

INSPECTION REPORT

SISKIN INFANT AND NURSERY SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116174

Headteacher: Mrs R Smith

Lead inspector: Mr P Mann

Dates of inspection: 19th – 21st January 2004

Inspection number: 257479

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	180
School address:	Nimrod Drive Rowner Gosport Hampshire
Postcode:	PO13 8AA
Telephone number:	0239258 1777
Fax number:	0239252 0654
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Ruth White
Date of previous inspection:	11 / 5 / 1998

CHARACTERISTICS OF THE SCHOOL

Siskin Infant and Nursery School has 200 pupils on roll, aged 3 to 7 years. The average class size is 21 pupils. It serves part of the residential area of Rowner in Gosport. Many pupils come from very disadvantaged home backgrounds and the number in receipt of a free school meal is well above the national average. The building dates from 1968 and is surrounded by small but interesting hard surface play areas and wildlife gardens. At the time of the inspection, there were 77 children under five in the nursery and reception classes. These children enter the nursery with very low levels of attainment and personal development. The attainment of children at the start of school in Year 1 is below average. Over a half of the pupils have been identified as having special educational needs of which nearly a third receive support from outside agencies. Currently there are no pupils with a Statement of Special Educational Need. The proportion of pupils from ethnic minority groups is extremely small.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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29988	Lynne Thorogood	Team inspector	English Geography History Religious education
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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and effective school where all pupils achieve well within a very positive atmosphere for learning. Much of the teaching is good or better and considerable attention is placed on the care and welfare of the pupils. Basic skills in literacy and numeracy are taught well overall and the rate of achievement in many subjects is good. The school is very well led by the headteacher who is supported by a very effective and dedicated governing body. Given the very low starting point of many pupils, the overall standards being achieved and the level of resources available, the school provides good value for money.

The school's main strengths and weaknesses are:

- All pupils achieve well in many subjects to reach average standards in speaking, listening and reading. Standards are also average in mathematics and above average in information and communication technology, religious education, art and music.
- Standards are below average in writing and science for seven year olds.
- The quality of teaching is good overall with a large proportion being very good. Teachers plan a wide and varied range of activities to help pupils learn.
- The provision for pupils with special educational needs is a significant strength of the school.
- All staff provide high levels of care and support for pupils within a very positive climate for learning. As a result, pupils display very positive attitudes to work and behave well overall.
- The headteacher, senior staff and governing body make a very effective leadership team.
- The overall attendance of pupils is unsatisfactory despite the school's sterling efforts to improve the situation.

Overall, **good** levels of improvement have been maintained since the previous inspection. The quality of pupils speaking and listening has been improved and a strong focus has now been placed on improving pupils' writing skills. There is now a coherent structure to the planning of learning opportunities but levels of pupils' attendance are still below average despite much effort on the school's part to change the situation.

STANDARDS ACHIEVED

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

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

Overall, all pupils achieve **well** as they progress through the school starting from a very low level in the nursery. However, the results in the 2003 national tests for seven year-olds are very low in reading, writing and mathematics. The large number of pupils with special educational needs in this year group and in previous years has contributed significantly to these low standards. When these results are compared with schools of similar circumstances and based on free school meals, they are marginally better but still well below average. The attainment profile of the current Year 2 is much better and inspection findings confirm that standards in reading and mathematics for these pupils have improved significantly to reach average levels overall. Standards are judged to be below average still in writing and science because teachers provide insufficient opportunities for pupils to write at length. Standards are, however, above average in information and communication technology, art, music and religious education because of consistently good teaching and the expertise of staff in these subject areas. Teachers place a strong emphasis on the development of

pupils' speaking and listening skills and this has a positive impact on their achievements in many subjects.

QUALITY OF EDUCATION

The quality of education is **good**. A very positive climate for learning has been established and a diverse and exciting range of interesting activities, are provided for the pupils.

Teaching is **good** overall with a high proportion being very good. Levels of subject expertise are good and very positive relationships are established within all classes. A strong emphasis is placed on teaching basic skills in literacy and numeracy and pupil progress is monitored well. Teachers make good use of this information to plan learning for all pupils. The provision for pupils with special educational needs is a significant strength and support staff play a vital role in ensuring these pupils make good progress. Computer based learning is being used effectively to consolidate pupils' achievements in literacy and numeracy.

The curriculum is good overall and is enriched by outings into the local community and visitors to the school. It is further enriched by a wealth of practical work and role-play but sometimes there is not enough time for pupils to consolidate their learning through writing and recorded work. As a result, opportunities to extend the pupils' writing skills in other subjects such as science are often missed, limiting the pupils' ability to record what they have learnt. There are many opportunities taken to extend pupils' experiences within the school in small groups but sometimes these pupils miss out on other worthwhile learning activities with their classmates during these group activities. The school functions very effectively as a harmonious community and the level of care and concern for the pupils' welfare is very high.

LEADERSHIP AND MANAGEMENT

The quality of leadership provided by the headteacher is **very good**. The headteacher, senior staff and governors make a very effective leadership team. The governance of the school is very good and governors play a significant part in shaping the vision and direction of the school. They have a good understanding of the strengths and weaknesses of the school and have frank and challenging discussions with the headteacher and staff. Management by all senior staff is good and combined with the very effective management of special educational needs and coordination of many subjects, has a positive impact on learning. There is very good professional development of teachers and support staff and this also has a good impact on the quality of teaching and learning. Very good financial management, closely linked to the plan for school improvement, helps to ensure that the school achieves its educational priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have very positive perceptions of what the school stands for and how well the school looks after their children. They feel that the school has continued to improve, is effectively managed and provides a strong sense of community and a well-rounded education for all pupils.

All pupils are proud of their school and greatly value what the staff do for them. They enjoy the lessons that are planned for them and find learning is made fun.

IMPROVEMENTS NEEDED

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

- Further raise standards in literacy by increasing the opportunities and range of writing experiences for all pupils.
- Raise standards in science.
- Improve the level of pupil attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

All pupils achieve **well** as they progress through the school. Standards are average overall for seven year olds but still below average in writing and science.

Main strengths and weaknesses

- Standards in many subjects are average or better for seven year olds.
- Standards are below average in writing and science.
- A very positive ethos for learning has been established and pupils work hard to succeed.
- Teachers use assessment information effectively to plan work that is well matched to the pupils' needs in all subjects except in science.
- Information and communication technology (ICT) is being used effectively to support the teaching of literacy and numeracy skills.
- Pupils with special educational needs make good strides in their achievement because of carefully targeted work.

Commentary

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

Standards in:	School results	National results
Reading	12.6 (14.0)	15.7 (15.8)
Writing	10.7 (12.7)	14.6 (14.4)
Mathematics	13.5 (15.6)	16.3 (16.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

1. The results in the 2003 national tests for seven year-olds are very low in reading, writing and mathematics. When these results are compared with schools of similar circumstances and based on free school meals, they are marginally better but still well below average. A large proportion of these pupils were identified by the school as having special educational needs and despite significant levels of carefully targeted support, the overall performance of this year group was poor. The movement of significant numbers of pupils both in and out of the school is adversely affecting the school's attempts to raise overall standards. The attainment profile of the current Year 2 is much better and inspection findings confirm that standards in reading and mathematics for these pupils have improved significantly to reach average levels overall. Standards are judged to be below average still in writing and science because teachers provide insufficient opportunities for pupils to write at length. The improvement of pupils' writing is a current priority for the school and recognisable improvements are already in evidence. Standards are above average in ICT, art, music and religious education because of consistently good teaching and the expertise of staff in these subject areas. Teachers also place a strong emphasis on the development of pupils' speaking and listening skills and this has a positive impact on their achievements in many subjects.
2. Children start in the nursery with attainment that is well below expected levels. By the end of the reception year standards are still below average overall, however, they achieve well to reach this point in their development. Many children do not reach all the levels expected, particularly in the areas of personal, social and emotional development and communication, language and literacy; a good proportion reach average levels of attainment in mathematical development.

3. A very positive ethos for learning has been established throughout the school. Teachers and support staff actively engage pupils in their learning and a strong emphasis on practical and investigative work in lessons. Pupils therefore find learning is fun and work hard to succeed. As a result, levels of pupils' achievement are good across the school. Teachers use assessment information effectively to monitor this achievement and plan future work that is carefully matched to the pupils' needs. This is a strong feature of the schools' work except in science where there are only limited procedures in place.
4. Considerable time and resources have been invested in the development and use of ICT throughout the school since the previous inspection. As a result, the provision for ICT is good. A key feature of these improvements has been the reinforcement of literacy and numeracy skills through the use of a computer-based individualised learning program. Inspection evidence confirms that this initiative has a positive influence on the pupils' ability to read, manipulate numbers and practice their keyboard skills. It also provides pupils with individualised tutoring and the confidence with which to attempt more difficult tasks. Other ICT resources such as CD-ROMs and programmable robots provide opportunities for other learning in several other subjects, such as science.
5. Pupils with special educational needs make good progress towards the targets identified for them. Although attainment is often below that expected from pupils of a similar age, the majority of these pupils achieve the targets set for their work because they are carefully matched to their needs.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes towards school and their learning are **very good**, and behaviour in lessons is **good** overall. The pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory** despite much effort on the school's part to improve the situation.

Main strengths and weaknesses

- The school promotes very good relationships, although a small minority of pupils find it hard to build them with their classmates.
- Although many pupils start school with poor social skills they make very good progress in this area.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- Attendance is unsatisfactory and is well below the national average.

Commentary

6. Pupils are proud of their school. They enjoy coming to school and have a positive attitude towards the activities prepared for them. They respond enthusiastically in lessons and listen carefully to teachers and to each other. This has a positive impact on their learning. They are happy to take responsibility when asked to, such as being the 'turtle helpers'. Pupils with special educational needs are well-integrated in classes and show an interest in their work. They are mostly well-behaved and have good relationships with teachers, learning support assistants and each other.
7. Pupils start school with poor social skills, especially in the nursery, so there is considerable emphasis placed on learning to live and work together as a community. As a result, they make very good progress in this area. Personal and social development is promoted well by the school and by the time they leave, pupils behave well and enjoy good relationships with adults and each other. A small number of pupils find it difficult to establish and maintain these relationships so their behaviour is not as good as the majority. Their behaviour is well managed in classes, however, on occasion they are withdrawn from class and then they impact on the management of the school whilst their needs are being addressed through the time they take up. Three pupils were excluded for a total of five fixed terms during the last

school year for very aggressive and challenging behaviour towards adults in the school and fellow classmates.

8. Opportunities are taken in assemblies and in subjects such as religious education and science to develop pupils' understanding of a spiritual dimension to life. On these occasions pupils express delight at the experiences they are sharing and are encouraged to reflect quietly on stories they have heard. They learn about right and wrong and other moral concepts through discussions, both in assemblies and in class. The very good personal, social, health and emotional development programme, delivered through the PATHS (Promoting Alternative Thinking Strategies) scheme, raise's pupils' self-confidence and develops the skills needed to live together as part of a community. Pupils' cultural development is promoted through work in various subjects, such as geography, religious education, art and music, and through assemblies where, for instance, pupils learn about festivals such as the Chinese New Year.
9. The school constantly strives to improve its overall rates of attendance and to reduce the number of absences that are unauthorised or condoned by a minority of the parents and carers. Its efforts to improve attendance are firmly routed in good monitoring and robust follow up of any unexplained absences. The school has productive links with the Education Welfare Officer. It is making progress in reducing the level of unauthorised absence and over the last three years, it has more than halved it, however, overall attendance remains below the national picture.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.9
National data	5.4

Unauthorised absence	
School data	1.1
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Bangladeshi

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
117	3	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall and this makes a positive contribution to the achievement of all pupils.

Teaching and learning

The quality of teaching is **good** overall with over three quarters of lessons being good or better. The quality of learning is **good**. Assessment is **good**.

Main strengths and weaknesses

- Good levels of subject knowledge ensure that planning is very effective.
- The teaching of pupils with special educational needs is very good.
- Teachers have high expectations of what pupils can achieve both in work and in behaviour.

- Relationships between staff and pupils are very good and a very positive ethos for learning has been established.
- Procedures for assessment of pupil progress are good and information is used effectively to plan future work.
- Teachers and support staff use a wide range of resources very well to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	12	4	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.

10. The expertise of teachers is good in many subjects and this is particularly so in English, mathematics, ICT, art, music, dance and religious education. Good levels of subject knowledge also exist amongst the Foundation Stage team working in the nursery and reception classes. As a result of these good levels of subject expertise, teachers introduce lessons with confidence and use subject specific vocabulary well to improve the pupils' knowledge, understanding and vocabulary. These good levels of subject knowledge ensure that planning for what is to be learnt is very detailed and clear. This is a considerable improvement on the findings of the previous inspection where planning was seen to lack structure. Integral to this very good planning is the inclusion of many opportunities for practical and investigative activity. This provides very good opportunities for co-operative and collaborative work amongst the pupils as seen in both dance and art lessons for Year 2 pupils. For instance, in a dance lesson pupils worked very effectively with a partner to create short dance phrases that depicted the work of muscles in the human body. The response of all these pupils was very good and positive comments shared amongst the pupils helped them to improve their dance further.
11. Pupils with special educational needs receive very good support, both in class and when they are withdrawn for additional work. Class teachers write individual pupil's targets, and so ensure that appropriate work is set. The teaching assistants provide very effective levels of support. They work with individual pupils as part of the carefully targeted support for literacy skills in Year 1, or with groups of pupils in the classrooms. They complete detailed record sheets for individual pupils and these enable a pupil's progress to be accurately monitored and assessed.
12. Teachers have high expectations of what pupils can achieve both in work and in their behaviour. The teachers' expectations of what pupils in Year 2 can do are particularly high and this results in good levels of achievement in many subjects. Clear codes of behaviour exist and despite some pupils exhibiting behaviour that is sometimes challenging, all pupils are developing very positive attitudes towards work. Relationships between staff and pupils are very good and a very positive ethos for learning has been established. All staff display a high level of care for the pupils in their charge and parents value this level of support for their children.
13. Teachers have worked very hard to implement effective procedures for assessing the progress of pupils. Good class records exist for English, mathematics, and ICT but none in science. These detailed records are also complimented with very comprehensive portfolios of pupils' work and 'snapshot' assessment books for each individual pupil. Very comprehensive portfolios of pupils' work are maintained for other subjects and these provide effective exemplification of standards being attained. The scrutiny of teachers' planning and pupils' work confirms that this information is used effectively by teachers, to ensure that work is carefully matched to the needs of individual pupils. A particularly strong feature is the marking

of writing. Teachers regularly annotate the pupils' work and comments are clearly focused, specific and lead pupils into new learning. The absence of any assessment procedures in science is a contributory factor to the unsatisfactory standards being achieved in science.

14. Teachers and support staff use a wide range of resources very well to support pupils' learning. Very effective use is made of support staff to support teaching and learning both in the classroom and in the quiet areas and study booths. The use of ICT to support the teaching of literacy and numeracy skills is a strong feature of the school. The outdoor environment around the school is put to very good use to further the pupils' understanding of the world around them through activities such as pond dipping, painting murals and observing the birds feeding in the garden areas.

The curriculum

The curriculum is **good** overall, although there are some areas that need attention. The school provides **good** opportunities for enrichment. The quality and quantity of accommodation and resources is **very good**.

Main strengths and weaknesses

- Coverage of the curriculum is well planned.
- Opportunities to extend pupils' writing skills in other subjects are often missed, limiting the pupils' ability to record what they have learnt.
- There is a good range of enrichment activities so pupils have a broad experience.
- Participation in some small group enrichment activities means pupils sometimes miss out on other worthwhile learning opportunities.
- There is very good support for pupils with special educational needs so they make good progress.

Commentary

15. The school plans a curriculum that meets all statutory requirements and provides good learning opportunities for all pupils. This is enriched by a wealth of practical work and role-play. Wherever possible, pupils learn from first hand experience. As a result, pupils make good progress in most subjects. However, sometimes there is insufficient time for pupils to consolidate their learning. In particular, opportunities to develop writing skills in subjects other than English are often missed, limiting the pupils' ability to record what they have learnt. In science there is a lack of consistent recording of work, which means that pupils are unable to achieve the higher levels of attainment.
16. A strong feature of the school is computer-based learning in literacy and numeracy. Pupils carry this out individually, following programmes that are tailored to their own needs. This is a significant factor in the progress made by pupils in these subjects.
17. Many opportunities are taken to provide enrichment experiences, including outings into the local community such as to the local shopping precinct and Portchester Castle. Visitors to the school add an extra dimension by bringing expertise in many areas, such as pond dipping and the 'getting it right' programme delivered by the local police officer. Pupils also benefit from cookery sessions and very good support for ICT. Because these are undertaken in small groups, sometimes pupils attending them miss out on other worthwhile learning experiences with their classmates. The breakfast club, shared with the neighbouring Junior School, also offers good learning opportunities.
18. The support provided for pupils who have special educational needs is very good, so they make good progress. The support staff designated for each class work individually with these pupils and, in addition, support the same pupils when they work in small groups in class. As a result they know the pupils well and develop very good relationships with them.

19. The school enjoys very good accommodation and resources. These have been enhanced by the high quality workmanship of the site manager, who has created outdoor sheltered facilities as well as improving the interior of the building.

Care, guidance and support

Very good levels of care and support are provided for pupils. The school makes **good** arrangements for finding out about pupils' views.

Main strengths and weaknesses

- The school has very good procedures for child protection and health and safety.
- Pupils trust and value the relationships with their teachers and other adults.
- Pupils with special educational needs are monitored very well.
- Induction is detailed and focuses on the needs of the children as they enter the school and move on to the next stages of their education.
- The staff know the pupils well and work hard to provide effective and sensitive support for them.

Commentary

20. The school's procedures for child protection are well established and all staff understand what they must do if they have any concerns. Training on child protection is regularly provided and the school makes sure that this is used to provide updated information for the entire staff. The school uses the services of the professional support agencies well. It finds these services helpful and effective in providing extra help for the diverse needs of the families that it serves. The governors and staff take their responsibilities for health and safety seriously. The school routinely undertakes risk assessments and acts quickly to remedy any shortcomings. The staff pay good attention to the pupils' safety when using equipment in physical education and design and technology lessons, for example. The school provides a useful programme of personal social and health education and it is, for example, promoting healthy living as part of its everyday work.
21. The pupils are keen to develop very good trusting relationships with staff and other adults. They develop confidence and respond well to the efforts, such as "sparkle sessions," that the school puts into developing their self-esteem. As a result they feel comfortable in approaching staff and know that even their most deeply personal concerns will be dealt with sympathetically and confidentially. As a result of these approaches, the school succeeds in helping all pupils to make the most of the education that it offers to them.
22. The school has very good procedures for identifying and assessing pupils with special educational needs. Pupils have detailed individual education plans. These are written by class teachers and overseen by the special educational needs co-ordinator. A review of the progress made by each pupil is carried out at regular intervals and this ensures that pupils' targets are met. Pupils come off the special educational needs register when their needs have been met.
23. The school sees settling the children into the routines and excitement of learning as very important. It works tirelessly to provide a very good induction both for the children who come to the nursery and those who progress into the reception class. Home visits enable the staff to get to know the children and their families and to build up a picture of their needs. The parents and carers are invited into school to see how it functions, what it provides and what parents can expect from it. The staff take care to assess exactly what the children can do as they enter school. This helps them to provide relevant and interesting lessons as the children take their first steps into formal education.
24. The staff know the pupils well and carefully monitor their needs. They are adept at identifying where support is needed and encourage pupils of all ages to be positive about themselves and

their achievements. The school develops particularly good systems for helping the pupils who find learning difficult and will often give them extra assistance with their literacy and numeracy work, for example. Because of initiatives like the family literacy and numeracy courses pupils and parents feel that they are valued and supported. The school benefits from a family support worker who is establishing very effective links between the school and home. She makes a very valuable contribution in guiding and supporting the pupils and parents on such crucial matters as the need for regular attendance and high standards of behaviour.

25. The previous inspection judged the school had very effective systems for support and guidance. It has worked assiduously to maintain these and the support offered to the pupils is very good.

Partnership with parents, other schools and the community

The school is establishing **very good** links with parents, other schools and the local community.

Main strengths and weaknesses

- The school provides a good range of workshops for parents to help them support their children.
- The range and quality of information for the parents are very good, is timely and is informative.
- Links with parents and carers of pupils with special educational needs are good.
- The school has very good links with the community and uses them effectively to help the children learn.

Commentary

26. The school is very effective in trying different ways of encouraging the parents and carers to learn about literacy and to give them the skills and confidence to help their children achieve their best. A very good feature of this work is the interesting and well-attended family learning workshops that the school provides on literacy and numeracy. In order to include more families, the staff have developed this facility and now hold regular family learning days. Personal attention is given to the parents. They are, for example, helped to encourage their children and recognise their achievements through a project that develops their ICT skills. The school gives careful support to the parents and carers who find it difficult to bring their children to school regularly.
27. Communications between home and school are very good. They are clear and offer sufficient guidance on what is taught and just what the pupils should be achieving as they progress through the school. The staff pride themselves on giving the parents of pupils who need extra help with their learning clear information and targets to work towards. The school invites the parents to come into the school to meet the teachers and discuss their child's progress. The majority of parents attend these meetings and find them useful. Annual reports to parents also give a comprehensive picture of how the children are achieving and what they need to do to make more progress. Individual letters and, where needed, visits to parents deal with any specific concerns that the school may have. The accessibility of the staff and their willingness to meet parents before and after school complement the positive picture of home / school communication.
28. Liaison arrangements for parents of special educational needs pupils are good. Close contact is maintained with parents by the class teachers. Parents are regularly informed of the individual targets set for their child. Good opportunities are provided for parents to discuss their child's progress with class teachers, although these are not always taken up.
29. The school is successful in building links with its local community. Under the leadership of the present headteacher it has improved its reputation in the community. The staff use these links well to help the pupils learn more about the topics they are studying and about their community. The pupils enjoy taking part in the local carnival and in the vocal festival that is

organised by all of the local schools. Visitors into the school help with important aspects of the pupils' learning by telling interesting stories, for example. The pupils enjoy learning about the local environment and have useful links with bird and animal sanctuaries. Very good partnerships are maintained with the playgroup and the adjoining junior school, which hosts a joint breakfast club. The junior and infant school teachers work closely together and the pupils visit their new school before they transfer to it. Transition is therefore accomplished smoothly and with a minimum of disruption. The school's partnerships extend to colleges and teacher training institutions. It offers very good opportunities for entrants to the profession to train and benefit from this rich experience.

30. The previous inspection concluded that the school worked hard to gain the support of the parents. It is still successful in gaining their support and has very good relationships with them. The parents are very satisfied with everything that the school provides.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. Leadership is **very good**. Governance is **very good**. Management is **good**.

Main strengths and weaknesses

- The headteacher provides very good leadership and good management.
- The governance of the school is very good.
- The governors have a very thorough understanding of the strengths and weakness of the school through systematic monitoring of teaching and learning.
- There is very good professional development of all staff which impacts positively on learning.
- Very good management of special educational needs and effective subject co-ordination has a positive impact on learning.
- Very good financial management closely linked to the plan for school improvement helps to ensure that the school achieves its educational priorities.

Commentary

31. The headteacher provides very good leadership. She has very good knowledge of the needs of the pupils and the local area. She has led the development of the curriculum to meet the particular needs of the pupils. She has a very clear vision for the future of the school, which is shared effectively with the deputy head and other members of staff through formal and informal discussions. She, along with the staff, works hard to successfully raise standards by analysing the school's strengths and weaknesses and taking action where needed. However, their combined efforts are often thwarted by, the very high numbers of pupils with special educational needs and high rates of pupil mobility in the area. This has been particularly so in the last few years and it is only recently that improvements are beginning to show. Both the head and the deputy head recognise the need to adjust the management of the curriculum, for instance, by adjusting the timetable and organisation of groups to raise standards further. There is regular reviewing of performance reflected in the school's improvement plan. Professional development of teachers and learning support assistants is closely linked both to the needs of individuals and the needs of the school.
32. Governors display a good understanding of the strengths and weaknesses of the school. They are fully involved in school planning and have frank and challenging discussions with the headteacher and staff. Governors are very aware of improvement targets and how these are going to be achieved, for instance, by discussing at length the leasing of computers to ensure all pupils have sufficient access to high quality and up to date hardware. Parent governors make themselves available to other parents for discussions and consultation about the school. Governors carry out all their legal requirements. All appropriate policies are in place and are regularly reviewed.

33. The overall management of the school is good. The headteacher, deputy head and some subject co-ordinators carry out observations in classrooms to monitor and develop teaching and learning. These observations help to inform decisions about staff development needs. There is regular monitoring and analysis of pupils' work by subject leaders and this is used to inform planning and develop learning.
34. The school has a comprehensive induction programme for newly qualified teachers, which ensures that targets in their career entry profile are methodically addressed. Many student teachers undertake placement at the school and good procedures for meeting their needs, whilst ensuring that there is no disruption to pupils' learning, are in place.
35. The management of special educational needs is very good, and funding for the support of these pupils is effectively deployed. Despite there being a very high proportion of pupils in the school with special educational needs, provision is very well organised. Pupils are very well supported and their progress is effectively monitored. Teaching assistants make a valuable contribution to this monitoring. As a result, progress is good, and some pupils are removed from the register because they have their needs fully met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	711,184
Total expenditure	704,607
Expenditure per pupil	2,875

Balances (£)	
Balance from previous year	71,722
Balance carried forward to the next	78,199

36. Financial administration is very efficiently carried out on a daily basis. The administrative staff provide very good support for the headteacher and other teachers that allows them to concentrate on their management and teaching roles. The school makes good use of specific funding. The finance committee of the governing body ensures that principles of best value are applied when obtaining goods or services. All spending is in line with priorities identified in the school improvement plan. Despite unexpected fluctuations in pupil numbers a balanced budget is in place. Over half the carry forward has been used to maintain existing staffing levels. This carry forward has now been reduced to nationally expected levels in readiness for the next financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall the quality of provision in the nursery and reception classes is **good**.

Commentary

37. When children start in the nursery their attainment is well below expected levels. By the end of the reception year they are still below average overall and do not reach all the levels expected, particularly in the areas of personal, social and emotional development and communication, language and literacy. However, they achieve well to reach this point. This is due to the quality of teaching, which is good overall, and in particular to the very good support given by non-teaching staff. A focus on personal, social and emotional development, communication language and literacy and mathematical development leads to less stress being placed on the other areas, where children make less progress than they are capable of. The co-ordinator provides good leadership and management. She has good knowledge of early years education and has a firm commitment to the need to raise standards. She plans with colleagues, which enables her to monitor provision, so she has a good grasp of strengths and weaknesses. She has a clear action plan to deal with the issues she has identified.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- As a result of high expectations of behaviour most children behave well.
- Children learn to make choices because adults provide many opportunities for them to practice doing so.

Commentary

38. Teachers place great emphasis on this area of learning because many children enter the nursery with very poor social skills. As a result, pupils achieve well. Although a significant proportion will attain the expected levels by the end of the reception year, overall standards are below expectations because a minority still find it difficult to solve problems without aggression. Children in nursery and reception classes confidently leave their parents or carers, and talk happily to adults, even strangers. They play together, although mainly this is alongside each other rather than co-operatively. In the nursery children play singing games with an adult, which they join in with enjoyment. They sit quietly in group times. These are often led by support staff, who use praise very well to encourage good behaviour and manners. Children demonstrate appropriate levels of independence, for example, when they put on aprons or coats by themselves. The quality of teaching is good in this area. Adults act as good role models. They intervene when necessary but also give children many opportunities to make choices through the 'plan, do, review' system.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good** overall.

Main strengths and weaknesses

- Children's spoken language and reading skills are developed well because of good teaching.
- Insufficient focus on writing skills leads to pupils making less progress in this area.

Commentary

39. Children's spoken language skills are very poor when they enter the nursery. Many do not speak clearly, and do not use full sentences. There is good teaching of spoken language skills and children achieve well. However, most will still not reach the levels expected by the end of the reception year. Adults model speech and provide good opportunities for children to discuss their work, particularly in their planning sessions. Similarly, the experiences that children have of listening to stories, looking at books and learning about the sounds letters make ensure that they make good progress in this area. In reading, the range of attainment is in line with that expected, but there are few more able children, so overall levels are below those expected at the age of five. Teachers provide satisfactory learning opportunities in the nursery and reception classes for developing writing. However, children do not always use those provided through informal play situations so this limits the progress made in this area.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good because of good teaching, leading to children attaining levels expected by the end of the reception year.
- Good opportunities are taken to develop mathematical skills and knowledge outside numeracy sessions.

Commentary

40. Standards in this area are in line with expectations because children have many planned opportunities to explore number, shapes and measures. Good opportunities are given for children to count the number present in the class and the number of cakes made in cooking. Good planning means that children can practice measuring ingredients. Adults model the use of mathematical language well. Good opportunities are taken to re-inforce learning of the names of shapes. Good questioning by adults develops children's understanding of mathematical ideas, such as estimating when a container is half full.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children enjoy a good range of first hand experiences, which enable them to achieve well.
- Some opportunities for children to learn are missed when adults do not participate in children's play

Commentary

41. By the time they reach the end of the reception year they are unlikely to reach the expected levels for their age. They start in the nursery with limited experience of the wider world. A variety of good opportunities for children to learn are planned by adults, and these lead to children achieving well in nursery and reception classes. These include visits to Paulton Park and Manor Farm. Within the class, teachers provide good opportunities for children to develop their learning by playing with small figures such as farm sets and in role-play areas. However, their limited experience of the world outside means that they do not engage fully in the experiences offered, such as the doctor's surgery. These are not always developed fully by the adults, for instance through modelling role-play. Good opportunities are provided for using construction sets, including train sets, which children are able to make up and play with. In these activities, adults know whether or not to intervene, and give children good opportunities

to solve problems, including how to join pieces together. They plan activities that involve children in using simple tools, such as scissors and glue sticks.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop hand control skills well because adults plan many good activities to practice them.
- In the nursery, children do not have sufficient opportunities to play outside so the development of control and co-ordination of their bodies is restricted.

Commentary

42. There are many opportunities provided for children to develop their physical skills. When they enter school their level of competence is below expectations. Children achieve well, although the standards are still below average by the end of reception year, particularly with fine hand movements such as control for handwriting. Well-planned activities give children the chance to join construction pieces, glue paper squares onto a large circle and use a rolling pin for playdough or cooking. However, there are insufficient opportunities for children to develop control and co-ordination of their bodies in the nursery, because outdoor play is very limited in time and scope.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children have some good opportunities to make creative choices.
- Whilst children make good progress overall, teachers miss some opportunities to plan for creative development.

Commentary

43. Children make good progress because adults achieve a good balance between directed tasks and freedom of choice. However, they are below expected levels of attainment at the age of five because they enter school with below average skills. Good support is given to children to develop their thinking and ideas. They select the shape of paper they want for gluing activities, and use the playdough to make 'cakes' to share with adults. Nursery children happily join in singing rhymes and games, and show an appropriate control of their voices. Adults lead these activities enthusiastically, which encourages all the children to participate. However, there are relatively few creative opportunities identified by teachers in their planning, which means children do not fully achieve their potential in this area.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**. Although achievement is **good** standards in writing are **below average** for seven year olds.

Main strengths and weaknesses

- Teachers use effective means of developing pupils' vocabulary and skills in speaking and listening.
- Changes and developments in the structure and content of the writing programme, including an emphasis on handwriting, are having a positive impact on standards.

- Resource provision has been successful in motivating lower achieving boys.
- Pupils with special educational needs achieve well because of good support to help them reach their identified learning targets.
- More able readers receive a good level of challenge in the provision of texts and activities that match their ability.
- Information and communication technology is used well to support the development of reading and spelling.
- Opportunities are missed to develop writing for a range of purposes in other subjects, such as history and science.
- Leadership and management of English are very good.

Commentary

44. Pupils' standards are average in speaking and listening and in reading. They are below average in writing. This represents a good level of improvement since the last inspection, most notably in speaking and listening. The results of the 2003 national tests indicated standards that were below average for English. The differences between the test results and the standards seen during the inspection can be explained by, the very high number of pupils with special educational needs in the tested group, and action taken by the school to address issues during this year. This includes a focus on handwriting, additional work on phonics and spelling and the re-structuring of the teaching of writing in Year 2. The school's careful tracking of pupils' progress and analysis of their achievements has successfully identified these areas as factors affecting standards.
45. Pupils' speaking and listening ability develops well in Years 1 and 2 because teachers plan opportunities for discussion in small groups and in pairs. In many lessons pupils exchange ideas with their 'talking partner', developing turn-taking and negotiating skills. They are also encouraged to speak or read to the whole class in the concluding part of the literacy hour, and the majority do so confidently and clearly. From a very low ability level when they start school they make good progress and by Year 2 speaking skills show significant improvement, to match national expectations.
46. Pupils' reading ability shows that most are working at the level expected for their age, helped by thorough teaching of basic skills, including phonics. In Year 2 regular practice using a computerised learning package further promotes reading and spelling development. All pupils, including those of higher ability, receive a good level of challenge when working on this program. The more able are also encouraged to read books that challenge, and thus extend, their reading skills. Boys do not achieve as well as girls, and the school has taken positive action to address this by the provision of attractive and motivating non-fiction books, which boys are directed towards for individual reading. This is beginning to result in some boys developing more positive attitudes than was previously seen. Additional teaching with a focus on individual targets helps pupils with special educational needs to achieve well in relation to their ability.
47. Pupils' write for a variety of purposes and audiences during the literacy hour. In Year 2 teachers provide effective modelling of writing and editing processes, and many pupils respond by producing examples of writing that are at the average standard for seven year olds. The more able pupils produce well-structured sentences using a wide range of vocabulary such as 'The scary dragon breathed flaming fire at the trembling Billy Goat.' The re-structuring of the teaching programme for writing so that pupils practice similar types of writing for a number of weeks, and can re-visit and re-draft pieces over two or three days, has brought about this improvement in standards. Improvement in presentation resulting from daily structured practice at handwriting has also helped raise standards. The indications are that by the end of Year 2 the majority of pupils are likely to achieve standards that are in line with national expectations and that the most able pupils will attain at a higher level than expected, particularly in reading. In Year 1 pupils' writing is still below average, reflecting the low levels of language development many pupils have when they start school. Whilst presentation is improving as a result of the focus on handwriting, pupils often write as they speak, using

structures such as 'comed' or spelling words as they pronounce them, for instance 'fin' instead of 'thing'.

48. The quality of teaching and learning is good. Teachers effectively assess pupils' understanding of their work in relation to each lesson and use the information effectively to modify planning of the next lesson. Books are carefully marked, giving pupils not only praise for what they have achieved but suggestions on how to do even better. Pupils with special educational needs achieve well with good, carefully planned support by highly effective learning support assistants.
49. Leadership of the subject is very good. Highly effective systems of monitoring ensure that the co-ordinator is fully aware of where development is needed, and is therefore able to take action. Resource provision for English is good.

Language and literacy across the curriculum

50. The development of pupils' language and literacy is not consistent in all subjects. Speaking and listening is effectively encouraged in most subjects, which contributes to good improvement. Opportunities for pupils to use their reading skills are evident in history, geography information and communication technology and religious education. Opportunities for writing are not always utilised, for instance in science there is very little recording of learning. Pupils learn useful techniques in English lessons, but they do not have enough opportunities to put them into practice across the curriculum, and thus writing skills are the least well developed.

MATHEMATICS

Provision in mathematics is **good** and standards are in line to be average overall by the end of Year 2.

Main strengths and weaknesses

- All pupils achieve well as they progress through the school.
- The quality of teaching is good.
- A good emphasis is placed on practical and investigative work.
- The school makes very effective use of computers to raise pupils' achievement.
- The subject is very well led and managed.

Commentary

51. All pupils, including those with special educational needs achieve well as they progress through the school because of consistently good or better teaching. As a result, despite the recent fluctuations in overall standards at the end of Key Stage 1, standards are average overall for seven year olds. The national results in 2003 indicated that standards for this year group were well below the national average. A review of data held by the school confirms that this particular year group contained a very large proportion of pupils with learning difficulties, which reversed the improvements made in 2002. The high levels of pupil mobility in and out of the school are further contributory factors to these fluctuations in pupils' attainment. However, inspection evidence and teachers' assessments confirm that the proportion of pupils with special education needs currently in Year 2 is much smaller and that standards are on track to be in line with national averages by the end of this school year. These findings are similar to those of the previous inspection.
52. All pupils find mathematics fun and interesting. This is because the quality of teaching is good in many lessons and the national numeracy strategy is being implemented effectively. All teachers place a clear emphasis on practical and investigative work to assist pupils in their learning. This was very effectively demonstrated in a lesson for Year 1 pupils on measurement. In this lesson the teacher used the large picture of a giant created as part of some literacy work, to provide very good opportunities for all the pupils to make

measurements with a ruler. These measurements in centimetres were utilised by the pupils to plan and construct a pair of 'glasses' for the giant made out of cardboard. This imaginative activity provided a wealth of opportunities for pupils to work cooperatively as they checked and rechecked their measurements. The teacher then very effectively used the session at the end of the lesson to assess the pupils understanding of measurement. Other examples of this good practice were also observed in other mathematics lessons in Year 2.

53. Very effective use of ICT is having a positive impact on the pupils' achievements and confidence in mathematical skills. For several years the school has been using computer based learning to effectively support pupils' learning in mathematics. All pupils in Year 2 are provided with several opportunities each week to log onto the program and follow a course 'tailored' individually for them on the computer. Each session provides these pupils with many opportunities for the reinforcement and consolidation of a wide range of mathematical skills at their appropriate level of understanding. A very competent technician monitors the pupils' results very carefully. She makes adjustments to the pupils' programme level and liaises with the class teachers about the progress made by the pupils.
54. The newly appointed subject coordinator is managing the subject very well. The use of effective evaluation techniques is supported by observations of teachers working with pupils in the classrooms. This information provides her with a very clear understanding of the standards achieved across the school, reasons for fluctuations in overall attainment year on year and a very clear vision of what needs to be developed next. She has overseen the gathering of good quality assessment data which is used effectively to inform teachers' future planning. The subject portfolio is very detailed and clearly exemplifies the standards currently being achieved across the school.

Mathematics across the curriculum

55. Opportunities for the development of mathematical skills are satisfactorily incorporated into the teaching of other subjects. This includes some data handling in ICT and measuring quantities in design and technology.

SCIENCE

Provision for science is **satisfactory** but standards are **below average** overall.

Main strengths and weaknesses

- Attainment is below expectations at the end of Year 2 due to a lack of opportunity for pupils to record their work during investigative activity.
- Assessment in science is unsatisfactory, as the school has no mechanisms in place to measure pupil performance.
- Pupils have good opportunities to learn science through practical first-hand experience.
- Good use is made of visitors to enrich pupils' experiences.

Commentary

56. Standards are below the national average by the end of Year 2. When they start in Year 1, pupils' levels of knowledge and understanding in science are below those expected nationally. In Years 1 and 2 they are taught using practical first hand experiences whenever possible. As a result, they have good attitudes to the subject and develop good questioning and deduction skills. Orally the current Year 2 pupils demonstrate levels of attainment in line with expectations. However, there is very little opportunity for pupils to record their work, and when they do their work is below expectations. Some lessons are too short for recording to be a realistic element within the time available, and the focus on oral work has been to the detriment of recording at other times.

57. The quality of teaching is satisfactory overall. There are some very good elements, including the emphasis on pupils learning through first hand experience and the use of visitors. For example, to take small groups of pupils pond-dipping in the school's pond, and a mother with a baby to enliven a discussion on how humans change as they grow. However, there are no mechanisms in place for assessing science, so there is no guide to measure pupils' progress or identify what the pupils need to learn next. In some lessons the pace is too slow, so time is not well used and pupils do not maintain their interest. Pupils with special educational needs are well supported by teaching assistants during lessons, so they make satisfactory progress.
58. The leadership and management of science are satisfactory. The co-ordinator has identified some areas of development, including the need to challenge the more able and to put in place an assessment programme. The focus on developing science skills by learning through first hand experience has been successfully put in place. As a result of this, and because schemes of work are now fully in place, progress since the last inspection has been satisfactory. However, the lack of recording by pupils and assessment by teachers are significant weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- All pupils achieve well and standards are above average for seven year olds.
- ICT is used very effectively to support the learning of skills in literacy and numeracy.
- Sometimes the allocation of time to work on computers interrupts the opportunities for good learning in other subjects.
- Leadership and management of the subject are very good.

Commentary

59. The school has continued to improve the levels of computer resources within the school. Teachers are confident in their use. Easy access to a small suite ensures that all pupils in Year 2 achieve well and standards are above average for seven year olds. All of these pupils are given many opportunities to work on the computer either on their own individualised literacy or numeracy work or exploring the wealth of activities and learning experiences contained on CD-ROMs on the classrooms computers. The very comprehensive portfolio of pupils' work maintained by the coordinator confirms these high standards. For example, pupils can change font size and colour, type simple words and phrases into a word processor and merge this with pictures and graphics to make a colourful Christmas card. Photographs confirm that pupils in Year R and 1 are provided with good opportunities to program a simple robot to follow a preset course on the floor.
60. Although pupils benefit from the opportunity to practice their literacy and numeracy skills, sometimes the allocation of time to work on computers interrupts the opportunities for good learning in other subjects. For instance, in a mathematics lesson on shape small groups of pupils spent 15 minutes each on their individualised literacy programme before returning back to the classroom to continue with the mathematics work. As a result, learning in some other subjects is fragmented and sometimes pupils miss out on what the rest of the class is doing at the time. The teachers are very aware of this issue and make every attempt to ensure that the pupils' entitlement to the whole curriculum is not compromised.
61. Considerable improvement has been made to the subject since the previous inspection. The new coordinator is maintaining this good level of improvement through very good leadership and management of the subject. She has been instrumental in compiling the subject portfolio that comprehensively illustrates the very good quality provision and high standards of teaching and learning evident within the school. A detailed assessment sheet has recently been

introduced and this is providing a very effective means of measuring pupils' achievements over time.

Information and communication technology across the curriculum

62. Teachers make very good use of ICT to support pupils' learning. For instance, an individualised learning program has been used for several years to support the development of pupils' skills in literacy and numeracy. Data collected by the very competent technician confirms that this initiative is now ensuring that nearly all pupils in Year 2 are making good gains in their reading and numeracy work. However, this data is not yet being fully used to track pupils' achievements as part of the school's self-evaluation programme. As well as providing regular opportunities for pupils to consolidate their literacy and numeracy skills, teachers provide opportunities for pupils to explore CD-ROM material in a range of topics. Three classrooms are linked to the Internet and teachers use this facility to enable pupils to undertake simple research in history projects and other related activities. Pupils are also provided with good opportunities to use their numeracy skills through data handling activities. Other opportunities are provided for pupils to create pieces of artwork

HUMANITIES

Geography and History

Provision in both geography and history is **satisfactory**.

Main strengths and weaknesses

- There is full curriculum coverage in geography and history.
- There are frequent opportunities for pupils to effectively consolidate their learning through a good range of practical activities, discussion and role-play.
- Both subjects make a good contribution towards pupils' moral and social development.
- Small-group work supports the needs of pupils with special educational needs very effectively.
- A good range of visits and visitors helps to enrich the curriculum.
- The poorly developed writing skills of many pupils restricts the standard of written work in both subjects.
- Because of the shortness of some lessons there are insufficient opportunities for pupils to record what they have learned.

Commentary

63. Standards in both subjects are in line with those expected for pupils in infant schools nationally. This is similar to the findings of the last inspection. Planning for geography and history is good, and where possible links are made between the subjects and with other subjects such as science. Pupils gain a sound knowledge about different eras of history, characters from history and significant events as they progress through the school. Geography topics draw upon features of the local area and environments beyond the pupils' own locality.
64. Good use is made of available resources including historical costumes and artefacts, and these effectively enhance pupils' learning, for instance, as they dress in a nurse's uniform from the time of Florence Nightingale. Year 2 pupils show the extent of their knowledge and understanding as they handle and discuss old photographs in a history lesson, relating them to other sources, for instance, a video they have seen or items they have handled, such as an old oil lamp. In Year 1, practical activities such as building a model street using a construction kit enables less able pupils and those with special educational needs to explore and show what they know about routes and maps. Activities planned in small groups with additional adult support enables them to achieve well in relation to their ability. Good use is made of the school grounds and the area around the school in the teaching of geography.

65. Teaching and learning are good overall in both subjects. Strengths in teaching include clear instructions, an enthusiastic approach and good use of visits and visitors to help improve understanding. There are frequent opportunities in lessons for pupils to speak and listen to each other, and this makes a positive contribution to their language development as well as their learning within the subject. Moral and social development is promoted well through both history and geography, for instance, when pupils point out positive and negative features of the area around the school, such as trees or graffiti.
66. There are insufficient opportunities for pupils to record their learning in writing, and few occasions when they write at length because some lessons are very short. Poorly developed writing skills reduce the quality of the recorded work, particularly for less able pupils. These are areas for review and development. Overall, pupils respond well to lessons in geography and history, especially when teachers choose resources, which motivate and interest them.
67. Leadership and management of geography are very good. The co-ordinator has compiled an extensive portfolio of assessed work, which teachers can use to inform their judgements on pupils' achievements. Information and communications technology is used well to support teaching in geography. There is no history co-ordinator at the present time, but history is led satisfactorily by the deputy headteacher. Both subjects have clear development plans linked to delegated budgets. Resource provision for both subjects is good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching gives pupils a good knowledge of facts and stories relating to Christianity and Judaism.
- There are good links between religious principles and how they relate to pupils' own lives.
- Pupils' learning about places of Christian worship is enhanced by visits and visitors.
- Good provision and use of resources and artefacts in teaching, together with many opportunities for discussion and practical experience, supports understanding well.
- There is limited recording of pupils' learning or personal writing about their understanding.

Commentary

68. Standards are good compared with those seen in relation to the locally agreed syllabus. Pupils achieve a good level of knowledge and understanding, based on the expectations of the Hampshire agreed syllabus. This is an improvement since the last inspection. Pupils with special educational needs achieve well because of the good support of classroom assistants and the provision of interesting practical activities, adapted according to their needs.
69. In lessons, pupils are interested in what they learn, and they remember the main facts from previous lessons in significant detail. Pupils in Year 1 recall the story of the Passover and the seven plagues, and the symbolism of the foods they then sample at a Seder table is clearly understood. Very good story telling and the use of drama bring events to life in the best lessons. Pupils show delight and wonder at the beauty of the decorated Seder plate and cup, and recognise the value of them to Jewish families. Year 2 pupils understand the significance of the Torah and yad in Jewish worship. Making a yad to go with their own favourite or most precious book helps them to relate this to their own experience. In addition to the two main religions studied, pupils learn about festivals celebrated by other faiths in assemblies, enhancing their awareness of cultures different from their own. A visit to the local church and visits from clergy and lay workers further develops their understanding of Christianity.
70. Teaching is good, based on good planning, and effective links are made with other subjects such as art and design and technology, as pupils draw to show what they know or make an artefact from a range of materials. Discussion is used effectively and supports language

development, but there are limited opportunities to record in writing what has been learned. Leadership of the subject is very good, and the knowledgeable co-ordinator offers a good level of support to colleagues. An action plan linked to the delegated budget, together with informal discussion with staff enables her to make appropriate revisions to planning and resources on a regular basis. Regular assessment of pupils' understanding is used to plan activities that help all pupils including those with special educational needs with their learning, and thus all pupils make very good progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Work in art and design, design and technology, music and physical education was not inspected in depth. Only one lesson was observed in art and music, two in physical education and none in design and technology. Therefore no judgment on overall provision can be made in these subjects. The school maintains very comprehensive portfolios representing the quality of pupils' work in all subjects.

Art and design

Commentary

72. Standards in art are above average for pupils in Year 2 and pupils' achievement is good across the school. Teachers plan a wide range of exciting experiences for pupils to develop their skills in art. These include pencil and pastel sketching and three-dimensional sculpture using plaited paper 'ropes' to make human figures. An annual arts week is held to further enrich the pupils learning. Well-established links with a local artist provide opportunities for all the pupils to make their contribution to the vibrant and locally relevant outdoor hand mural in the school garden.
73. A single coordinator leads art and design and design and technology very well and her very well organised file confirms that much has been achieved since the previous inspection in raising the status of art within the school. A clear plan of action is now being constructed to bring design technology up to the same level.

Design and technology

Commentary

74. In design and technology the scrutiny of teachers' planning and pupils' work confirms that all the relevant components such as planning, making and evaluating are being covered effectively. A well-equipped kitchen area provides very good opportunities for staff to teach basic food technology skills such as designing and making small pizzas or baking coconut cakes.

Music

Commentary

75. A wide range of music making experiences are planned for the pupils that includes composing and recording their own melodies, playing a wide range of simple instruments and listening to and appraising music that represent different cultures and styles. The music played in assemblies together with the songs sung provides further enrichment opportunities for the pupils. The subject is being well led and managed and the coordinator has a very clear vision of how to develop the subject further.

Physical education

Commentary

76. It was only possible to observe two lessons for pupils in Year 2 during the inspection, one in gymnastics and the other in dance. Both of these lessons were effectively taught and confirm that standards are average overall for pupils of this age. Pupils are clearly achieving well and this is particularly so in dance where high quality teaching provides good opportunities for these pupils to develop their skills and confidence through expressive and creative dance phrases. Recent staff development has improved the teachers' levels of subject knowledge and this is exemplified through their good use of resources and management of their gymnastics lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. It was only possible to sample this aspect of pupils' learning during the inspection. The school places a high emphasis on pupils' personal and emotional development. The programme for personal, social and health education is good and includes work on healthy living and personal safety. All pupils are provided with opportunities for food technology in the well-resourced kitchen area. This programme helps pupils gain confidence, interact successfully with other people and know how to have a healthy lifestyle.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
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	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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