

# INSPECTION REPORT

## **ST. JOHN THE BAPTIST CE PRIMARY SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 116297

Headteacher: Ms J Cambrook

Lead inspector: Mrs L Woods

Dates of inspection: 26 – 29 April 2004

Inspection number: 257702

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	311
School address:	Abshot Road Titchfield Common Fareham Hampshire
Postcode:	PO14 4NH
Telephone number:	01489 573 276
Fax number:	01489 885 710
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Sherwin
Date of previous inspection:	October 1998

## CHARACTERISTICS OF THE SCHOOL

St. John the Baptist CE Primary school is slightly larger than average, with 311 boys and girls on roll between the ages of four and eleven. It gained Investors in People status in March 2004. Pupils come from a range of backgrounds, with very few, less than 3 per cent, coming from different ethnic backgrounds. No pupils are learning English as an additional language. The small number of Traveller pupils registered with the school has not attended for some time. The percentage of pupils known to be eligible for free school meals is below the national average at 3.5 per cent, although the school believes the actual figure is higher. Sixteen per cent of pupils are identified as having special educational needs, which is broadly average, and three pupils have statements of special educational need. Pupils' attainment on entry is below average, and the school experienced a turnover of pupils of about 14 per cent last year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	The Foundation Stage Information and communication technology Art and design Design and technology Modern foreign languages
9614	Mrs C Webb	Lay inspector	
20846	Mr A Wilson	Team inspector	Special educational needs English Personal, social and health education, and citizenship Music Religious education
32197	Mr M Dukes	Team inspector	Mathematics Science Geography History Physical education

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES ONE AND TWO</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils. By the time pupils leave at the age of 11, standards are average overall and above average in English. Pupils achieve satisfactorily, and their achievement in English is good for older pupils. Teaching and learning are satisfactory, and good for pupils in Years 4 – 6. The school is led and managed well. Governors provide very good support and challenge for the headteacher and staff. The school has a warm, welcoming and inclusive ethos, and provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The school's involvement of pupils in decision-making is excellent.
- Governors make a very good contribution to the school.
- Standards in writing are below average in Year 2.
- Elements of teaching are inconsistent, in relation to shared planning and to providing appropriate challenge for more able pupils.
- Relationships between the school and a small number of parents are unsatisfactory.
- The headteacher and senior staff have a clear vision for the school's development.
- The school has good assessment systems.
- Provision for pupils' personal, spiritual, moral, social and cultural development is good, being very good for spiritual development.
- The use of information and communication technology (ICT) across the curriculum is not always as good as it could be.

The school has made **satisfactory** progress in addressing the issues from the last inspection. Improvement in provision for ICT and standards in this area has been good. The curriculum for pupils in Key Stage 2 has been firmly established and systems for monitoring and evaluating the work of the school are now satisfactory.

### STANDARDS ACHIEVED

Children's attainment on entry to school is below average, particularly in relation to their social and emotional development and their communication skills. Reception teachers work successfully to address the former, but standards in communication, language and literacy and in mathematical development are below expectations by the end of the reception year. In particular, children do not show the level of curiosity and interest in learning, which is expected for their age.

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

*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*

Pupils' achievement is **satisfactory** overall, and **good** in English and religious education for pupils in Years 3 - 6. Standards in writing are below average for pupils in Years 1 and 2, but good achievement and progress leads to above average standards in English by the end of Year 6. Standards in reading are average by the end of Year 2, and above average by the end of Year 6. Throughout the school, standards in mathematics and science are average, but teachers could provide more challenge for more able pupils in these subjects. The table shows that attainment in English in the 2003 national tests was in the top five per cent of all schools nationally. The school

met its targets in 2003, but it is likely that current Year 6 pupils will not achieve so well. Targets for these pupils are challenging, but the school is on course to reach them. Statistics showing progress between the tests at the end of Key Stage 1 and those at the end of Key Stage 2 need to be treated with caution, as 26 per cent of pupils joined the year group between Years 3 and 6. However, they reflect the good achievement in English noted by inspectors. Standards in ICT meet expectations throughout the school. Pupils with special educational needs are well supported, so they achieve as well as their peers and attain standards in line with their abilities.

Pupils' personal, spiritual, moral, social and cultural development is **good**. Their spiritual development and self-awareness is **very good**. Most pupils behave well and the challenging behaviour of a minority of pupils is managed effectively. Most pupils have positive attitudes, but the negative attitudes of a significant minority mean that attitudes are satisfactory overall. Attendance appears below average, but statistics are distorted by the fact that children from Traveller families remain on roll although they have not attended school for some time. Attendance overall is satisfactory. A small number of pupils are not punctual in the mornings.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall and are **good** for pupils in Key Stage 2. Learning support assistants play an invaluable role in supporting pupils in class, ensuring all have equal access to all opportunities. Behaviour management is good, so the majority of pupils are keen and eager to learn. Assessment procedures are good.

The curriculum is **good**, with good provision for pupils' personal, social, health and citizenship education. The school works hard to provide a broad, balanced and relevant range of activities for its pupils. The school also provides a good range of activities outside lessons to support learning and pupils' personal development.

Attention to pupils' welfare is satisfactory overall, with good information, support and advice, and introduction to the school, particularly for the youngest children when they first start school. Security is a concern, which governors and the school are actively addressing. Parents receive good information, and the majority of parents are supportive, but a small number of parents are dissatisfied with the school overall.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher has a clear vision for the direction of the school, which is shared by senior management and all staff. Management at all levels is good. Governors bring a considerable degree of experience and expertise to the school and their work is **very good**.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are very satisfied with the school's aims and with the education it provides for their children. A small number of parents are dissatisfied, and do not feel that their concerns are listened to. Inspection findings show the school does all it can to take parents views into account. Pupils like their school, and although a minority have negative attitudes, the vast majority appreciate the opportunities provided and the fact that their views are consistently sought and are taken seriously.

## **IMPROVEMENTS NEEDED**

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

- Raise standards of writing in Years 1 and 2.
- Address inconsistencies in teachers' shared planning and their provision of work matched appropriately to pupils' abilities.
- Improve relationships with a small number of parents.
- Ensure that ICT is used appropriately across the curriculum.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Standards overall are **average**, and are above average in English and religious education by the end of Year 6. Pupils' achievement is **satisfactory** overall and is **good** in English and religious education in Years 3 – 6.

#### Main strengths and weaknesses

- Standards in English are above average by the end of Year 6, and pupils in Key Stage 2 achieve well.
- Writing standards are below average in Year 2.
- Standards in religious education are above expectations by the end of Year 6, and older pupils achieve well in this subject.
- Standards in information and communication technology have improved and now meet expectations.

#### Commentary

1. The school has recorded a decline in children's attainment on entry since the last inspection, and this is below average overall, particularly in relation to social and emotional development and communication skills. Teachers work hard to address the former, with notable success, and attainment in personal, social and emotional development meets expectations by the end of the reception year. Standards in communication, language and literacy and in mathematical development, however, are below expectations. Children's achievement is satisfactory in relation to their attainment on entry and they make steady progress.

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

Standards in:	School results	National results
reading	15.2 (17.1)	15.7 (15.8)
writing	14.5 (14.1)	14.6 (14.4)
mathematics	16.2 (17.9)	16.3 (16.5)

*There were 41 pupils in the year group. Figures in brackets are for the previous year.*

2. Inspection findings show pupils' achievement in Years 1 and 2 to be satisfactory in English, mathematics and science. Standards in reading, mathematics and science are average, but below average in writing for current Year 2 pupils. The declining standard of attainment on entry to school adversely affects pupils' performance in Key Stage 1, so that standards appear to have declined since the last inspection. The school, however, meets its targets, set as a result of analysis of baseline assessment, which predicts achievement in the national tests at the end of Year 2. In 2003, attainment in reading was below average, but was average in writing and mathematics compared with all schools. Compared with similar schools, based on free school meals statistics, attainment in all tested areas was well below average. Whilst the vast majority of pupils achieved the expected Level 2 or above, fewer pupils reached the higher Level 3 than was found nationally, and this affects the overall point scores. Although performance in individual years varies, over the past three years standards in these tests have been close to the national median, with no significant difference between boys and girls.



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

Standards in:	School results	National results
English	30.1 (27.9)	26.8 (27.0)
mathematics	28.8 (27.2)	26.8 (26.7)
science	29.7 (28.1)	28.6 (28.3)

*There were 58 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils achieve well in English in Key Stage 2, and reach above average standards by the end of Year 6. Achievement in mathematics and science is satisfactory, and current pupils' standards are average. In the 2003 tests for Year 6 pupils, standards in English were in the top five per cent of schools nationally, were well above average in mathematics and above average in science. These results met the school's targets. Compared with those in similar schools, standards in English were well above average, were above average in mathematics and were average in science. Overall, pupils made good progress during their time in Key Stage 2. Targets for attainment in the 2004 tests are lower, reflecting the school's realistic assessment of the achievement of current Year 6 pupils. The school is, however, confident of the good progress pupils have made, and inspectors agree.
4. The key issue relating to standards in ICT in the last report has been addressed well, and standards meet expectations throughout the school. Pupils achieve satisfactorily in all year groups. At Key Stage 1, achievement in religious education is satisfactory, and standards meet expectations in the Locally Agreed Syllabus. Achievement in religious education is good at Key Stage 2, and standards are above expectations by the end of Year 6. Pupils with special educational needs receive regular support to help them to meet the targets in their individual education plans. This enables them to achieve as well as their classmates and reach standards in line with their abilities.

### **Pupils' attitudes, values and other personal qualities**

Pupils' behaviour and their spiritual, moral, social and cultural development are **good**. Pupils' attitudes are **satisfactory** overall. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- The vast majority of pupils enjoy coming to school, and their behaviour in and around the school is good.
- Pupils' spiritual development is very good, as a result of highly effective provision.
- The attitudes of a significant minority of pupils are unsatisfactory.

### **Commentary**

5. The school works very hard to set high standards for behaviour, which are conscientiously and consistently reinforced by most staff. Their efforts and most pupils' response create a predominantly positive learning environment, maintaining the position found by the last inspection. This has been achieved by establishing a clear set of school values, through close consultation with pupils, to support the Christian ethos of the school. Consequently, behaviour by the overwhelming majority of pupils is good. They move around the school in an orderly fashion and are well supervised by adults. The occasional less than satisfactory behaviour by a small minority of very challenging pupils, including some with special educational needs, is generally handled well by staff. The behaviour seen in the dining room and playground was consistently good and often very good. This is because both the school and the lunchtime supervisors have provided a good range of equipment for energetic playground activities, or which enable pupils to sit and play quieter games. A minority of parents responding to the questionnaire had concerns about bullying. Whilst behaviour in the playground is frequently

boisterous, no oppressive behaviour was observed during the inspection, and the vast majority of pupils are certain that any incidents are quickly and effectively resolved by the school. The school council is actively involved in the establishment of an anti-bullying charter, which has the potential to support further its efforts to eradicate the problem.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	297	6	1
White – any other White background	4	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	1	0	0

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

6. The exclusions last year involved three boys, all of whom have since left the school. No exclusions have been necessary in the current year.
7. Relationships throughout the school are predominantly good. This is because teachers continuously reinforce school values. They support this by generously giving up their own time to involve pupils in out of school activities and residential trips, which make a positive contribution to the development of good social skills. Pupils show a strong sense of commitment and are willing to undertake responsibilities, both within their class and for the whole school. From an early age they are expected to take responsibility, and to care for others. Monitors help teachers in classes and ‘buddies’, appointed from Years 3 – 6, are always on the alert for someone to help. The prefects, co-ordinated by the head girl and head boy, carry out their many duties very responsibly. The effective school structure, which the majority of pupils feel works well, was accurately described by one older pupil: ‘the school’s government is the school council, and school prefects are the police’.
8. Most pupils are enthusiastic about lessons and out of school activities, focus well on their work and pay attention to their teachers. The exceptions occur either when teachers’ management of behaviour is insecure or when their expectation of pupils’ effort and contribution is too low, resulting in lower levels of commitment to learning. Additionally, a significant minority of pupils, particularly in Year 6 classes, displays a degree of antipathy to many aspects of school life, which was clearly reflected in the questionnaires they were recently invited to fill in. However, the school is working hard and successfully to encourage pupils to reflect regularly on their attitudes and take responsibility for their own learning. Whilst this relatively new approach has not had time to impact fully on the attitudes of some of the oldest pupils, it is beginning to have a positive effect on the self-esteem, confidence and spiritual development of younger members of the school. Arrangements for promoting cultural development are good. Teaching in all subjects ensures that pupils are regularly exposed to the diversity of their own and other cultures. Good examples of this were seen in activities such as listening to and playing Indian instruments, a demonstration of Hindu customs and preparations for Christian Aid Week.

### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

9. The majority of pupils enjoy their schooling and arrive on or before time in the mornings. Attendance overall is satisfactory. However, despite the school's effective procedures for promoting and monitoring attendance, the statistical percentage is below average. This is very largely due to four pupils remaining on roll at the Traveller support service's request, who have not attended school for over a year. Additionally, a number of holidays and single days off are taken during the term.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory overall**. Curriculum provision is **good**, with **good** provision for pupils' personal, social and health education and for activities to enrich the curriculum. Procedures for assessment are **good**.

#### Teaching and learning

Teaching and learning are **satisfactory** overall, and **good** at Key Stage 2.

#### Main strengths and weaknesses

- Good teaching at Key Stage 2 leads to a good quality of learning for these pupils.
- Planning is good for the youngest children and pupils, but not all year groups plan together equally well.
- Most teachers are effective in ensuring good behaviour and that all pupils are fully included in lessons.
- Learning support assistants provide good support for teachers.
- Good assessment means that the school has a clear picture of the attainment and achievement of each individual pupil.
- In some lessons, teachers do not make sufficient use of day-to-day assessment to plan work matched to different ability groups.

#### Commentary

10. Overall the quality of teaching has been maintained since the last inspection, although the proportion of very good teaching is less than at that time.

#### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (7%)	23 (52%)	16 (36%)	1 (2.5%)	1 (2.5%)	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.

11. Good planning in the mixed reception / Year 1 classes ensures that the curriculum requirements for both age groups are covered fully, in a relevant and interesting way. Teachers work hard to encourage children and pupils to be interested in activities, but their low level of curiosity means that the quality of learning is satisfactory overall. In Key Stages 1 and 2, most

teachers plan closely together to offer pupils of the same age similar experiences, but this practice is not consistent in all year groups. In lessons, most teachers successfully implement the school's strategies for behaviour management, so that the majority of pupils behave well and are included fully in the activities provided. On one occasion, these shared high expectations were not projected by a temporary teacher, resulting in a poor lesson. Learning support assistants play an important part in supporting all pupils, but particularly those with special educational needs, to help them all to take a full part in lessons. Those specifically supporting pupils with statements of special educational need are particularly adept at responding to their requirements. Teaching of pupils with special educational needs is satisfactory overall, reflecting the quality of teachers' planning for individuals and groups of different abilities. In most lessons, tasks are matched appropriately to pupils' abilities. In the unsatisfactory lesson, this was not effective, resulting in pupils making little progress.

12. Good teaching was seen across the school, but was most consistent in Years 4 – 6. Here, teaching seen was good or better in over 80 per cent of lessons, and all the very good teaching seen was in these year groups. Good lessons were well planned and taught, at a brisk pace and with relevant, interesting activities. Good relationships were clearly evident, as pupils responded to teachers' expectations of application and concentration and the quality of learning was good. Pupils made good progress and achieved well. Teachers' effective questioning and challenge enabled pupils to have a good understanding of how they could improve their work.
13. Teachers gain a good understanding of how pupils are progressing through structured tests, informal assessments and marking work. Regular formal assessment in English is well established. Teachers use the assessment results well to set individual targets for pupils and this is having a positive effect on raising standards in English. Assessment in mathematics has been in place for some time, but it is not as rigorous as that for English, nor are individual targets set with the same regularity. Consequently, assessment is not helping to improve mathematics standards as well as it might. However, the data from these two subjects is managed well by the deputy headteacher to track the progress of pupils. Information is used effectively by senior staff to target areas for improvement. Assessment procedures for science and ICT have begun too recently to have a full impact on these subjects and they are not yet used consistently by all teachers. Arrangements for assessment in most other subjects and for pupils' personal development are good. Peer assessment has recently been introduced in English. Marking each other's work is helping pupils to improve their understanding of the learning objectives in lessons and to recognise when learning is achieved. In some lessons however teachers do not routinely use day-to-day informal assessment to modify their lesson plans, or to make their teaching a close match to the needs of all ability groups in their classes.

## The curriculum

The school provides a **good** curriculum. It promotes equality of access and opportunity **well** and is enriched by a **good** range of additional activities, in and out of the classroom. Accommodation is **good**, and the school has **satisfactory** resources.

## Main strengths and weaknesses

- Arrangements for the teaching of personal, social and health education and citizenship are good.
- The school is working hard to develop imaginative links between subjects.
- Arrangements for training learning support assistants need implementing.

## Commentary

14. The school's curriculum is securely based on national guidelines and the Locally Agreed Syllabus for religious education. It has regularly been reviewed and amended over recent years to bring enrichment and relevance to pupils' learning and successfully prepare them for the next stages in their education. Promising innovations have emerged, such as the creation of a 'curriculum free week' each term, which enables pupils to choose from a variety of exciting activities on a given theme. Teachers are encouraged to explore logical and imaginative links

between the various curriculum areas to ensure that all subjects are fully covered. To this end, the curriculum co-ordinator has begun to develop the use of computer-driven planning, designed to enable teachers to use interactive white boards efficiently and access carefully linked teaching materials. This initiative is in the early stages of development but clearly has the potential to improve the planning and range of the curriculum. The curriculum is also enriched by good links with Brookfields Community School, which enable St John the Baptist pupils to benefit, for example, from specialist teaching in French, German and music. The school provides a good range of activities outside the school day, for which many staff and some parents generously give up their spare time. These make a positive contribution to pupils' personal and social development. In addition, teachers regularly invite relevant visitors into school. They plan trips to places of interest, including residential visits for Year 5 and 6 pupils to Stubbington Centre and, shortly, to France.

15. The school's recent focus on pupils' spiritual development is very strongly reflected in the teaching of personal, social, health education and citizenship. Pupils are encouraged very effectively to explore and discuss a range of personal, social, moral and physical issues that affect themselves and others. This challenging initiative, designed to develop qualities of independence and self-evaluation, is beginning to have a positive impact on pupils' personal development.
16. The school has sufficient well-qualified and experienced teachers and a committed team of administrative, maintenance, cleaning and support staff. All colleagues work hard to ensure the smooth running of the school and the safety and welfare of its pupils. Accommodation is generous, and is used to the full to support the good curriculum provision. Learning support assistants work closely with children, particularly those with special educational needs, during lesson times, and are much valued by their teaching colleagues. Some, however, have greater expertise and experience than others, usually because they are better qualified through training. The school recognises the need to ensure that all learning support assistants are equally well trained and has recently allocated funding to this end. It is aware that training needs organising soon and that it is sharply focused on the immediate needs of the school, particularly in improving understanding of the needs of children in the Foundation Stage.

### **Care, guidance and support**

Consultation with pupils, and their involvement in decision making are **excellent**. Support and advice for pupils is **good**. Child protection procedures are **good**. The school's arrangements to ensure the health, safety and welfare of pupils and adults are **satisfactory**.

### **Main strengths and weaknesses**

- The school has excellent systems for taking pupils' views into account.
- Communication with pupils about their progress and personal development is good.
- Pupils' relationships with adults are good.
- Induction arrangements for the youngest children are good.

### **Commentary**

17. The school has maintained its central commitment to providing a safe environment for its pupils since the last inspection. Improving security is a concern of governors and parents, and the school is actively engaged in investigating the best system to install, now that funding for this has been obtained. Trained personnel carry out regular risk assessments and security reviews, and administer first aid. Practice is good, although not all minor incidents requiring the attention of first-aiders are recorded. Teaching staff follow good guidelines on child protection issues when the need arises. Inspectors noted that, amongst other health and safety matters, some pupils wear jewellery, contrary to school rules. The footwear of some girls is, likewise unsuitable for life at school.

18. Monitoring of pupils' personal development and achievement, based on teachers' knowledge of individuals and their capabilities, is good. As a result of good relationships and useful comments made in class, pupils are clear about the progress they are making and how to improve their work. Until a very recent policy change on marking, however, parents were understandably concerned at the lack of written comments made in their children's books. Pupils know and understand their literacy targets, which are updated frequently, and their termly mathematics targets. As a result of the good relationships, most pupils are confident that if they have a worry or problem, they can speak to an adult and that it will be dealt with effectively. Pupils with special education or other needs are fully included and well supported by the school's good procedures, effective support staff and also by their peers.

#### **Example of outstanding practice**

##### **The school's practice of involving pupils in consultation and decision-making is exemplary.**

Confident that their views are taken fully into consideration, pupils know they are important to the smooth running of the school and can influence how this is done. Frequent referenda for all pupils are held on a variety of matters, and school councillors are proud to articulate the views of their peers; they were discussing the anti-bullying charter during the inspection. Whole-school meetings, chaired by the headteacher, hotly debate important decisions, for instance, when the school field should be used, and how to do this safely. Pupils write letters to the headteacher containing well-reasoned arguments, if they disagree with decisions.

19. Children are given a good introduction to the school, which includes home visits and 'taster' sessions, so that they are familiar with their environment before starting in September.

#### **Partnership with parents, other schools and the community**

Links with parents are satisfactory, but relationships with a small number of parents are unsatisfactory. Links with the community and other schools are satisfactory. Support within the family of church schools is **good**.

#### **Main strengths and weaknesses**

- The vast majority of parents are supportive of the school.
- Information provided for parents is good overall.
- Relationships between the school and a small number of parents are not good enough.
- The enthusiastic parent teacher association runs successful fund-raising events.

#### **Commentary**

20. Most parents fully support the school's aims and ambitions for their children and want the best for them. A valued few run or are involved with clubs after school, and others ferry teams to away sports events. Many help their children with work at home, and their attendance at consultation meetings and workshops is good. The parent teacher association runs 'fun' and successful fund-raising events, such as the summer fair, which are enjoyed by family, friends and the local community alike.
21. Communication was, prior to the inspection, identified by the school as an area needing improvement. Whilst the majority of parents are content with the relationship they have with the school, a small number are dissatisfied. These parents feel frustrated that their concerns still remain, and regret that they are unable to see teachers regularly in the morning. Some find the high fronted desk in reception daunting and unwelcoming, and inspectors agree with this. However, the recently introduced system of class representatives, who have regular meetings with class teachers, is designed to provide a useful additional channel, through which parents can voice any questions or concerns. The school has good systems for consulting parents and their views are taken into account when changes are proposed. For example, an extra sheet was added to the changed format of their children's annual reports, as a result of their representations.

22. Parents are provided with good information, so that they know what is happening at school and are given good notice of future events. There are satisfactory arrangements for ensuring that parents are notified of the progress of pupils with special educational needs. Parents are invited to reviews, although the lack of administrative time for the special educational needs co-ordinator makes it difficult for him to be available on a regular or consistent basis.
23. Links with the community and the church are satisfactory. Some older local residents help in school, supporting children with difficulties, hearing readers and talking to pupils about their experiences. Through the satisfactory links established with other schools, pre-school children visit before they start in reception. Benefiting from a good secondary school link, Year 6 children enjoy their French and German lessons. These help to prepare them for transfer and to gain additional information about other countries and cultures. Shared training and effective support comes through the good links with the family group of church schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership by the headteacher and key staff is **good**. Management of the school is **good**. Governance is **very good**. The school's financial management is **good**.

### **Main strengths and weaknesses**

- The governors make a very good contribution to the school.
- The clear vision of the headteacher and senior staff is leading the school well.
- School leaders have created effective teams, which are beginning to have a positive impact on provision and standards.
- Not all subjects are monitored equally well.
- School leaders have good systems for knowing the school's strengths and weaknesses, which they use to write good quality plans for improvement.

### **Commentary**

24. The headteacher and her senior staff work in close partnership, and together they provide good leadership. They are committed to inclusion, and inspire a common sense of purpose and a caring atmosphere, creating a good ethos in the school. This leads to strong unity and teamwork amongst the staff, which is particularly apparent within the school's management teams. As a result, staff share the vision of the headteacher and work hard, while the pupils behave well towards each other and the majority show a positive interest in school. The headteacher has recently improved her delegation of leadership responsibilities for curriculum subjects, by changing significantly the work of the management teams. This has led to better communication between staff, a clearer focus on raising standards and more effective management of subjects. As a consequence, the school has now reached the national standard for Investors in People. However, the new procedures are not sufficiently refined to ensure that the management of all subjects is equally comprehensive, and this is an acknowledged priority for the school's development. Teachers monitor standards in most subjects effectively and the head and deputy headteacher regularly evaluate teaching and the learning. However, subject co-ordinators are not involved in this.
25. The headteacher and staff have a clear view of the strengths and weaknesses in the school. The school tracks the progress of pupils rigorously and makes good use of the advice of outside specialists. As a result, the school knows where it is successful and where it needs to plan to take remedial action. Senior staff use this information well as the basis for the school improvement plan which is now an effective management tool. These good procedures are beginning to contribute to improvements in teaching and learning. For example, following a school focus on the weaknesses in English, standards have now risen in that subject. Similarly, the pupils' use of investigation skills in science has improved, following a concentration on the weaknesses there.

26. Leadership and management for pupils with special educational needs is satisfactory. The co-ordinator is capable and conscientiously liaises with teachers and support assistants to ensure that all pupils on the register for special educational needs receive regular, focused support. However, his effectiveness is limited by the relatively low allocation of administration time provided for him compared with most schools. This also limits his availability to parents and outside agencies. The school also has a highly qualified governor for special educational needs whose child attends the school. Although her availability is limited, the school could consider making better use of her expertise as a means of developing links between school and the parents of pupils with special educational needs.
27. The governance of the school is very good. Governors are very experienced and knowledgeable, and they provide a high level of challenge and support for school leaders. They have very good systems for regularly checking that the school continues to meet all the legal requirements that it should. The governors also have unusually sophisticated and highly effective methods for learning about the strengths and weaknesses of the school. Through a combination of external evaluation, skilful use of performance data and detailed information from the headteacher, governors ensure they are kept very well informed. As a result, they set realistic, yet high expectations for improvement, which challenge and motivate senior staff. The governors made a good contribution to drafting the recently agreed mission statement and to the statement of school values.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	845 216
Total expenditure	851 868
Expenditure per pupil	2 360

Balances (£)	
Balance from previous year	5 568
Balance carried forward to the next	-6 652

28. Day-to-day financial management is good. The budget is managed carefully, and spending linked fully to priorities in the school improvement plan. The small deficit in the budget has been successfully addressed. Governors and the school have a very secure understanding of the principles of best value, and these are applied fully in all decisions.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **satisfactory**.

29. The school has maintained the sound level of provision and steady progress noted in the last report, but has documented a decline in children's attainment on entry since that time. This is below average overall, particularly in social and emotional development and in communication skills. Teachers spend a considerable amount of time and effort on these important aspects of development, so that children become receptive to learning. Provision is led and managed well, with particular strength in the good teamwork by all staff in the reception / Year 1 classes. Teaching and learning are satisfactory overall, and good in the hands of experienced practitioners. Learning support assistants play an invaluable role in enabling both year groups to receive the curriculum appropriate to their stage of development. Not all learning support assistants have received training in working with these young children, however, and are not all equally adept at interacting with them as they work and play. Planning and assessment in all areas of learning is very thorough. Teachers have worked very hard to ensure that planning covers all areas of learning fully in an interesting and meaningful way, and to see that these are matched to the required National Curriculum activities for the Year 1 pupils. All adults take a full part in assessing children's achievement and progress on a daily basis and thorough records for each child ensure that their needs are understood fully. Children with special educational needs are well supported through this process and by receiving sympathetic support in class. Accommodation and resources are satisfactory, but the high ceilings and open-plan reception rooms mean that noise from one group can occasionally disturb the concentration of others.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Development in this important area of learning has the highest priority.
- As a result of good teaching, children make good progress in developing their social skills.

#### **Commentary**

30. Children's personal, social and emotional development broadly meets expectations. They have made good progress from below average standards when they started school, as a result of the highest priority placed on this area of learning by all staff in reception. Teaching is good, as all adults share the same high expectations of behaviour, concentration and hard work and reinforce these consistently. As a result, children concentrate for reasonable periods of time and persist in finishing their current task. Most co-operate satisfactorily as they work and play, but staff have to be constantly vigilant to maintain a peaceful atmosphere. Circle time sessions are used well to promote children's understanding of right and wrong and reinforce expectations of behaviour and consideration. Children are confident in their environment, know where everything is kept, and handle equipment reasonably carefully. The majority of children are independent in dressing and in personal care. However, despite adults' best efforts to engage their interest, children display a lack of the excitement and involvement that is normally typical of this age-group.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Attainment is below expectations.
- Activities are planned well to make effective links with other areas of learning.

### Commentary

31. Children make steady progress, but attainment in this area of learning is below expectations. Children listen attentively to stories, told effectively by teachers, but need much encouragement to comment and predict what might happen next. They enjoy looking at books, but none is confidently launched into reading. Their below average communication skills and lack of curiosity are areas that teachers work hard to address. Teaching is satisfactory overall, and good when sessions are taken by teachers, and more experienced learning support assistants. Staff work hard to reinforce phonic knowledge and understanding, but whilst most children correctly identify different mini-beasts, few match these correctly to the card with the initial letter sound. A good range of related activities, linking the story of *The Very Hungry Caterpillar* with children's knowledge and understanding of the world, make learning relevant and interesting. Most children hold pencils correctly and successfully trace mini-beast designs, but only about half the children write their names correctly. Most mix upper and lower case letters. Work in children's assessment books shows that they are making steady progress from mark making to attempting writing, but that few are writing words.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Attainment is below expectations.

### Commentary

32. Children confidently count to ten, but in other aspects of mathematical development, their attainment is below expectations. About a third of children confidently write, match, sort and organise numbers and objects in a good range of practical activities, but the majority require considerable support and have difficulty in retaining number facts. Teaching is satisfactory overall, and good when sessions are taken by experienced practitioners. Here, effective questioning and attention to correct mathematical vocabulary means that children make steady and often good progress. Children's low level of communication skills, however, means that their own use of mathematical vocabulary is below expectations.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Good planned outdoor sessions occur daily.

### Commentary

33. Children have ready access to outdoor play, and daily planned sessions are well structured and taught. Teaching is good overall, as adults interact consistently with children, encouraging them well to practise and improve their co-ordination when pedalling trikes and throwing and catching balls. Children's attainment in this area of learning meets expectations, and for some,

exceeds expectations for their age. In one session seen, boys' ball control was impressive as they demonstrated their 'budding football star' kicking and dribbling skills! Most children manage tools and equipment satisfactorily, cutting, sticking and applying glitter to their life-cycle pictures with serious concentration. Regular hall sessions give children good opportunities to improve their co-ordination and control. Most use space well and move confidently when running forward and backward and hopping, although a small number find the latter very difficult. Teaching in the hall session seen was poor, because the temporary teacher did not match the practice and expectations of other staff in managing children's behaviour, and is not typical of the good standard seen in other sessions.

34. Insufficient work was seen in **knowledge and understanding of the world** and **creative development** to judge standards, but all aspects are covered fully and effective links exist across the areas of learning in most planned sessions. Children, for example, understand the life cycle of the butterfly, which is relevant to their study of *The Very Hungry Caterpillar* in literacy. Children enjoy their sessions in the ICT suite, and handle the mouse and program functions competently. Teachers are beginning to link the work with computers to topics studied in the classroom, but the classroom systems were seldom switched on during sessions observed. Appropriate 'small world' areas, such as the kitchen area and haberdashery shop are set up to encourage imaginative play and co-operation, and the reception classrooms are enlivened by good displays of children's work. Unfortunately, the accommodation means that many of these displays are too high on the walls for children to see properly.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- The quality of teaching is good overall, so pupils achieve well by the time they leave the school.
- By Year 6, standards in reading and writing are above average.
- Standards in writing in Year 2 are below average.
- The school makes good use of assessment data to analyse strengths and weaknesses in writing.
- There is good leadership of the subject.
- Some teachers do not consistently make good use of day-to-day assessment data to plan work at the right level of difficulty, particularly for more able pupils.

#### **Commentary**

35. Writing standards in Year 2 were judged as above average at the last inspection, since when the school's results in national tests have fluctuated slightly from year to year, although remaining close to the national average overall. In the national tests in 2003 for Year 2 pupils, results were below average in reading and average in writing. A high proportion of pupils achieved the expected level of attainment, but fewer than expected achieved the higher Level 3. Inspection findings are that this is still the case, reflecting the below average standards when pupils join the school. Pupils achieve satisfactorily, because teachers plan a wide range of interesting activities. These develop pupils' skills and confidence well, so that the vast majority of them achieve levels expected for their age. However, some teachers do not consistently plan work at the right level of difficulty for the ability groups within their class. These teachers' expectations, both of the quality and the pace of work of more able pupils are often too low and this slows down their rate of achievement.

36. Standards by the end of Year 6 were average at the time of the last inspection and are now securely above average. Standards have been rising faster than the national trend in recent years and results were very high in 2003. The current Year 6 classes do not contain as high a proportion of more able pupils as in the previous year, but pupils of all abilities are achieving well. Most are on track to attain results above the level expected for their age in the 2004 national tests. This is because the quality of teaching in Years 3 to 6 is good overall. Teachers in most of these classes make good use of assessment data to analyse pupils' individual strengths and weaknesses. They use the information to set clear targets for improvement, which are shared with pupils. These strategies are having a positive impact on the achievement of pupils of all abilities.
37. Standards in speaking and listening are average by the end of Year 2 and Year 6. Teachers in many lessons enable pupils to practise and develop these skills. They achieve this either through sharply focused question and answer techniques or by encouraging pupils to take a lead in speaking. Pupils listen and respond to others in a variety of situations during the school day. As a result, by Year 2, the capacity of many pupils to listen closely to what others are saying and to express their own ideas clearly and confidently meets the expectation for their age. By Year 6, some develop mature, articulate speech, which is securely above average. Most pupils at this stage listen with understanding and are confident about talking to adults and the rest of their class. This is due to regular opportunities provided by teachers to talk about their work, which over time has a positive impact on the overall quality of language. One pupil, for example, clearly expressed the difference between persuasive and instructional text by suggesting, 'Instructional text wouldn't ask you if you'd please write down the following information. It just tells you to do it'.
38. Standards of reading are average by Year 2 and above average by Year 6. The school establishes satisfactory reading skills in Years 1 and 2 by carefully structured teaching of the various letter sounds and blends. This is supported by regular guided reading sessions, with additional help for pupils with special educational needs. Most pupils in Year 2 confidently read familiar stories without help. The majority of pupils in Year 6 achieve well for their age. This is because teachers plan sharply focused, regular guided reading sessions, which challenge pupils' reading accuracy and develop scanning and comprehension skills. The majority are familiar with books by at least two authors. More able pupils make clear and sophisticated comparisons between the styles of writing employed by Anne Fine and J. K. Rowling, for instance, which is above expectations for their age. Research skills are well developed at this stage and pupils are used to finding information on the Internet or from reference books.
39. Standards in writing in Year 2 are just below average. Many pupils in Year 2 place events in their correct sequence and write them as clear, recognisable sentences with capital letters and full stops. A minority, however, need regular help from learning support assistants or their teachers to space words correctly and build sentences, in order to achieve the expected standards of writing. By Year 6, many pupils organise their work into paragraphs and are familiar with writing for different audiences through letter writing or presenting clearly balanced arguments. More able pupils exceed the expected standards, writing accurately, at length and introducing tension, humour and powerful language to their work. A good example of this was seen in one pupil's story, which reads, 'As the village clock clanged, a small scrum formed at the front of the queue. Then suddenly, like water bursting through a dam, the children charged in'. The quality of handwriting, while satisfactory overall, is inconsistent throughout the school.
40. The quality of teaching is good overall, with the majority of good teaching taking place in the Year 4-6 classes. This reflects an improvement since the last inspection, when there were some unsatisfactory lessons. The most significant strength of teaching is the good quality of assessment, involving the careful analysis of individual pupils' strengths and weaknesses and the setting of targets for improvement. Throughout the school, teachers formally assess the quality of pupils' writing against nationally agreed standards on a regular basis. The principal feature of this strategy is that it involves pupils in evaluating the quality of their own and sometimes their classmates' work. This is having a positive impact on their knowledge of their

own learning and on their personal development as a whole. Many pupils spoken to had a clear picture of what they needed to do in order to improve their writing and were confident about their ability to reach the targets set for them. On the other hand, teachers throughout the school make insufficient use of their day-to-day assessment and observation of pupils to plan work for the next day that is at precisely the right level of difficulty for pupils of different abilities. Lessons are sometimes less successful than they could be because the tasks set are either too difficult or too easy.

41. Leadership and management of the subject are good. The team approach to the management of the subject, introduced in recent years, has been instrumental in raising most teachers' awareness of how pupils learn. This has increased pupils' own involvement in the teaching and learning process and in raising achievement overall. There has been good improvement in the subject since the last inspection.

### **Language and literacy across the curriculum**

42. Activities requiring extended writing are provided in many subjects. In religious education, for example, pupils are asked to talk or write at length about how they feel. The school could further improve standards in writing, however, by ensuring that teachers' expectations of the amount, quality and presentation of pupils' work are consistent from subject to subject and year to year.

### **MODERN FOREIGN LANGUAGES**

Provision in modern foreign languages is **satisfactory**.

#### **Main strengths and weaknesses**

- The school makes good use of the expertise of a teacher from the secondary school.

#### **Commentary**

43. German and French are taught to Years 5 and 6 respectively and pupils are reaching satisfactory standards in spoken language in both. This is because of the good teaching by a visiting teacher from the secondary school. Her knowledge of both languages and her very good accent provide effective models for pupils. Lessons are packed with practical activity and pupils enjoy their sessions as a result. Some written work is undertaken, but the emphasis on the spoken word is sensible, because lessons occur only once a week. Class teachers support the visiting teacher well, taking careful note of activities, so that these can be reinforced during the week. Leadership and management are informal, but satisfactory. The visiting teacher has a clear picture of individual pupils' achievement and progress, and the deputy headteacher, as a language specialist, provides effective support. Year 6 pupils are looking forward to a residential visit to France, where they can put their developing language skills to practical use.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

#### **Main strengths and weaknesses**

- The quality of teaching varies too much between classes and work does not always match the learning needs of all groups of pupils.
- High quality teaching is found in many classes, which helps pupils to learn well.
- Pupils' work is often poorly presented, showing a lack of pride.

## Commentary

44. Standards in mathematics in Year 2 are average, while they were above average at the last inspection. This reflects the general lowering of pupils' standards when they start school, noted since that time. In Year 6, standards are average, as they were at the last inspection. All groups of pupils make steady progress and achieve satisfactorily. Pupils with special educational needs, well supported by teachers and learning support assistants, achieve as well as their classmates. More able pupils also make satisfactory progress overall, but they do not always achieve as well as they could in lessons, where work is not matched closely to their abilities. The standard of pupils' presentation is often poor, characterised by untidiness and a lack of care. This is in part associated with the school trialing a policy of not marking in pupils' books, thus depriving staff of an opportunity to require high standards of presentation.
45. Teaching is satisfactory, as it was at the last inspection. Teachers have worked hard to raise standards in mathematics, following a period of staffing instability. They have introduced new systems to help focus teaching on where it is needed most and have concentrated on developing pupils' numeracy skills. This is beginning to have a positive effect, notably on last year's test results in Year 6 and in pupils' improved knowledge and capability. In lessons seen, teaching ranged from one very good lesson to one which was unsatisfactory, with three good lessons and three satisfactory ones. In the best lessons, such as the very good lesson in Year 5, there was brisk, lively teaching and high expectations of pupils' behaviour and work-rate. Clear lesson aims were explained fully to pupils, which helped them to focus on what they should learn. Interesting presentation and good use of teaching aids captured the imagination and enthusiasm of the pupils. Learning support assistants are used well, sitting close to pupils who needed help, providing encouragement and explanation. In one lesson seen, the aims were insufficiently clear, causing the teaching to lack focus and the pupils to learn little. In most of the mathematics lessons seen, insufficient attention was given to modifying teaching plans to take account of the different levels of ability. As a result, some pupils were presented with tasks which were too easy or too difficult. In particular, the more able pupils were often given work that failed to challenge them sufficiently, thus preventing them from making the progress of which they were capable.
46. Mathematics is led and managed satisfactorily by a staff team. The team consists of staff from each year group, which helps communication across the school. The team effectively monitors standards in the subject and manages a budget, and is contributing to the early signs of improved standards. However, team members have not yet begun to monitor teaching. As a consequence, they are not as well informed about the subject, as they could be.

## Mathematics across the curriculum

47. Pupils use mathematics satisfactorily as part of their work in other subjects, and consequently develop an appreciation of the practical uses of these skills. Although the links between mathematics and other subjects are not planned in a structured way, the teachers' good awareness ensures that regular links are made. For example, all age groups use a range of graphs, charts and diagrams in geography and science. Computers, however, are not used regularly to support the pupils' learning in mathematics. This is a missed opportunity.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Lively, interesting teaching captures the imagination of pupils and helps them progress well.
- Good support for lower ability pupils helps them to make progress, but higher ability pupils could be challenged more.
- The school is developing pupils' enquiry skills well.

- Not all teachers are implementing the school's assessment procedures satisfactorily.
48. Standards in science are average by the end of Years 2 and 6. This maintains the position found at the last inspection for pupils in Years 3 – 6, but is an apparent decline in Years 1 and 2. This however, is a reflection of pupils' progressively lower levels of attainment on entry since that time. In 2003, results gained in national tests for Year 6, were above average. The group of pupils taking these tests was exceptional, as the school's trend over several years has been for standards to be average. No differences were observed between the achievements of boys and girls, or for pupils with special educational needs. However, more able pupils do not always achieve as well as they could, because teachers do not provide them with sufficiently challenging work. Standards across the school are likely to rise as recent improvements take hold. For example, the school's focus on developing pupils' skills of scientific enquiry is leading to improved knowledge and capability in that area, and changes in the management of the subject are improving teaching in many classes.
49. Teaching was good in three of the four lessons seen. Evidence from pupils' work shows teaching and learning to be satisfactory over time. However, assessment is not used consistently well because not all teachers have begun to implement new practices. This has led to these teachers lacking the detailed information necessary to focus their teaching on the pupils' next steps in learning. In successful lessons, teachers use their good knowledge of science to teach in a brisk and lively way, which combines well with a range of interesting teaching aids that capture pupils' concentration. For example, in a Year 6 lesson on sound, the teacher used a large coloured cut-out to represent the workings of the ear. Her pupils then recited scientific facts about hearing, accompanied by rhythmic hand movements, which helped them retain this knowledge. Pupils undertook a range of practical activities with musical instruments and 'telephones' made from string and plastic cups. As a result, pupils concentrated well and made good progress in their knowledge and understanding. In one lesson, however, the restless behaviour of a few pupils caused distraction and slowed the pace of learning. The teacher spent too long introducing the work, so pupils began to lose interest and become noisy. Pupils with special educational needs are well supported in lessons by learning support assistants who sit close to them and provide explanation and guidance. This helps these pupils to achieve as well as others. More able pupils, however, do not achieve sufficiently, when planning does not include the extra challenge these pupils require.
50. The recently reconstituted management team provides satisfactory leadership and management for the subject. The team has a good understanding of the strengths and weaknesses in science provision and has suitable plans to address them.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The ICT technician is a significant, valuable asset to the school.
- Not all work in the ICT suite is linked sufficiently to other curriculum areas or to work in class.

### **Commentary**

51. The school has made good progress in improving provision for ICT since the last inspection. Resources are now good and all aspects of the subject are covered fully, so that standards meet expectations throughout the school. Pupils achieve satisfactorily, and older pupils in particular use computer programs competently and naturally. Teachers trained under the New Opportunities Fund initiative have mostly left the school, but current staff have an appropriate knowledge and understanding of the applications available, due to effective training by the co-

ordinator. All pupils are included fully in sessions and those with special educational needs receive sympathetic support. However, computers are not used specifically to help them achieve targets in their Individual Education Plans. Interactive whiteboards, in two of the three classrooms which have them, are used very effectively to support teaching and learning across the curriculum. In the third, two temporary teachers are sharing teaching, but are not as confident in using the new technology.

52. Teaching and learning are satisfactory overall, and teaching by the technician is consistently good. This is because she has a detailed understanding of the programs available, as well as a good knowledge of the needs and abilities of all pupils. She undertakes a considerable amount of the teaching in all year groups, and many teachers rely heavily on her expertise. A detailed curriculum plan provides a secure framework for the progressive development of pupils' knowledge and skills, which the technician follows conscientiously. However, she is not involved at the planning stage in all year groups, so that the work pupils undertake in the computer suite is not always relevant to the work in other subjects which they are studying in class. This reduces the impact of lessons on pupils' understanding of the value of ICT in support of their learning. Where good links are made, such as the use of census data in Year 5 and control in Year 6, projects are absorbing, relevant and fun. Following discussion during the inspection, the focus of Year 1 work was adjusted to link with work on mini-beasts in class, and it was reported how much more the pupils enjoyed their session.
53. Leadership and management are satisfactory. The co-ordinator left the school last term, but had worked hard to address the key issue of inadequate provision from the last report, and set in place secure systems, including assessment, designed to ensure that standards are maintained. However, the school recognises that the technician needs to be involved more in decisions about what is to be taught if she is to maintain the steady progress already experienced.

### **Information and communication technology across the curriculum**

54. The use of ICT across the curriculum is satisfactory, but there is room for improvement. Pupils regularly use word-processing to publish their work, but ICT sessions in the suite form the bulk of their access to ICT. Classroom computers were seldom seen in use during lessons observed. The focus of activities is too much on skills development rather than application. Some good cross-curricular links were seen in Years 4, 5 and 6. Teachers used ICT well to support history and geography in Year 5 and design and technology in Year 6. Other opportunities were missed, for example, the potential use of graphics programs to support work in art.

## **HUMANITIES**

### **History and geography**

55. In humanities, work was sampled in history and geography, with only one lesson seen, in geography. It is therefore not possible to form an overall judgement about provision in these subjects. There is, however, every indication that standards are at least meeting expectations throughout the school. No judgement was made about geography at the last inspection, but standards in history have been maintained. Pupils' work showed that they are covering a suitable range of topics in both subjects. Pupils spoken to said they enjoyed these subjects and showed pride in their work, which they present neatly. In Year 6, pupils used their knowledge of ICT to present their research findings in history by using PowerPoint presentations. For example, a presentation titled, 'Entertainment in the 1940s' contained research from the Internet on aspects such as boxing, the cinema and radio. This made a good contribution to the pupils' topic on World War Two.
56. In both subjects it is clear that a range of visits and visitors play an important part in making the work interesting and relevant. For example, pupils pay study visits to Stubbington Study



Centre, Roman Fishbourne, Old Portsmouth, Titchfield village, The Imperial War Museum and Le Havre. During the inspection, an Indian musician visited Year 5 pupils, as part of their study of an Indian village, while staff dressed in Indian clothes. Pupils tasted a wide range of Indian food, examined artefacts and learned from colourful and attractive displays. As a result, the pupils became very enthusiastic about their topic.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils' standards and achievement are good by Year 6.
- Good teaching encourages pupils effectively to reflect on what they learn.
- Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Expectations of the pace and quality of work in Years 1 and 2 are too low.

### Commentary

57. Standards meet expectations of the Locally Agreed Syllabus for religious education in Year 2 and pupils achieve satisfactorily. Achievement is good in Key Stage 2, and standards are above expectations by Year 6. The school has successfully maintained the standards reported in the last inspection.
58. Pupils in Year 1 and 2 classes are encouraged to reflect on their own emotions and to show empathy for the feelings of others. This is achieved satisfactorily by asking them to reflect on their own experiences, which they can easily relate to their coverage of the story of Muhammed and the teaching of the Bible. As they grow older, teaching increasingly challenges pupils to compare the Christian teaching with the beliefs and traditions embraced by other faiths. Consequently, by Year 6 they are confident about expressing their views about abstract religious issues such as the notion of Creation through their study of the stories of Adam and Eve and 'The Tree of Life'.
59. The quality of teaching is good overall. The major strength of teaching throughout the school is that teachers place great emphasis on encouraging pupils to reflect on what they learn, to develop a sense of curiosity about their own and other people's beliefs and to express their ideas clearly through writing, speaking or role play. This approach brings lessons to life and makes a very positive contribution to pupils' spiritual development in particular and their personal development in general. Some good examples of the effectiveness of this approach were seen during the inspection. In a very good Year 4 lesson, for example, the teacher made very good use of an interactive whiteboard to divide a symbolic portrait of St Paul into sections, which he asked pupils to discuss at length with their work partners. They were intrigued, both by their own ideas and by the suggestions made by other groups, so the experience had a strong impact on their appreciation of religious symbolism. Teaching is occasionally less successful in Key Stage 1. Here, good initial input from the teacher is not supported by high expectations of pupils' contributing their own ideas, whether through writing, discussion or role-play.
60. Leadership and management are good. The school takes good care to ensure a fittingly close relationship with its church, achieving this by planning visits for pupils sharply focused on various aspects of the church, as they grow older. The curriculum also provides generous time to accommodate the coverage of modern world religions and to arrange regular visits to the school by representatives of various faiths.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design and design and technology

61. These subjects were not a focus during the inspection. Insufficient evidence was available to make a secure judgement of provision in art and design or design and technology. Planning shows that all aspects of both subjects are covered appropriately, and displays of work indicate that standards meet expectations. This maintains the position found at the last inspection. Teaching and learning were good in the two art and design lessons seen at Key Stage 2. In both, teachers gave clear and detailed instructions and had high expectations of concentration and application, to which pupils responded well. Pupils made good use of their sketchbooks to draft and plan their work. These sketchbooks are used continuously, as pupils move through the school and so provide a useful record of their achievement and progress. Work on display shows a good variety of activities in a variety of media, including three-dimensional work, such as clay modelling, in Year 2. No design and technology lessons were seen, but Year 6 pupils talked enthusiastically of their fairground models, in which design and technology, science and ICT combined to make an exciting project. Pupils proudly demonstrated their PowerPoint presentations, which explained the designing, making and evaluation of the working models. They were honest, too, about how few models actually worked successfully!

### Music

62. Music was not an inspection focus and insufficient evidence was available to judge provision. The school has a satisfactory scheme of work, which ensures that pupils throughout the school are taught to sing, play instruments, compose and perform as part of a larger group. Additionally, pupils are encouraged effectively to appreciate music from their own cultural heritage and from around the world. To this end the school organises an exciting and diverse range of visiting musicians and performers to the school. During the week of the inspection, for example, an expert in Indian music came into school to give a demonstration to Year 5 classes. The pupils' faces lit up with delight at being given the chance to play the unique and rich array of instruments they were shown. Both classes showed real appreciation and respect for the occasion as well as for their visitor. Peripatetic teachers also visit the school regularly to give tuition on a range of string and wind instruments. The school has an active choir, well led by the co-ordinator, whose young members sing well and enthusiastically at lunchtimes, in assemblies and in public concerts with other schools. This wide range of activities, collectively and separately, makes a strong contribution to pupils' spiritual, moral, social and cultural development.

### Physical education

Provision in physical education is **satisfactory**.

#### Main strengths and weaknesses.

- Good quality teaching in one lesson leads to enthusiastic hard work from pupils.
- Teaching time is lost as pupils set up apparatus.
- Sporting opportunities for the oldest pupils are good.

### Commentary

63. Throughout the school, most pupils reach expected standards, as they did at the last inspection. All pupils, including those with special educational needs, achieve as well as those in similar schools and make satisfactory progress. By Year 6, pupils develop sufficient ball and team skills to compete in local and national events. At the end of last year, all pupils in Year 6 swam at least 25 metres and many exceeded this.

64. In the lessons seen during the inspection, teaching and learning were satisfactory, ranging from good to satisfactory. In a good lesson on country-dance in Year 2 the pupils marched rhythmically to the hall, clicking their fingers in time to the beat they were about to dance to. The teacher wasted no time as she led a warm up of marching, clapping and patting body parts in time to music. The pupils copied the teacher's actions enthusiastically, as they danced in twos and larger groups in increasingly complex movements, building to 'The Virginia Reel'. This brisk, lively lesson led to the pupils working hard and making good progress in improving their skills. In lessons seen that involved gymnastic apparatus, a similar good warm up was provided for pupils, but pupils setting up the equipment during the lesson took up too much teaching time. As a consequence, the pupils did not make sufficient progress. Where learning support assistants were assigned to lessons, they provided good support for pupils with special educational needs, by giving them explanations and encouragement.
65. The school provides a good range of out of school sporting opportunities for the oldest pupils. These include football matches against local and county teams and netball, cricket and rounders in local area leagues. Boys' and girls' cricket teams have competed at national level, with the girls winning the West of England Trophy in 2002. Year 2 pupils participate in an annual 'Country Dance Festival' with other local schools. Taken together, these activities enrich the school's provision for physical education well. However, there is scope for increasing extra-curricular opportunities for a wider age group of pupils.
66. The newly constituted management team provides satisfactory leadership and management. The team has, until now, focused mainly on other subjects, however, and has not begun to monitor the quality of teaching in physical education.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- Provision makes a strong contribution to pupils' personal development.
- Good teaching effectively encourages pupils to reflect on important issues.
- The good programme of work effectively develops pupils' understanding of responsibility.

### **Commentary**

67. The school attaches great importance to pupils' personal development and, in particular, to encouraging them to reflect on their own learning and take responsibility for it. This was clearly seen in the two lessons observed during the inspection, both of which were good, where teachers dealt sensitively with the issues of the beneficial and harmful effects of drugs. Through research on a website in one case, and through discussion in the other, pupils were encouraged to examine facts for themselves and were challenged to offer clear explanations of their opinions and findings. The good programme of work for classes throughout the school ensures that pupils explore increasingly complex moral, social and physical issues as they grow older. This is well supported by other whole school initiatives, designed to develop pupils' awareness of their responsibility as a member of the school and of the wider community. Chief among these is the school council. This allows children from reception age onwards to develop a sense of responsibility and of their own worth, and is a genuine platform enabling pupils to influence what happens in their school. It is well managed by the deputy headteacher who sensitively and unobtrusively oversees proceedings. This notion of shared responsibility is reinforced by the prefect system, the school's values, the behaviour code and not least by the school's participation in the Southampton Civic Award programme.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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