

# **INSPECTION REPORT**

## **TANNER'S BROOK INFANT SCHOOL**

Millbrook, Southampton

LEA area: Southampton

Unique reference number: 116114

Headteacher: Ms R Baker

Lead inspector: Mr D Curtis

Dates of inspection: 15 – 17 March 2004

Inspection number: 258082

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	230
School address:	Elmes Drive Millbrook Southampton Hampshire
Postcode:	SO15 4PF
Telephone number:	023 8077 1659
Fax number:	023 8078 5037
Appropriate authority:	Governing body
Name of chair of governors:	Mrs T Gynane
Date of previous inspection:	18 May 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the City of Southampton. There are 230 pupils on roll in reception and Years 1 and 2. There are three classes in each year group. In addition, the school has a hearing-impaired unit, with five places. A small number of pupils come from minority-ethnic families. Fifteen pupils have English as an additional language, but only two are at the early stage of learning English. The proportion of pupils identified with special educational needs is above the national average. Six pupils, including the five children in the hearing-impaired unit, have a statement of special educational need. Twenty per cent of pupils are entitled to free school meals, which, as a proportion, is above the national average. Children begin school with standards which are below expectations for four-year-olds. The school has achieved 'Investors in People' status. It has close involvement with the 'SHARE' parenting programme.

A high proportion of pupils come from outside of the school's designated catchment area and children who join the school in reception come from up to nine pre-schools. In the current Year 2, 21 per cent of pupils have joined at times other than of normal entry.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D Curtis	Lead inspector	Mathematics Information and communication technology Physical education Religious education
9520	Mr J Leigh	Lay inspector	
11901	Mrs P Lowe	Team inspector	Foundation stage Science Geography History
8864	Mr P Clifton	Team inspector	English Art and design Design technology Music English as an additional language
26514	Mrs A Tapsfield	Team inspector	Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services  
Anglia House  
Carrs Road  
Cheadle  
Stockport  
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **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 and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>THE RESOURCE BASE FOR HEARING-IMPAIRED CHILDREN</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** which gives good value for money. There are strengths in the quality of teaching which have a significant impact on the standards achieved.

#### The school's main strengths and weaknesses are:

- The quality of teaching is good
- The achievement of pupils, including children in the reception classes, is good
- Pupils' attitudes to school, their behaviour and relationships are good
- Although pupils achieve well, standards in writing, especially for more-able pupils, are below average at the end of Year 2
- The curriculum is good, with strengths in curriculum enrichment
- Leadership, management and governance of the school are good, with a high priority given to including all pupils in the school's day-to-day life.

The improvement since the previous inspection has been satisfactory. The strengths which contributed to it being a good school have been maintained. The quality of the assessment of pupils' work has improved and is now good. Standards in writing have improved for most pupils, although more-able pupils do not write to a high enough standard, especially in the use of grammar and punctuation.

### STANDARDS ACHIEVED

**Standards achieved are good.** Children start school with standards which are below expectations for four-year olds, especially in the early development of writing skills. In the reception classes, children's achievement is good, and the majority are on course to achieve the goals they would be expected to reach by the age of five.

The standards achieved by pupils in Years 1 and 2 are good. Pupils make good progress in their learning and standards in mathematics are above average. In religious education, standards exceed the expectation of the locally agreed syllabus. In reading, science and ICT, standards are average. In writing, standards are below average, particularly for more-able pupils. The achievement of pupils with special educational needs is good. In the hearing-impaired unit, the achievement of children and pupils is very good. Across the school, there is no significant difference in the achievement of boys and girls.

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

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

The results of the 2003 national tests continue the trend of improvement, with a significant improvement seen in the school's results when compared with similar schools where standards have risen from well below average in 2002 to above average in 2003.

**Pupils' spiritual, moral, social and cultural development is good. Pupils' personal development is good.** Pupils have good attitudes to school and their behaviour is good. Attendance

is satisfactory, although punctuality is unsatisfactory. There is currently a too leisurely start to the school day.

## **QUALITY OF EDUCATION**

**The quality of education is good.**

**Teaching and learning are good**, with strengths in the quality of teachers' planning and in their high expectations of pupils' behaviour. A significant strength is the quality of planning across each year group, which results in pupils being taught the same knowledge, skills and understanding. Teachers and teacher assistants work in successful partnership, particularly in supporting pupils with special educational needs. Teaching of pupils in the hearing-impaired unit is very good. Assessment is good, especially in giving teachers a very clear understanding of the stages reached by pupils in their learning.

The quality of the curriculum is good, with strengths in the range of visits and visitors and in the number and quality of extra-curricular activities. The school's accommodation is very good and its resources are good, although there are insufficient computers to support fully pupils' learning in ICT. Pupils benefit from the very attractive and spacious school grounds and the generous space inside the school.

Pupils receive very good care and support. The support for pupils with special educational needs, including those in the hearing-impaired unit, is particularly impressive. The quality of support, advice and guidance given to pupils is good. Good procedures are in place to seek the views of pupils. The school has very good links with parents and good links with the community it serves and other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** Governance is good and governors have a detailed and thorough understanding of the school's performance. They challenge the headteacher and senior management team and hold them to account for the standards pupils achieve. All statutory requirements are met. The headteacher is committed strongly to including all pupils in the day-to-day life of the school and to the care and welfare of the pupils and she provides good leadership. Subject managers have a strong understanding of strengths and areas for improvement in their subjects. Management is effective and contributes to the efficient running of the school.

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

Parents are very supportive of the school and feel that their children are taught successfully and are cared for well. They are willing to help in school, including supporting teachers who run the many lunchtime clubs.

Pupils enjoy school and talk enthusiastically about their work. They are happy to take responsibility for tasks around the school and show a growing confidence in expressing their views when attending 'tea parties' with the headteacher. Pupils are very enthusiastic about attending lunchtime clubs.

## **IMPROVEMENTS NEEDED**

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

- To raise standards in writing, especially for more-able pupils
- To provide more computers
- To improve punctuality and make the start of the school day more rigorous.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **average**. Achievement is **good** for children in reception and pupils in Years 1 and 2, including those with special educational needs. For those children and pupils in the hearing-impaired unit, achievement is very good. There is no significant variation in the achievement of boys and girls.

#### Main strengths and weaknesses

- Standards in mathematics are above average, with those in religious education exceeding the expectations of the locally agreed syllabus.
- Children in the reception classes make good progress in their learning.
- Standards in writing, particularly amongst more-able pupils are below average.

#### Commentary

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

Standards in:	School results	National results
reading	15.4 (14.4)	15.7 (15.8)
writing	14.5 (13.1)	14.6 (14.4)
mathematics	16.1 (14.8)	16.3 (16.5)

*There were 78 pupils in the year group. Figures in brackets are for the previous year*

1. The results of the national tests in 2003 confirmed the year-on-year trend of improvement since 2001. The school's results have improved significantly when compared to those in similar schools and are now above average.
2. Children start reception with standards that are below expectations for four-year-olds, with the early development of writing skills a particular weakness. As the result of good teaching, they make good progress in their learning and achievement is good. By the time they start Year 1, the majority will have achieved the goals they are expected to reach by the end of the reception year and exceed them in physical development.
3. Achievement in Years 1 and 2 is good because of consistently good teaching. In Year 2, standards are above average in mathematics. In reading and science, standards are average. Standards in writing are below average, especially for more-able pupils. In mathematics, pupils' number work, including mental arithmetic is good. They enjoy looking for patterns and make good progress in using and applying key skills when solving problems. In reading, pupils show good skills in their knowledge and use of letter sounds (phonics). In writing, more-able pupils are not secure in the use of grammar and punctuation in their writing.
4. In ICT, standards meet expectations for seven-year-olds. Pupils are secure in the key skills of loading, saving and printing their work. There are strengths in their ability to enter commands into a programmable toy. However, the lack of sufficient computers means that pupils have insufficient opportunities to use and apply their skills when working in other subjects. In religious education, standards exceed the expectations of the locally agreed syllabus. Pupils show good knowledge and understanding of Advent and the friends of Jesus.



5. As the result of good teaching and the high quality and sensitive support given by teacher assistants, pupils with special educational needs make good progress as measured against the targets in their individual education plans. A significant strength is in the quality of teachers' planning which ensures that work is matched carefully to individual learning needs. The small number of pupils with English as an additional language make good progress as the result of effective teaching.
6. Children and pupils in the hearing-impaired unit make very good progress in their learning because of very good teaching and high-quality support. In addition, they benefit from the school's outstanding commitment to ensure that they play a full part in the day-to-day life of the school.

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

Pupils' spiritual, moral, social and cultural development is **good**. Their personal development is **good**. Pupils' attitudes and behaviour are **good**, they mature well during their time in school and personal development is cultivated well. Attendance is **satisfactory**. Punctuality is unsatisfactory.

### **Main strengths and weaknesses**

- The school has very high expectations for behaviour and works hard to achieve them.
- The interest of pupils in their work is very good.
- Pupils' appreciation of cultural diversity is good.
- The support for hearing-impaired children is very good.
- Punctuality is unsatisfactory.

### **Commentary**

7. Pupils enjoy school very much, feel secure and most are keen to come. They are polite, helpful and considerate. Pupils respect each other even when adults are not present. They show great interest in their work, find it fun in lessons and immerse themselves fully in what the school provides. They work independently and co-operate well in groups. In a Year 2 Numeracy lesson, they enthusiastically, and with obvious interest and delight, took part in well-chosen activities designed to improve their estimation of the length of lines, sometimes with impressive accuracy.
8. The vast majority of pupils behave well. Most demonstrate self-control. Teachers have very high expectations for behaviour and pupils achieve well. Inappropriate behaviour is consistently challenged, with the result that the minority of misbehaved children, mainly in Year 1, are usually well managed to be as least disruptive as possible. Pupils' relationships with others are very good. They take care of their own and others' property and take pride in their school. Play times, break times and mealtimes are well supervised and are characterised by friendliness, calmness and happiness.
9. Pupils develop good confidence and self-esteem. Skilful questioning and encouragement by teachers ensures that pupils are encouraged to speak in front of their friends. The youngest children in the celebration assembly held during the inspection described their achievements to others with growing maturity, for example how they have successfully thought about 'long' and 'short'. Pupils in Year 1 read their work to the school most confidently to demonstrate their use of capital letters and full stops. Pupils engage well in the responsibilities given to them and carry them out with pride.
10. Children and pupils with special educational needs, including those with hearing-impairment, have positive attitudes to school. They pay close attention in lessons and try hard, especially when a member of staff supports them. Other pupils give good support to their peers with special educational needs, celebrating their successes generously and taking trouble to include them in group activities.

11. Pupils have many good opportunities to explore different cultures, for example, in the annual cultural week where they think about differences in dress, cooking and dance in different traditions. Good opportunities are seized to use representatives from different cultures to come into school and share their experiences with the children.
12. Although attendance is satisfactory, too many pupils arrive late at the start of the day and this contributes to the beginning of the day being too leisurely.

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

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.1
National data	5.4	National data	0.4

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

**Exclusions**

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Bangladeshi
Black or Black British – African
Chinese
Any other ethnic group

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
137	4	0
2	0	0
1	0	0
1	0	0
10	0	0
1	0	0
2	0	0
1	0	0
3	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**. There are strengths in the quality of teaching and in curriculum enrichment for pupils.

**Teaching and learning**

Teaching and learning are **good**. Assessment is **good**.

**Main strengths and weaknesses**

- Teachers' planning is of high quality.
- Teacher assistants make a strong contribution to pupils' learning.
- Teachers make effective use of assessment to set targets for pupils and to plan future learning.
- Teachers have very good relationships with their pupils.
- There are strengths in the teaching of pupils with special educational needs.

## Commentary

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (40%)	12 (34%)	9 (26%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

13. A significant strength of good teaching is the impressive quality of teachers' planning. Lessons are planned so that work is matched carefully to the different learning needs of pupils and have a positive impact on the good progress made. As a result, pupils are challenged and extended in their thinking, especially the more able. Because of this, pupils work hard in lessons and show good determination and perseverance in meeting the challenges set by teachers. Pupils benefit from the teacher sharing 'WALT' (We are learning together) and 'WILF' (What I am looking for) in lessons which focus pupils on what they will be learning. In addition, teachers in the same year group plan lessons together which means that pupils are taught the same skills, knowledge and understanding and at the right level based on their ability. Such planning makes a significant contribution to the good achievement of all pupils.
14. Teachers make very effective use of teacher assistants to support pupils. In lesson introductions, teacher assistants provide calm and sensitive support by sitting next to individuals and/or small groups. They ensure that pupils are listening and through quiet comments reinforce the key points being made so that pupils are fully involved. In group work, teachers plan carefully the work that teacher assistants will be doing and this leads to high-quality support. As a result, pupils make good progress in lessons and this, in turn, contributes to their good achievement.
15. The school has developed good systems for assessing pupils' work based on careful analysis of end-of-unit assessments and day-to-day marking. Teachers build up a detailed understanding of where each pupil is in relation to expected levels within the National Curriculum. This information is then used successfully to plan the next steps in learning and this contributes to pupils being challenged and extended at the correct level.
16. Relationships between teachers and pupils are very good because teachers have a detailed understanding of each pupil's personal and academic development. Pupils are valued in lessons and are encouraged to work hard and to be confident in asking and answering questions. Each pupil is valued, with the result that pupils respect their teachers and teacher assistants. There are strengths in the way teachers expect pupils to work together in pairs and/or small groups and this has a positive impact on pupils' social development.
17. The teaching of pupils with special educational needs is good as is that for pupils with English as an additional language. It has a positive impact on their good achievement. Teachers are careful to ensure that these pupils are fully involved in class activities, and plan carefully the tasks supported by the teaching assistants so that they mirror those done by the whole class. As a result, the pupils work hard and they make good progress in acquiring new skills. Teachers plan tasks well to promote the independence of pupils with special educational needs and this enhances the progress they make. The teaching assistants work effectively with the pupils assigned to them and are sensitive to their requirements, responding quickly as needs arise.

## The curriculum

The breadth of curricular opportunities is **good**. Opportunities for enrichment are **very good**. Accommodation and resources are **very good**.

## **Main strengths and weaknesses**

- The school ensures that all pupils have very good access to the opportunities that it provides.
- A good range of additional curriculum opportunities enriches pupils' learning.
- Very good accommodation and resources support the delivery of an enriched curriculum.

## **Commentary**

18. The curriculum is child-centred and all pupils have access to a broad and balanced curriculum, including religious education. The school is innovative in its approach to the curriculum in the Foundation Stage, in that play and active learning are an essential part of the learning process. The quality and range of opportunities provided are good. The recent emphasis on linking subjects, to make learning more coherent, is having a positive impact on pupils' attainment.
19. Provision for pupils' personal, social, health education and citizenship is good and is an integral part of all areas of learning. Equality of access and opportunity is very good for all pupils. Individual differences are positively acknowledged and reflected in the curriculum. Pupils are encouraged to participate fully, make choices, express opinions, recognise the needs of others, and respect those who have responsibilities. Preparation for pupils' transfer to the junior school is good. There are good links between staff and an effective programme of visits involving staff, parents and pupils.
20. Opportunities for curriculum enrichment are very good. Educational visits, visitors and cultural weeks, linked to pupils' learning needs enhance the breadth and quality of their experiences. Support for learning outside the school day is good. Opportunities for participation in sport include football, cricket and dance. There is an art club, sewing club and recorder group. A number of children learn to play the violin. Other well-attended activities include French, gardening, and a library club.
21. The match of teachers to the curriculum is good and enables all subjects to be taught well. The match of support staff to the curriculum is very good in the Foundation Stage and good in Years 1 to 2. Accommodation is good, overall. It is very good in the Foundation Stage and good in the rest of the school. It is used imaginatively, and pupils learn in a stimulating and welcoming environment. Most aspects of accommodation and resources, overall, are very good, but limitations of the computer suite and the availability of computers in classrooms have a negative impact on the development of skills and the use of ICT across the curriculum. Good resources, including the extensive school grounds, are used imaginatively to support the curriculum. Improvement since the last inspection is good.

## **Care, guidance and support**

**Very good** steps are taken to ensure the care, welfare, health and safety of pupils. **Good** support, advice and guidance are provided based on very good monitoring of achievement and personal development. The way in which the school seeks, values and acts on the views of pupils is good.

## **Main strengths and weaknesses**

- Care, protection and support for children are very good.
- Trusting relationships that pupils have with adults are very good.
- Induction arrangements are very good.

## **Commentary**

22. Child protection has a high profile. It is handled sensitively, effectively and promptly. Staff always work in the best interests of all pupils to safeguard their welfare. Child protection is well

supported by comprehensive arrangements, where the school, parents and other agencies work together well.

23. The school ensures that pupils work in a healthy and safe environment. All reasonable steps are taken to keep children safe and protect them from injury or ill health. The health and safety policy has recently been reviewed. Termly inspections of school premises are carried with governor involvement. Risk assessment is comprehensive, thorough and up to date.
24. The school provides a most secure, caring environment where pupils feel safe and are happy. Relationships with adults are very good. Pupils are known very well as individuals. If they have a problem, pupils are extremely confident they can go to an adult and get help. It is clear that the school makes every effort to ensure every child can achieve what they are capable of. The school operates as a supportive family.
25. The school has good procedures to monitor personal development. This has an impact on the achievements made by pupils both academically and in the significant development of their personal qualities. It is very effective because staff know their pupils very well and they use every opportunity through encouragement, support or target-setting to develop all pupils. An example of this is the quite impressive care taken to collect detailed evidence based on observation of targeted children in Reception whilst engaged in their chosen activities to assess whether they are more confident, are trying new activities, are initiating ideas and are speaking in a familiar group.
26. Good behaviour and attitude to work is recognised and rewarded accordingly. Pupils understand the consequences of anti-social behaviour and develop very good relationships. They become increasingly independent, self-confident and knowledgeable about themselves and healthy and safe living. The school equips pupils very well with the skills necessary to become good citizens.
27. There are very good induction arrangements for children into the reception classes, which are flexible enough to suit the needs of children as individuals, and are based on very good relationships with new children and their parents. For example, home visits are made to the homes of children starting in reception, parents can spend time with their children in the classroom. During the first few weeks in school there is very good liaison, information and support for children and parents.

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

The school's partnership with parents is **very good**. Links with the community and other schools are **good**.

### **Main strengths and weaknesses**

- The support offered to parents is very good.
  - Contribution of links with parents to pupils' learning at school and home is very good.
  - The impact that the community links has on children is good.
28. Parents are well informed by regular, well-presented general school newsletters. The prospectus provided for parents is of good quality and communicates well what the school does. There are good opportunities to receive information on their child's progress throughout the year. Information for parents of children with special educational needs is very good. The annual report to parents on their child's progress is thorough. For example it includes useful detailed assessment of a child's personal and social development. Targets are clearly set and parents are informed what the child will be doing, for example counting to and from 20 in twos and starting sentences with a capital letter and finishing sentences with a full stop.

29. Parental views are very positive. They are very pleased with what the school provides. Parents think their children make good progress. The school encourages a strong sense of partnership based on mutual trust and confidence. The school is an open door environment, very welcoming to parents, which results in very good relationships with parents. Parents are committed to the school and a good number help in school, for example supporting Better Reading, particularly with Year 2 children. If they are concerned about anything they are confident to approach the school for resolution. Parents are appreciative that their children receive the help and support they need.
30. The school provides several very good opportunities to help parents support their children's learning through events, which are very well planned and operated by a committed member of the teaching staff and are leading to very significant benefits for the children of the parents who attend. In the Share group, parents are given activities to do with their children at home such as reading, quick maths, story puppets and the weather. This is very effective in enabling parents to understand how their children learn and to enjoy sharing their learning with them. The Parenting group engages parents in thinking about how their children can be helped, and, for example, is involved in designing and assembling story sacks aimed at an improved appreciation for books.
31. The Friends Association is impressive in its support of the school. A committed group of parents organise several events which raise significant funds for the school. These funds are used to support identified priorities for the school.
32. There are many visitors from the local community who contribute significantly to the achievement of pupils. For example, on the inspection week a particularly gifted visitor from Southampton City Mission immediately engaged every child's attention in a most remarkable way, skilfully using a furry dog hand puppet as he got the children to think about Mother's Day. The children really enjoyed this and there is no doubt that they left the assembly appreciating their mums much better. Children have a very good understanding of those who work in the local community. This contributes strongly to the personal development of pupils. The school uses the local community well to enhance the learning of its pupils through local visits to the post office and visits to the New Forest, where they look at plants.
33. There are good induction arrangements for pupils joining the school, which are much appreciated by parents, as they enable their children to settle very well into school. The transition to the junior school is handled well because of good liaison between schools, which ensures children settle well into their next school.

## LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **good**. Leadership of the headteacher, governance, the leadership of other key staff are all **good**. The management of the school is **good**.

### Main strengths and weaknesses

- The school has a highly committed team of teachers and teaching assistants.
- Governors strongly support the staff in raising standards.
- Self-evaluation is good.
- There is a strong commitment to developing the skills of staff in the school.
- There is a strong commitment to including all pupils in the day-to-day life of the school.

### Commentary

34. The headteacher and deputy headteacher of the school provide strong and effective leadership. The headteacher of the school has established a close-knit team of teachers and teaching assistants who are dedicated to improving standards. The team have shown a willingness to

embrace change and have used opportunities for professional development well. Teachers plan lessons together effectively. There is open communication between teachers and teaching assistants and this enables them to utilise their time well supporting groups of pupils. Monitoring of teaching has been explicit and supported the culture of self-improvement. All staff are given time to monitor subject responsibilities and this enables them to have good knowledge about subject strengths and weaknesses. Good teamwork is particularly evident in the Foundation Stage where joint planning is very good.

35. Governors are very clear about the school's strengths and weaknesses. They are kept up to date though a well organised and regular cycle of meetings, and a policy of open communication with the school staff. Each governor is assigned to a curriculum area and they have visited lessons to find out information for themselves at first hand. There is trust and respect between the teaching staff and the governors and this enables an open dialogue to take place. Governors' meetings focus on standards achieved by the school and the school improvement plan is regularly reviewed.
36. Improvement in the school has been steered by an effective and detailed school improvement plan. It is securely based on a range of self-evaluation strategies which have identified strengths and weaknesses in the school's provision. Co-ordinators use information gained to ensure that governors are well informed about standards in subjects. The headteacher has carried out a careful analysis of data and uses this and other information to make recommendations to governors about the areas for development. The governors are directly involved in writing the plan, understand the need to keep the plan under review and make adjustments when required. Self-evaluation is well supported by external reviews by the local education authority which is welcomed by the school and provides good support.
37. The headteacher and the governing body have ensured that funding is available for the professional development of staff. The school has achieved an 'Investors in People' award. This shows the school's strong commitment to developing the individual. Training has been used positively to share expertise and improve provision. It is strongly linked to areas identified for development. For example, five teachers have attended 'Developing Early Writing' course and have used ideas to plan lessons. External consultants have been used effectively to improve the teaching of reading.
38. The school as a whole is strongly committed to including all pupils in its day-to-day life. Pupils with hearing impairment are well integrated into lessons. The progress of pupils with special education needs and/or those with English as an additional language is monitored carefully. The school has not identified gifted or particularly talented pupils.

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

Income and expenditure (£)	
Total income	649,182
Total expenditure	669,809
Expenditure per pupil	2,700

Balances (£)	
Balance from previous year	50,273
Balance carried forward to the next	29,646

39. Since the previous inspection, the progress in leadership and management is satisfactory. Financial management is good. The governing body seek to get best value from the purchases that they make. Recent decisions about improving security involved a comparison with what other schools had done and made good use of external advice. The school provides good value for money.

## THE RESOURCE BASE FOR HEARING-IMPAIRED CHILDREN

The quality of education for hearing impaired pupils assigned to the Resource Base is **very good**. The school regards the resource as an asset and takes pride in ensuring that those assigned to the resource are fully integrated in all aspects of school life.

### Main strengths and weaknesses

- The school's commitment to full integration of pupils with hearing impairment is excellent.
- The teaching of pupils with hearing impairment is very good.
- Both the specialist staff and the mainstream teachers know these children and their difficulties well.
- Assessment of pupils' needs is very good and is reflected in the very good planning.
- The care and support given by the department staff to its pupils is excellent.

### Commentary

40. The Resource Base for Hearing-Impaired Children supports pupils aged from four to seven who have moderate to profound hearing losses. Currently, there are five pupils on roll and, in addition, the base gives support to staff working with mainstream pupils who have some hearing loss. The local education authority refers pupils and makes decisions about admissions. The resource base plays a full part in the life of the school and pupils spend most of each day within the mainstream class appropriate to their age and development. The room in which the department is based is bright and inviting and provides a stimulating learning environment in which pupils feel safe and secure. Displays are informative and are used well to extend pupils' spoken language. Resources are of good quality. The care and support given by the department staff to its pupils is excellent. They know the children and their difficulties very well and enjoy their company.
41. Pupils make very good progress in the development of their communication skills, literacy and numeracy skills and developing and extending their independence. Pupils make particularly good progress in self-expression as well as in the development of their receptive language skills. This is because their work is planned to address their individual needs and their day-to-day progress is monitored closely, with tasks adapted quickly as their needs change.
42. Pupils from the resource are fully integrated in every aspect of school life and have positive attitudes to school. They work hard and collaborate well with their classmates. Other children give good support to their peers with hearing impairment. The success of the school's commitment to full integration of these pupils is very clear from the way that the hearing impaired pupils are rarely together, having their own friends amongst their hearing classmates.
43. The teaching of pupils with hearing impairment is very good. Hearing-impaired pupils are taught through a mix of specialist withdrawal work and extensive in-class support. All hearing-impaired pupils make use of amplification equipment which staff are careful to check regularly. Pupils work within a mainstream class for the majority of the curriculum and have in-class support for most of these lessons from either the teacher-of-the-deaf or one of the specialist support staff. In these lessons the teaching of the hearing-impaired pupils is good. All members of staff are very aware of the need to promote actively their full participation in all class activities and make very good use of visual aids to support this. Mainstream staff make sure that pupils from the resource are given plenty of opportunities to contribute to whole-class discussions and this is effective in extending their speaking and listening skills.
44. In withdrawal sessions in the resource base pupils follow individually-tailored language and communication programmes that extend their expressive and receptive language skills very well. Teaching in the base is carried out by the teacher-of-the-deaf and by the speech therapist, both of whom use closely-targeted activities to address individual needs very



effectively. The overall curriculum for pupils with hearing impairment is very good, with very good planning that ensures pupils' individual needs are addressed closely. Very good use is made of ongoing assessments to enable pupils to progress.

45. The centre is well managed and the teacher-in-charge and his team work closely and very effectively. The resource staff are keen to make a full contribution to the life of the whole school. This is a valuable feature that is very effective in promoting the integration of pupils with hearing impairment into the hearing world.

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

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

Provision in the Foundation Stage is **good**.

46. Standards on entry are below those expected for children of this age in all areas of learning except knowledge and understanding of the world. Children make good progress and achieve well in the six areas of learning. Standards at the end of the reception year match those expected for children of this age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Twenty per cent of children exceed national expectations. Standards are above expectations in physical development.
47. Leadership and management of the Foundation Stage are strong and have led to the establishment of a very effective team. An enriched and innovative curriculum is in place. Teaching is good overall and, sometimes, very good. Strengths of teaching are very good planning and the valuable support given by teaching assistants. The level of care and the quality of support are very good. Thorough assessment procedures enable staff to respond to children's individual needs. The outdoor area is used well and is to be further developed, in order to fully complement the indoor classroom. Improvement since the last inspection is good.

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

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

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

- Very good induction procedures enable children to settle quickly into routines.

#### **Commentary**

48. Teaching and learning are good. Carefully planned and well-focused activities ensure equality of access to the curriculum for all children. Their good attitudes and behaviour and very good relationships promote good learning. Children are encouraged to manage their own time, select and use activities and resources independently, initiate ideas and speak in a familiar group. They are encouraged to be sensitive to the needs of others during a session with a mother and baby. Their independence develops as they carry out simple responsibilities, such as putting away resources at the end of each activity. They develop an understanding of right and wrong and accept the need for a common code of behaviour. When sending a programmable toy to a partner, they learn to share and take turns. Through stories, they learn to respect the fact that each person is unique. By the end of reception, children meet the Early Learning Goals.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Speaking, listening, reading and writing skills are taught well.
49. Teaching and learning are good and children meet the expectations of the Early Learning Goals. There are well-planned opportunities to develop sounds, letter formation and word-

building skills. The development of speaking and listening skills is a priority. Children listen to animal noises on the language master and write the sounds that they can hear. They use a widening range of words to express their ideas and begin to form simple sentences. Their language develops as they create roles and experiences in the jungle and answer key questions, such as 'What would you do in the jungle if you needed help?' They develop their reading skills through listening to stories and reading individually to one or more adults, each week. Most children confidently re-tell their favourite stories. They obtain information from non-fiction texts about pets and jungle animals. The National Literacy Strategy is introduced gradually.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children's mathematical skills are developed through practical activities.

### **Commentary**

50. By the end of reception, children meet the Early Learning Goals because teaching and learning are good. Children use developing mathematical ideas to solve simple problems. They take the roles of shopkeeper and customer in a pet shop and use coins to buy pets and pet food. They learn the days of the week, in order, and begin to understand the meaning of 'yesterday' and 'tomorrow'. Most children count on and back from ten, and to add by combining two groups of animals. They recognise numerals to 20 and count reliably up to 10 objects. The language of addition and subtraction is developed through stories. Children compare two groups of objects, saying whether they have the same number, or 'more than' or 'less than'. They develop an understanding of capacity and weight as they fill small and large containers with water or sand, using words, such as 'more', 'less', 'full' and 'empty'. Their knowledge of shapes develops when printing with shapes or making models with three-dimensional shapes. The National Numeracy Strategy is introduced well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- A good range of activities develops children's understanding and use of the senses.

### **Commentary**

51. Children meet the Early Learning Goals by the end of reception. Teaching and learning are good. Children become familiar with the environment as they explore the school grounds at different seasons, walk to the church and the post office, and visit Victoria Country Park. They observe and identify features in the natural world and learn to care for living creatures. Children investigate objects and materials, by using all their senses, as appropriate. They are encouraged to look closely at similarities, differences, patterns and change. They investigate instruments to see how sounds are made and note how ingredients change during cooking. In learning about the everyday use of technology, they are helped to use a programmable toy and walkie-talkies. Children competently use a range of software to support the development of reading, phonics, writing, number, sorting and matching. Their awareness of religious beliefs develops as they learn that people have different values, cultures and beliefs.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children are given many good opportunities to respond to rhythm and music.
52. By the end of reception children exceed the Early Learning Goals. Children respond to rhythm, music and stories through movement and learn to start and stop on request. They move with developing confidence, imagination, control and co-ordination, and with an awareness of others, in the hall and outside. Climbing equipment is used safely. As children travel along, under and over equipment, they use a range of body parts. They show particular skill in controlling a ball and directing it at a target. Their awareness of the importance of exercise develops. Teaching and learning are good. Physical skills in the classroom are taught well. Children use construction kits and junk materials to build models and make binoculars for the role-play jungle. They use dough to make impressions of animal bedding and thread a lacing card of an animal.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- There are many opportunities for imaginative and creative development.

### **Commentary**

53. Because teaching and learning are good, children meet the Early Learning Goals by the end of reception. Children explore colour, texture and space, as they paint animals. They use primary colours imaginatively in their paintings and are learning to differentiate and mix colours. Their portraits of themselves and others demonstrate good progress over time. Children develop the skills of drawing, sewing and making models. Adults encourage them to talk about their work, thereby developing appropriate vocabulary. Children express their ideas in dance and accompany music with their bodies, voices and percussion instruments. They sing simple songs from memory and use instruments to compose a sound story about the weather, using loud and quiet sounds. Children are given opportunities to listen to music from other cultures, and to compose their own music.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are improving at a good rate.
- Pupils have good opportunities to develop speaking and listening skills.
- Recent changes have improved the provision for reading.
- Standards in writing are not high enough.
- Teachers work together well.
- The recently appointed co-ordinator is providing good leadership.

## Commentary

54. The results of the Year 2003 tests were below average in reading, but average in writing. In comparison with similar schools, results were above average in reading and writing. Standards are average in all aspects of English except in writing, where they are below average. Although pupils have mainly average standards by the end of reception, their writing skills are weaker than other aspects of literacy. Overall, pupils make satisfactory progress through Years 1 and 2. Recent changes to the teaching of reading are improving standards. The co-ordinator has a firm grasp on the subject and is providing a strong lead. There has been satisfactory improvement since the previous inspection.
55. Currently, standards in speaking and listening are average and achievement is good. In both Years 1 and 2, there are many good opportunities for pupils to explain what they think and discuss their ideas with teachers and other pupils. In whole school assemblies, pupils show and talk about their work. Older pupils speak out confidently.
56. Reading standards are average and pupils' progress and achievement is satisfactory. In September 2003, the school introduced a reading morning for all classes. The teaching in these sessions is effective because readers of different levels of attainment are given specific support to improve skills. This has been particularly successful with lower attaining pupils, who have well established strategies to work out unknown words. They read with growing confidence and enjoyment, and several have made good progress recently. Teaching assistants make a significant contribution. In Year 2, for example, they work with groups of higher attaining pupils and help them develop their vocabulary through thinking of words with similar meaning in the text. They also show good knowledge of how to support lower attaining pupils. Volunteer helpers are playing an important role in providing additional opportunities for pupils to read aloud. The school is developing good reading habits. Each pupil has a reading diary and these are kept up to date. Reading is supported by a spacious and well resourced library.
57. Standards in writing are below average. Although most pupils reach the expected levels of achievement, the proportion of pupils writing at the higher levels is low. There is some good achievement, noticeably with lower attaining pupils, who try hard and are effectively supported. There are a small number of pupils who underachieve, particularly higher attaining pupils. Higher level skills in writing are not being achieved because the teaching does not target these sufficiently well. Currently, redrafting, the use of ICT and presenting 'best copy' are all under-used writing strategies, partly due to the lack of computers. Writing for different purposes is taught effectively and as a consequence the range of pupils' writing is good. Spelling is taught well through close attention to words with common letter combinations, and the different spelling of words which sound the same but have different meaning, such as 'threw' and 'through'.
58. Teaching is satisfactory overall. Teachers work well together to plan their lessons. In Year 1, good teaching reinforces and develops pupils' skills and understanding well. Based on a very effective plan the teaching is successful because:
- Pupils are all involved through fun activities such as when the whole class call out when they spot a capital letter and full stop;
  - Sufficient time is given to talk and discussion before the pupils are asked to write;
  - Expectations for writing are made explicit. Higher attaining pupils are asked to write sentences with a range of adjectives and correct punctuation.
59. In nearly all lessons the behaviour of pupils is good. On the few occasions when pupils displayed unsatisfactory behaviour they were dealt with sympathetically by the teacher and the pace of learning was not unduly affected. Pupils with special educational needs are effectively supported and make good progress. Pupils with English as an additional language are making satisfactory progress.

60. Leadership of the subject is good. The co-ordinator has a good understanding of the strengths and weaknesses in the subject. External support has been used effectively and training for teachers and teaching assistants is improving provision. Identified weaknesses are being tackled systematically. The current focus on reading is improving standards. The school enlarged the range of non-fiction books to encourage boys to read and the school runs reading meetings for parents so that they can support their children at home more effectively.

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

61. These are promoted well. There are good examples of the development of language in mathematics and science as this is a current focus in the school. Literacy is often linked well with other subjects, such as history, geography and religious education.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Key skills are taught successfully.
- Teachers' planning is of high quality.
- Very effective use is made of the assessment of pupils' work.
- Teaching and learning are monitored effectively.

### **Commentary**

62. The results of the national tests in 2003 were below average, but above average when compared to similar schools nationally. These results confirmed the trend of year-on-year improvement in national tests. Girls did not achieve as well as boys in 2003, but there were an unusually high proportion of girls with special educational needs in the year group. Standards continue to improve and in the current Year 2 are above average. The achievement of all pupils is good. Standards have been maintained as measured against the findings of the previous inspection.
63. Pupils show good knowledge and understanding of number, including mental arithmetic and multiplication facts. This reflects the very good teaching of key skills, including the four rules of addition, subtraction, multiplication and division. In Year 2, pupils show good skills in solving mathematical problems. Pupils enjoy carrying out investigations and make good use of their literacy skills when they have to read word problems. They have a good understanding of shape, space and measures. During the inspection, pupils in Year 2 made very good progress in learning how to measure accurately. They were excited and motivated by good teaching and the more-able pupils were desperately keen to measure in millimetres, which they did successfully by the third lesson. Pupils use their ICT skills successfully when they create graphs to show for example, hair colours of pupils in their class.
64. Teaching is good and has a positive impact on the standards achieved. There are significant strengths in the quality of teachers' planning. The different learning needs of pupils are met successfully because teachers plan work which challenges and extends pupils' thinking and learning based on their ability. As a result, pupils work hard in lessons and are motivated to succeed. Pupils benefit from teachers sharing the 'WALT' and 'WILF' for each lesson and this contributes to good progress because pupils know exactly what is expected of them. Pupils enjoy numeracy lessons and show good concentration and perseverance in their work. They take considerable care and pride when presenting their work.

65. Leadership and management are good and this has a positive impact on standards and achievement. There are strengths in the co-ordinator's knowledge and understanding of the strengths and weaknesses in teaching and learning. She has dedicated time away from her own class teaching commitment to see how the subject is taught in other classes and to analyse pupils' work. She has developed very good procedures for assessing pupils' progress and the information gathered is used to set targets for year groups in order to secure further improvement. A good example of this was the identified need to develop pupils' use and application of mathematics into problem solving and investigations. As a result, there has been marked improvement in this aspect of pupils' work.

### **Mathematics across the curriculum**

66. Pupils' make satisfactory use of numeracy skills in other subjects, with the strongest link made with ICT in handling data. In science, pupils use their measuring skills accurately when they measure the growth of broad beans and record this each week in a table.

### **SCIENCE**

Provision in science is **good**.

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

- Systematic planning of cross-curricular links provides good opportunities to consolidate and extend skills.
- Emphasis on investigative skills and a consistent approach to recording results have a positive impact on standards.

#### **Commentary**

67. Standards match national expectations in Year 2 and about 20 per cent of pupils exceed expectations. Pupils make good progress and achieve well. In the 2003 national teacher assessments, standards in Year 2 matched those expected nationally, with 24 per cent of pupils achieving the higher Level 3. In comparison with similar schools, pupils' achievement was above expectations.
68. Pupils' work during the year shows developing competence in carrying out investigations, predicting what will happen and recording evidence scientifically. Pupils understand the concept of a fair test. During the inspection, pupils in Year 2 learnt that flowering plants produce seeds and reproduce. They studied the seeds of tomatoes, avocados, melons, apples and peppers and compared the size and colour. Most pupils produced good, close observational drawings of a cross-section of a fruit, and labelled it well. In a further lesson, pupils identified the conditions that plants need to survive and carried out an investigation to find out what would happen to the growth of a sunflower seed if one of the conditions is missing.
69. Teaching and learning are good, overall. The strengths of teaching are teachers' good subject knowledge and planning, the promotion of equal opportunities and the valuable support given by teaching assistants. Pupils apply themselves well to their work. They are encouraged to reason in scientific terms, to observe, predict, carry out scientific experiments and draw conclusions from the evidence. Strong links are made with literacy. For example, when studying electricity, pupils wrote instructions on how to make a circuit, in a literacy lesson. Mathematical skills are developed through the use of measurements, diagrams, tables and graphs, for example, when monitoring the growth of broad beans. Pupils use the computer mainly for word processing. The curriculum is enriched by first-hand experiences in the school grounds. The gardening club is well attended, and an Environmental Task Group is planning the creation of a wildlife area and pond. A science week is in the process of being planned. Resources are very good and are used well to promote learning.

70. Leadership and management are good. The subject leader has a clear vision for the future development of the subject and works hard to maintain and improve standards. Assessment is thorough and constructive and is used well to address pupils' needs. Improvement since the last inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils show good skills in entering commands into a programmable toy.
- Pupils do not spend enough time using ICT to support learning in other subjects.
- There are insufficient computers to support pupils' learning.
- Teachers' planning is good.
- The assessment of pupils' progress is good.

### **Commentary**

71. Standards in ICT meet national expectations and achievement is satisfactory for all pupils. Standards have been maintained since the previous inspection. Pupils are confident in the use of the mouse and keyboard and know how to load, save and print their work. They are secure in using the 'tools' in a graphics program to create imaginative pictures. Literacy skills are used successfully when pupils word process poems and re-tell stories. In Year 2, pupils are very secure in giving a programmable toy a set of instructions to follow a planned route. More-able pupils know how to send the toy to a map location using two-figure grid references and are confident in programming the toy to turn through 45, 135, 225 and 315 degrees. Work with programmable toys reinforces pupils' understanding of angles in numeracy.
72. Teaching is satisfactory overall, with strengths in the quality of planning. In lessons, teachers plan work which will meet the learning needs of all pupils, with a strong emphasis in ensuring that more-able pupils are challenged. The work with the programmable toy is a strong example of this. In lessons, very effective use is made of teaching assistants who make an invaluable contribution in ensuring that all pupils understand the task and are fully involved. As a result, pupils make good progress. Currently, teachers do not plan consistently enough for pupils to use and apply their ICT skills when working in other subjects, including literacy and numeracy. A constraining factor is that the school's ICT suite only has six computers and each classroom has a further one. Pupils enjoy lessons and their co-operation in working together in group work is a strength and contributes successfully to their social development.
73. Leadership and management are good. The subject co-ordinator has a very detailed understanding of strengths and weaknesses in the subject as exemplified in her current position statement on its development. She has developed a very impressive system for assessing and recording pupils' progress. The main strength is that pupils' work is matched to the levels required by the National Curriculum and there is a detailed portfolio of pupils' assessed work. As a result, new teachers to the school have a very detailed understanding of what pupils are expected to achieve in ICT in Year 1 and Year 2.

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

74. When given the opportunity, pupils make good use of key skills, particularly in word-processing, where they make satisfactory use of their literacy skills in writing stories and poems. In numeracy, pupils use the computer successfully to produce graphs to reinforce their understanding of handling data. However, the limited number of computers reduces the number of occasions when pupils can use them.

## **HUMANITIES**



Religious education was inspected in depth, with pupils' work in history and geography sampled as insufficient lessons were seen to make a judgement on provision.

75. In history, the detailed scheme of work is based on national guidance, and pupils' attainment is assessed at the end of each unit. Pupils in Year 2 have a sound knowledge of the local area, and make comparisons between aspects of life in the past and life today. They know about famous events, such as 'The Great Fire of London' and explain changes that have happened as a result. In discussion, pupils explained the importance of Florence Nightingale's achievements and compared hospitals in her time with hospitals today. Good links are made with literacy through imaginative writing, and chronological and non-chronological reports. The subject leader has a clear vision for the future development of the subject. He is developing a portfolio of work to aid assessment and to encourage and highlight good practice. The curriculum is enriched by visits and visitors. Pupils in Year 1 learn about life in the past through a visit to Manor Farm. They enjoy a visit from a local collector of old toys. In Year 2, pupils have access to resources from 'The County Wardrobe'. They learn how Florence Nightingale and visitors to the seaside dressed and about items that they used.
76. In geography, there is a detailed scheme of work in place that provides for the progressive development of pupils' knowledge, skills and understanding. By the end of Year 2, pupils have a sound knowledge of the school grounds and the local area. They draw plans of their journey to school and consider what they like and dislike about the local area. Pupils have a developing knowledge of life in Europe and places further afield, through the travels of Barnaby Bear. They follow his adventures on the computer. Links are made with literacy through discussion, stories and research. During the inspection, pupils in Year 1 wrote a diary about the bear's visit to Poole, incorporating features that would attract visitors to the area. Pupils use their mathematical skills when working on direction. They draw on their literacy skills, as they compare and contrast life on a Scottish island with life in Southampton. During the annual cultural week, pupils learn about a range of countries. The subject leader has a clear vision for the future development of the subject and is developing a useful portfolio of pupils' assessed work. The curriculum is enriched by a visit to the New Forest.

## **Religious education**

Provision in religious education is **good**.

## **Main strengths and weaknesses**

- Pupils enjoy the subject.
- It makes a good contribution to pupils' spiritual, moral, social and cultural development.
- There are good systems in place to assess pupils' learning.

## **Commentary**

77. Standards exceed the expectations of the locally agreed syllabus and achievement is good. Standards have been maintained since the previous inspection. Pupils really enjoy lessons and benefit from recent initiatives whereby they can choose how they record their work in a lesson. For example, in their work on Advent, pupils chose to describe why there are four candles on an Advent ring, whilst others chose to make a model and explain this orally to their teachers. Pupils use their literacy skills successfully, when, in Year 2, they choose to write letters from the viewpoint of being a Jewish child to explain to a non-Jewish friend why Jews celebrate Sukkot. In Year 1, pupils show a good knowledge of the friends of Jesus through their own re-telling of stories from the New Testament.

78. Teaching is good and makes a strong contribution to the high standards achieved. There is a strong emphasis on encouraging pupils to reflect, such as in Year 1 where pupils reflected on the importance of stars to Christians through discussion and writing. Reflecting in this way makes a strong contribution to pupils' spiritual development. Their cultural development is enhanced by the study of other faiths. Teachers are confident in teaching the subject and make effective use of the very good resources in the school to make lessons interesting and challenging for pupils.
79. Leadership and management are good and have a positive impact on the standards achieved. The co-ordinator's 'Exemplification of Standards' file is impressive because it contains a good collection of pupils' work which has been matched to the levels required by the locally agreed syllabus. This makes a significant contribution to the assessment and recording of pupils' progress. As a result, teachers know the standards that pupils should be achieving. The school has a very good range of resources to support learning, including religious artefacts.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Sufficient lessons were seen in order to judge provision in music and physical education. Work in art and design and in design and technology was sampled.

80. In art and design, there is a good variety of work on display throughout the school. Pupils practise weaving techniques with paper and card, paint self-portraits and investigate different ways to make small pots from clay. The finish of the pots is good and several are carefully decorated. The work of famous artists is used effectively to explore different art techniques. There is satisfactory use of ICT to create and explore pattern and design. Art resources are good. The school keeps a portfolio of pupils' work which is carefully and accurately annotated. The subject is supported well through an art club.
81. In design and technology, pupils use an appropriate range of materials to make working models. Year 1 pupils design and make pop-up cards some of which have simple levers. Written plans list materials used. In Year 2, cardboard models incorporate a winding mechanism. The models show a variety of different finishes and indicate standards in line with national expectations.

### **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching incorporates a good range of activities.
- There are good opportunities to develop music skills.

### **Commentary**

82. Standards in music meet expectations for seven-year-olds. Pupils in Year 1 clap and follow simple rhythms. They sing with a growing understanding of pitch in lessons and during assemblies. By Year 2, pupils follow the shape of a melody well and are developing skills for singing simple rounds, such as 'London's Burning'. Pupils with hearing impairment are closely supported and join in lessons well. Standards are not as high as in the previous inspection, therefore the progress made is unsatisfactory.
83. Teaching is satisfactory. In Year 1, a good range of strategies are used to engage the interest of pupils and they co-operate well with each other. Teachers have good strategies for supporting pupils with special educational needs so that they pay attention. In some parts of lessons, the pace of learning is affected because it takes too long to organise pupils or they

have to wait too long between taking turns on instruments. In Year 2, there are effective warm up activities for singing. Teaching encourages pupils to pay careful attention to the rhythm of songs and this is accurate. However, the pitch for singing is not always accurately established by the teacher.

84. The school provides a wide range of opportunities to develop musical talents. There is a weekly singing assembly, lunchtime recorder club and individual violin lessons. In the lunchtime recorder club, pupils play accurately from notation. Music is played in classes at the beginning of the day and before assemblies. The pupils are encouraged to identify what types of music they like the most. The accommodation and resources for music are good.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The school has very good resources.
- Teachers' planning is good.
- Teachers are inconsistent in the use of the 'stop' command in order to gain pupils' immediate attention.

## **Commentary**

85. Standards meet expectations for seven-year-olds and achievement is satisfactory. Pupils know the importance of regular exercise and its impact on being fit and health and this links well to their work in science. In lessons, pupils show a good awareness of space and the ability to change direction and work at different levels when they move around the hall. Skills in games and dance are satisfactory.
86. Teaching is satisfactory. There are strengths in the quality of planning and in sharing the lesson objective with pupils so that they understand the purpose of the lesson. Teachers mainly pay good attention to health and safety by ensuring that pupils wear the correct kit. A weakness is the inconsistency of the use of the 'stop' command to ensure that pupils listen to instructions. Teachers do not always ensure that pupils have stopped an activity and are standing still and listening when instructions are given. As a result, pupils do not perform as successfully because they are not totally clear as to what is expected of them.
87. The subject is led and managed effectively. The subject manager is enthusiastic and hard working. He has developed a good system of assessing pupils' progress in the subject and in providing high-quality resources. Pupils benefit from a good-sized hall, together with generous playground and playing field space. A high proportion of pupils enjoy the lunchtime clubs and benefit from links with outside groups, such as Southampton Football Club and the Solent basket ball team. In dance, pupils benefit from visits by an Indian Dance team and this makes a good contribution to their cultural development.

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

### **Personal, social and health education**

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

### **Main strengths and weaknesses**

- The subject makes a strong contribution to pupils' moral and social development.
- Pupils enjoy 'Circle Time'.

## **Commentary**

88. Pupils benefit from regular PSHE lessons, with a strong focus on the use of 'Circle Time'. Pupils learn to value and respect each other and there are strengths where a class will make only positive comments about a classmate which are recorded and displayed by the teacher. In this way the self-esteem of individual pupils is raised significantly. In lessons, there is a strong emphasis on paired discussion and group collaboration which makes a strong impact on the good development of social and moral awareness. Pupils enjoy the chance to join the headteacher at a 'tea party' and in this way can express their views about the school and their likes and dislikes.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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