have a positive impact on pupils' achievement.

32. The highly effective leadership and management ensure a successful focus on raising standards, providing good teaching, and developing very good relationships. The leadership is successful in creating a highly developed feeling of ownership by all involved with the school and an excellent learning atmosphere.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	931 786	Balance from previous year	34 477
Total expenditure	920 027	Balance carried forward to the next	46 236
Expenditure per pupil	2 329		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are high and pupils' achievement is above average.
- The subject is very well led and managed by the subject manager.
- Teaching is good overall although occasionally pupils do not do as well as they should.
- Pupils with special educational needs achieve well in English.
- The well developed literacy skills are not yet fully contributing to raising standards in history, geography and religious education.

Commentary

33. Standards reached in National tests have been well above average over the last two years. Although National data for 2003 is not yet published, it is likely that standards reached will again be high. The number of pupils reaching the higher levels is well above average. The inspection findings confirm these results. On entry, attainment is average and pupils of all abilities, including those with special educational needs, make good progress. Pupils in all lessons showed very good speaking and listening skills, they are able to express a point of view clearly and are sensitive to the views of others. Standards reached in reading are high with pupils reading fluently, accurately and with understanding. Pupils write well and some of the work produced by higher attaining pupils shows achievement which is well above average. There are many examples of well structured imaginative extended writing which uses a wide vocabulary.

34. The subject manager has very good subject knowledge and gives very good support to other staff. She has been responsible for developing accurate analysis of data, which leads to identification of areas where pupils need to improve. This improvement is then a clear focus for teachers' plans and the setting of specific targets for pupils. As a result of this work, standards in handwriting, spelling and writing have been improved and all pupils achieve well. This work linked to the improvements to the library area has ensured that improvement has been good since the last inspection.

35. Teaching is generally good with particular strengths in the way teachers use a variety of good assessment strategies to identify what pupils need to do next in their work and then to carefully plan for this. Information and Communication Technology is well used to provide opportunities for pupils to apply their literacy skills in, for example, word-processing. Occasionally pupils do not achieve as well as they could in lessons because teachers do not clearly explain the tasks and pupils are not sure about what they have to do.

36. The teachers and learning support assistants give pupils with special educational needs very good support in whole class lessons, group activities and when pupils are withdrawn appropriately for specific help. The targets set in individual education plans are integrated well into the overall planning for lessons. As a result pupils with special educational needs make good gains in learning and achieve well.

Language and literacy across the curriculum

37. Pupils use their skills suitably in a number of other subjects. They are able to read very competently which enables them to follow written instructions or to access information from reference materials or when using the Internet. Although they produce some good quality extended writing in other subjects they are not given enough planned opportunities to do so and so standards and achievement in these subjects are not as high as they could be.

MATHEMATICS

Provision for mathematics is **good**.

- Standards in mathematics are above average throughout the school.
- The achievement of pupils of all abilities is good.
- The interpretation and use of assessment data is very good, enabling realistic and challenging targets to be set for all pupils.
- Teaching and learning in mathematics are good.
- The use of mathematics across the curriculum is good.
- Some lessons are overlong, which sometimes has a negative effect on pupils' achievement.

Commentary

38. Standards achieved by pupils throughout the school are above average, and pupils of all abilities, gender and background achieve well. Although there are slight variations from year to year, the trend over the last four years is in line with the national trend. Evidence from this inspection shows that these good standards have been maintained since the last inspection, and that pupils make good progress in all year groups.

39. In Years 5 and 6, pupils are taught in ability sets which is beneficial to all groups, particularly as the groups are often smaller than whole classes. Teaching throughout all year groups is good, and occasionally very good. This enables pupils to learn effectively. The teaching is good because teachers plan well, set challenges appropriate to pupils' abilities and encourage pupils to think for themselves. The provision of detailed and well-focused assessment data by senior management enables teachers to plan meticulously for the needs of each individual pupil, and is a significant strength of the teaching. Learning sometimes falters though, when the timetable is extended and lessons last well over an hour. This results in some pupils not achieving as well as they can because they lose concentration and interest when their whole morning is spent on mathematics and English. The work of nearly all pupils in their books shows consistency, good presentation and pride in their work, and is generally well marked. Most, although not all teachers, make developmental points and all offer praise and encouragement regularly.

40. The leadership and management of mathematics over the last few years have been good. The recently appointed subject manager has plenty of ideas, particularly for the creative development of thinking skills and an emphasis on well paced lessons. The school is well positioned to continue and improve its tradition of good standards in mathematics.

Mathematics across the curriculum

41. Teachers ensure that the mathematics curriculum is broad, and the application of mathematics to problem solving and learning about data handling through ICT, is better than in most schools. Sometimes teachers use mathematics effectively in other subjects such as science and when measuring in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Nearly half of the pupils in Year 6 achieve standards that are above those expected for pupils of their age.
- The school's national test results are above average when compared to similar schools.
- Teaching is good and enables pupils to achieve well.
- Assessment is used very well to analyse pupils' achievement and focus teaching.
- The leadership and management of the subject are good.
- Occasionally lessons are too long to sustain the interest of all pupils.

Commentary

42. In the annual national tests the school's performance is well above average when compared to all schools nationally and above average compared to similar schools. In both comparisons the percentage of pupils attaining standards beyond those expected for their age is well above average. Very high standards were reported at the time of the last inspection in 1998 and the school has successfully maintained these high standards since then. Pupils are developing a good understanding of scientific enquiry methods and apply their skills and knowledge well in other aspects of the subject. This enhances their learning in these aspects and as a result, their achievement is consistent across the subject. Pupils are beginning to make effective use of ICT to support their science work, for example, by recording the results of experiments using a spreadsheet.

43. All pupils achieve well because the teaching they receive is good. Teachers use assessments of pupils' work very effectively. They identify individual strengths and weaknesses and focus their teaching accordingly so that all pupils make good progress. Pupils enjoy science, behave well in lessons and work hard because their teachers capture their interest with challenging tasks and make clear that they expect high standards of work and behaviour. Frequent opportunities are provided for pupils to work with others and plan how to carry out tasks and this makes a good contribution to their personal development. Opportunities to work independently are especially beneficial to higher attaining pupils. Occasionally lessons are too long and some pupils find it difficult to sustain their interest and do not produce as much as they could.

44. Leadership of the subject is good and ensures that there is a common approach to teaching the subject across the school. Management of the subject is also good. A well-balanced curriculum is taught, supported by the effective use of a good range of resources. To maintain high standards, the subject manager regularly monitors samples of pupils' work to check that it is well matched to their ability and sufficiently challenging. She also effectively reviews subject teaching plans and teachers' assessments and works alongside colleagues or provides training for them to help them develop and improve the quality of their science teaching. Effective links with the science co-ordinators in the infant and secondary schools pupils help to ensure continuity in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The clarity of the vision for ICT in the school is excellent.
- Very good subject leadership and management have led to significant improvements in standards.
- Pupils have very positive attitudes to ICT.
- Teaching is good because teachers have good subject expertise and use assessment very well to identify individual needs.

Commentary

45. By the end of Year 6 pupils attain standards overall that are above those expected for pupils of their age. They are especially adept at searching and finding information on the Internet, refining it to suit their purpose and presenting it in words and images for a specific audience. They are least competent in exploring patterns and relationships in ICT-models and in sensing physical data because they have less experience of these. Pupils learn new skills quickly and use them competently because they are taught them in context for a real purpose and given opportunities to apply them in different situations.

46. Teaching is good and leads to effective learning. The subject is not taught as a separate subject but is integrated into the other subjects of the curriculum. The curriculum is well planned and teachers ensure that pupils are taught new skills systematically and in relevant contexts. For example, the teaching of desk-top publishing skills coincides with a literacy task to prepare and publish a review. Pupils readily appreciate the relevance of different applications because they use them for real tasks to help with their learning. Teachers have good subject expertise, teach ICT skills well and make very good use of assessment to identify each pupil's strengths and weaknesses. Pupils are excited by ICT. The very effective encouragement and individual support they receive from their teachers, and the relevance of the tasks, engages and motivates them so that they work productively. Most tasks require pupils to work collaboratively, which they do very well.

47. At the time of the last inspection standards were unsatisfactory. The school did not have sufficient resources to teach the subject effectively and the lack of an effective assessment system meant that teacher's expectations were sometimes too low. Significant progress has been made since then, principally because of the effectiveness of the strong subject management team. The quality of the leadership and management they provide is very good. The members of the management team, the headteacher, ICT subject manager and network manager, together with two knowledgeable governors, have developed an effective strategy for improving what the school provides and the standards that pupils attain. The clarity of the team's vision for the use of ICT in the school is excellent and motivates staff and pupils alike. The level of resourcing has improved, and although the school does not yet have as many resources as most schools of a similar size, it makes good use of those it has. The school has a good strategic plan in place for improving the level of resources and further equipment is on order. Regular and effective monitoring of standards and teaching are helping the school to focus improvements in the subject.

Information and communication technology across the curriculum

48. The use of ICT across the curriculum is good and is improving because the school has a policy of teaching ICT through other subjects. Careful planning ensures that ICT activities contribute well to learning in the host subject. The school has specifically promoted ICT within literacy and numeracy, but teachers have also identified opportunities for using it in other subjects and incorporated them into their teaching. For example, pupils use a database or spreadsheet to record the outcome of science experiments and produce charts to aid their interpretation. They use the Internet to research topics in history and geography, devise sequences of instructions to control the movement of objects in mathematics, and use drawing programs to create images, patterns and to explore different graphic effects in art.

HUMANITIES

49. Insufficient evidence was gathered to make secure judgements about the overall provision for geography. Standards in geography are in line with national expectation at the end of Year 6, and the achievement of all pupils is satisfactory. This is a similar picture to that of the last inspection. These judgements are based upon the observation of four lessons, scrutiny of the work of pupils and discussions with the subject manager and pupils in Year 6. Pupils throughout the school have regular opportunities for visits to places of geographical interest such as Southampton, the New Forest and the Isle of Wight, which enhances their learning. The school is now looking at ways in which standards in geography can be further improved through the development of investigative skills and the renewal of some resources. In history, only two Year 4 lessons were observed but

inspectors also looked at a sample of pupils' work and talked to a small number of pupils in Years 5 and 6.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy history.
- The assessment procedures are good.
- Work is suitably matched to pupils' abilities.
- The leadership and management of the subject are good.
- The time allocated to history is less than in most schools and restricts opportunities to raise standards further.

Commentary

50. Pupils are enthusiastic about history, and in the two lessons seen they made thoughtful contributions and worked well throughout. They achieve satisfactorily and attain standards that are typical for children of their age. They have satisfactory recall of historical facts and insight into the life of people living at different times in the past and in different circumstances. Their ability to give reasons for, or the consequences of, events is less well developed. The full curriculum is studied and visits and visitors enhance pupils' learning well, but they have less time to study history than they have for most other subjects and this limits their opportunity to attain higher standards. The time allocated is less than in most primary schools nationally.

51. Not enough lessons were seen to judge the quality of teaching in the school. No unsatisfactory teaching was seen. Teachers' plans are good and cater well for pupils of different ability. Assessment procedures are good. Work is regularly marked and helpful comments make clear to pupils what they need to do to improve. All teachers record regular assessments of pupils' achievement, which enables them to monitor pupils' progress in the subject.

52. Leadership and management of the subject are good. The subject manager effectively monitors the quality of history taught in the school and provides effective support to teachers to broaden the range of teaching methods used. She has used information gathered during monitoring activities to identify and plan further improvements. Resources are well matched to the curriculum and adequate for the school's needs. The use of ICT is increasing and effectively enhances pupils' learning, especially their ability to undertake research activities. Since the last inspection the school has made satisfactory progress. The curriculum is well planned, includes a good range of enrichment activities and incorporates ICT effectively. The improvements in the quality of provision are not yet reflected in higher standards, partly because not enough time is allocated to the subject.

RELIGIOUS EDUCATION

Provision for Religious Education is **satisfactory**.

Main strengths and weaknesses

- Religious education makes a good contribution to the personal and spiritual development of the pupils.

Commentary

53. Standards in religious education have been maintained since the last inspection and remain in line with the expectations of the locally agreed syllabus. All pupils, of whatever gender, background or ability, achieve satisfactorily.

54. Since the last inspection, a good detailed scheme of work has been prepared and introduced to the school by the subject manager. Pupils across the school have frequent opportunities to learn about Christian values and beliefs through the study of a range of stories and parables from the Old and New Testaments. There is a good balance between teaching about the Christian faith and other world faiths.

55. Teaching is satisfactory. Teachers link speaking and listening well to religious education and give many opportunities for pupils to express themselves verbally through, for example, drama. Pupils are encouraged to talk, for example when Year 5 pupils spoke very articulately about times they had 'been lost' and then 'found again' when linking their own experiences to the story of the Prodigal Son. This aspect of their learning is better than their writing which is not always as accurate as it could be. Religious education in the school makes a good contribution to pupils' personal and spiritual development and pupils enjoy their learning and have positive attitudes to the subject. Religious education is suitably led and managed by the experienced co-ordinator.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. Insufficient evidence was gathered to make secure overall judgements about the provision for design and technology and art and design. No lessons were seen in design and technology, a scrutiny of the work produced, teachers' planning, discussions with the headteacher and pupils, and analysis of teachers' assessments indicates that standards are broadly in line with expectations and that pupils achieve satisfactorily. This is good improvement since the last inspection when standards were unsatisfactory. The headteacher currently oversees this subject but arrangements are in hand for a teacher to take over. The very clear and consistent procedures established through the very good management of the school have ensured that arrangements for this are well thought out. Inspectors observed four music lessons and listened to music and singing in assemblies and recorded on tape.

57. Three art and design lessons were seen, work on display sampled, and a selection of pupils' sketch-books examined. A discussion was held with the subject leader. The work on display is good, and overall shows a better standard than that usually seen from pupils of this age. This is particularly true of the work undertaken with a visiting artist, and as part of "art week". Pupils have the chance to use a wide range of media and techniques. The lessons seen were at least satisfactory, with good classroom management and thorough preparation being consistent features. Pupils enjoyed the lessons and worked hard. The work in sketch-books shows they are used effectively for pupils to try out techniques and to systematically develop their ideas. The subject manager provides good leadership, and has a sound understanding of the strengths and weaknesses in the subject.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards that are above average.
- Music makes a very good contribution to pupils' spiritual, social and cultural development.
- Teaching is good and engages pupils' interest and desire to try hard.
- Pupils behave and work on their own or with others very well.
- There is a very good range of opportunities for pupils to engage in musical activities.
- The subject is well led and managed by a very knowledgeable co-ordinator.

Commentary

58. Pupils are especially good at using voices or instruments to represent different effects and styles of music, and at playing or singing different parts and synchronising their performance with

others. They work hard, achieve well and attain standards that are better than those expected for pupils of their age because the teaching they receive is good. Good discipline and clear instructions and examples ensure that pupils know what is expected of them. Teachers set challenging tasks and successfully capture pupils' interest. So much so that, not only do they behave and work well in lessons, but more than a quarter participate in additional instrument tuition and many take advantage of the wide range of music clubs and opportunities to perform that are offered by the school. These activities greatly enhance their musical achievement.

59. Improvement since the last inspection is good. This is because good leadership and management of the subject have led to an improvement in standards from average to above average. The subject manager has very good subject knowledge and effectively promotes a common approach to teaching the subject and high aspirations for achievement. She effectively monitors music in the school and uses the information she gathers well to identify strengths and weaknesses and plan improvements. The subject is well supported by a good range of good quality resources and a dedicated music room, which provides very good accommodation. The curriculum is broad and provides good opportunities for pupils to learn about music at different times and from different cultures. All in all, the subject makes a very good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

Provision for physical education is **very good**.

Main strengths and weaknesses

- Pupils reach standards which are above average and they achieve well.
- Teaching and learning is good and sometimes better.
- Extra curricular opportunities are very good.

Commentary

60. Standards in physical education are above average. This is an improvement on standards seen at the last inspection. The achievement of all pupils is above average and on occasions well above average.

61. Improvement has mainly come about because the teaching and learning of pupils is now uniformly good, occasionally very good and in one lesson during the inspection, excellent. This lesson, by the physical education co-ordinator, was characterised by the teacher's very good subject knowledge and a high level of challenge to the pupils. They were utterly absorbed in their paired task of preparing and then demonstrating a complicated sequence of jumping and travelling movements. This resulted in well above average standards of movement, and of good verbal evaluation by pupils of their own and others' sequences.

62. Another strength of the subject is the high number of opportunities pupils are given for extra curricular clubs. Pupils in all age groups are able to participate in several sports before and after school and at lunchtimes. The clubs are very well organised by teachers and pupils enjoy them greatly. Pupils also respond very positively in all their lessons and work hard and with great concentration to improve their skills. Physical education resources are good, and the hall accommodation, outside playground and field areas are of high quality and very effectively used.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school teaches personal, social and health education as a separate subject area but makes many links through other subjects. Only one lesson was seen, however this was an excellent lesson and is set out below as an example of outstanding practice. Other evidence gathered was insufficient to make overall judgements about provision. Pupils are encouraged to think about their lives, their environment and solutions to challenging problems posed to them in order to enhance

their personal development. This was shown when several pupils, on different occasions, talked enthusiastically to the headteacher about the need for a healthy diet. Visits from the school nurse and a dental hygienist reinforce health education. The governors have appropriate policies for sex education and the use and misuse of drugs.

An excellent lesson on personal and social education, when a small class of mixed ability pupils in Year 6 discussed, in groups and as a class, how young criminals should be treated or punished.

This lesson demonstrated excellent relationships and well-established collaborative skills. The teacher led the initial discussion very sensitively, after setting the scene by reading a newspaper article. She enabled all the pupils to be fully involved through carefully framed and targeted questions to clarify pupils' contributions, and by paraphrasing what they said so that all could follow the argument. In groups, boys and girls contributed effectively and listened carefully to each other's views. Pupils were articulate, showed very good understanding of a complex situation, and great maturity in their views. For example, they immediately said that it was impossible to make decisions about what should happen to the boy in the example without knowing why he behaved as he did, and what his background was.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
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	3
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	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

