

INSPECTION REPORT

WINKLEBURY JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 115858

Headteacher: Mr R E Izzard

Lead inspector: Mr F Ward

Dates of inspection: 4th - 6th May 2004

Inspection number: 258455

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 194

School address: Willoughby Way
Basingstoke
Hampshire
Postcode: RG23 8AF

Telephone number: (01256) 323 244
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Appropriate authority: The governing body
Name of chair of governors: Mr S Porter

Date of previous inspection: 11th January 1999

CHARACTERISTICS OF THE SCHOOL

Winklebury is smaller than most primary schools catering for pupils aged seven to 11. The number on roll has risen recently as new housing has been built. Around 90 per cent are of white British heritage, with the rest of mixed descent from a range of ethnic backgrounds, including a few refugees with English as an additional language. Nearly all live in the area and are from families with incomes below the national average. The number of pupils with special educational needs varies and has been as high as 50 per cent but is currently 21 per cent above the national average. Many have additional social, emotional and behavioural difficulties. The overall attainment of pupils entering Year 3 is below average, particularly in English and mathematics. A high proportion of those joining the school at other times have special educational needs as their parents are aware of the very good support provided. A full-time family worker is attached to the school to support isolated and vulnerable individuals. Around two thirds of the staff have changed in the past two years, mainly as a result of promotion. The school gained the Investors in People award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18605	Mr F Ward	Lead inspector	English Music Physical education Personal, social and health education
11566	Mrs H Smyth	Lay inspector	
23744	Mr P Howlett	Team inspector	Mathematics Information and communication technology Geography History
33163	Ms J O'Hara	Team inspector	Science Art and design Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school with many strengths but some important areas requiring development. Pupils are keen to learn and achieve as expected because teaching is mostly good. Overall, standards are below average. Pupils are very well cared for and supported. The school is well led and soundly managed, providing satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in reading and writing but have difficulty in solving problems on their own, especially in mathematics and science.
- Pupils with special educational needs and particular talents make good progress.
- Teachers know their pupils very well, working effectively with assistants, but the marking of work does not always help pupils improve.
- The curriculum is rich and varied in and beyond the classroom with staff making good use of new technologies and other resources.
- Parents think highly of the school, finding staff very helpful.
- The headteacher and governors work well together but have not made the best use of information on pupils' attainment on entry to Year 3 when looking at the school's performance and induction arrangements.

Since the school was inspected in 1999, improvement has been satisfactory, with nearly all the key issues tackled successfully, yet helping pupils learn from their mistakes is not always happening and there are still some minor omissions in the governors' annual report to parents. Standards have broadly followed the national trend. Nearly two thirds of the staff has changed, mainly through promotion. Pupil numbers have grown as a result of new housing. The school gained the Investors in People award in 2003.

STANDARDS ACHIEVED

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

*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.*

Pupils generally achieve as expected. According to the school, the overall attainment of pupils starting Year 3 has been well below average in English and below average in mathematics for a number of years. An examination of the work of the current Year 3 pupils when they started last September confirms this trend. Pupils achieve well in reading and writing and standards in English are below average. Many pupils have difficulty interpreting problems in mathematics and science. The school has successfully begun to tackle this issue and standards in mathematics have improved in Year 6 from well below average to below average, but standards in science are still below average as changes recently put in place have not had time to take effect. Standards of the work seen in other subjects are generally as expected for the age and capabilities of the pupils. The small number of pupils from different backgrounds, including the few with English as an additional language, achieve as well as others of similar capabilities. Pupils with special educational needs make good progress.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are well promoted. Pupils understand right from wrong, have a good sense of fairness and play and work happily together, regardless of their background. They enjoy all the school offers, willingly taking on responsibility and gain in maturity. They have a good understanding of their own and other cultures. Behaviour is good. Attendance is above average.

QUALITY OF EDUCATION

The school provides a good quality of education, as teaching is mostly good. Teachers and assistants know their pupils very well, working effectively together to help and support individuals, particularly those with special educational needs. They make particularly good use of new technologies to make learning a more visual and active experience. Pupils respond well and are enthusiastic learners but staff do not always help them learn from their mistakes, especially when marking work. All pupils, regardless of their backgrounds and capabilities are able to take a full part in lessons.

The curriculum has a strong focus on helping pupils develop their literacy and personal skills. Learning opportunities are rich, varied and directly linked to pupils' experiences in and beyond the classroom. An effective programme helps a few pupils who have difficulty in working and playing with others. Pupils are very well looked after, feel secure and their views are taken into account. They quickly settle on transfer but not enough has been done to smooth out differences in learning experiences between the infant and junior stage. Arrangements for transferring to the secondary school are good. The school is very much part of the local community.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is sound. The governors, headteacher and senior staff are committed to improving the school. Governance is satisfactory. School developments are soundly based upon an examination of teaching and learning and pupils' performance. However, for some time discrepancies about the level of pupils' attainment on entry to Year 3 have not been resolved making it difficult to tell (or for the school to demonstrate) whether pupils have progressed sufficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate what the school does. Inspection findings do not support the view of a few that there was insufficient information in school reports. Pupils say they like school and enjoy everything on offer.

IMPROVEMENTS NEEDED

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

- Enable pupils to become more confident in talking and thinking about how to solve problems, especially in mathematics and science.
- Make sure pupils are given more help in knowing exactly what they need to do to improve their work.
- Consider how to make pupils' learning experiences between the infant and junior stage more consistent.
- Have an accurate picture of pupils' attainment on entry in order to tell how much progress they have made in the school.

and in order to meet requirements:

- Remedy the minor omissions in the governors' annual report to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, pupils achieve as expected for their capabilities. In Year 6, standards are below average in English, mathematics and science.

Main strengths and weaknesses

- Pupils achieve well in reading and writing but have difficulty solving problems on their own, especially in mathematics and science.
- Pupils are not confident speakers or attentive listeners and their handwriting is generally not well formed or joined.
- Pupils with special educational needs and particular talents make good progress.
- For some time, there have been discrepancies about the level of pupils' attainment on entry, making judgements about progress difficult.

Commentary

1. The school has tested pupils on entry to Year 3 since 1997 and found their attainment in reading, writing and mathematics well below average. However, published results, based on assessment at seven-years-old, have indicated standards are well above average. This discrepancy had not been resolved by the time of the inspection and it has made judgements about the progress pupils make through the junior school that are based on these figures questionable. During the inspection, a thorough and rigorous scrutiny of the school's entry tests results and the recorded work during the first weeks in school of the current Year 3 pupils confirm that their overall attainment was then well below average in reading and writing and below average in mathematics and science.
2. The school has made the improvement of pupils' language and literacy skills a priority in recent years and results of national tests for 11-year-olds show that standards have risen in line with the national trend. For pupils in the school, this indicates they are achieving well. While in the last year, there has been a shift in priorities to focus on mathematics and, most recently science, pupils still find their below average English skills hold them back when trying to organise their thoughts and solve problems on their own. As a result, while they are making gains in their learning, they are generally achieving as expected in mathematics and science. In addition, a number of pupils have joined the school later than others in their year group, around a half with special educational needs. These pupils quickly settle and make good progress in relation to their capabilities but they do not catch up sufficiently to reach the level of attainment expected for their age. As a result, the inspection found that standards in English, mathematics and science are currently below average overall in Year 6. This indicates a decline in standards since the previous inspection when standards overall were average.
3. Standards of the work sampled in other subjects, including information and communication technology and religious education, are as expected for the age of the pupils. However, the handwriting of many pupils is not well formed or joined and standards are well below average.
4. National test results for 11-year-olds in 2003 showed that overall standards in English were average when compared to all schools and well below average in mathematics and below average in science. When compared to schools with the same range of pupils eligible for free school meals, standards in English were above average, below average in mathematics and average in science. The proportion of pupils reaching the higher level in English and science was the same as in similar schools but below average in mathematics. Considering the

discrepancy between the school's and published test results on entry, any comparison between pupils' average attainment at seven and 11-years-old is not valid.

This table confirms test results:

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

Standards in:	School results	National results
English	26.6 (27.0)	26.8 (27.0)
mathematics	25.1 (25.8)	26.8 (26.7)
science	28.0 (26.7)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

- Results in national tests have varied considerably since 1999 as the proportion of pupils with special educational needs in each year group has ranged between a third and a half. Standards in English have generally been kept just below average, rising in line with other schools nationally because of the attention given to improving language and literacy skills. Results in mathematics and science have tended to swing but generally have been well below average. Girls have usually out-performed boys in mathematics and science and boys have generally done better than girls in English, against the national trend. The school reports that this is because there have been more boys with special educational needs and they have had more individual support in English.
- The inspection found that, overall, pupils with special educational needs and the few with English as an additional language are still making good progress with regard to their capabilities because of this effective support, often given by assistants working effectively under the direction of class teachers and the experienced special educational needs co-ordinator. The few pupils from non-British backgrounds achieve as well as others with similar capabilities because they are fully included in lessons. The school has made sure that more able pupils achieve well in English by grouping pupils in Year 6 by prior-attainment and giving them harder work. Sometimes in mathematics and science they are not challenged sufficiently and do not achieve as well as they could. The few pupils with specific talents in sport have been well supported and gained local and national recognition for their achievements.
- The school accurately identifies pupils' capabilities but sometimes over-estimates their likely performance in national tests. As a result, school targets for national tests are too challenging.

Pupils' attitudes, values and other personal qualities

Pupils like school and enjoy all that is on offer. They behave well and show a growing maturity. Pupils' spiritual, social, moral and cultural development is good. Attendance is above average.

Main strengths and weaknesses

- Pupils, regardless of their backgrounds and capabilities, generally play and work happily together.
- Pupils generally enjoy lessons but sometimes become inattentive if they sit for too long and many do not work confidently on their own.
- Pupils are very aware of the difference between right and wrong and have a strong sense of fairness.
- Pupils are fully involved in all aspects of school life and take on responsibilities willingly.
- Pupils' personal development is a priority and well promoted in all school activities.

Commentary

8. Nearly all pupils responding to the school's own questionnaire report that they are expected to work hard, that they try out new things in lessons and they find other pupils friendly. Nearly half the pupils think that a few individuals behave badly, particularly at playtimes. The school has been dealing effectively with this problem and no incidents were observed during the inspection.
9. Good attendance is actively encouraged and achieved. The school, the education welfare officer and an attached family worker effectively support families having problems sending their children to school. As a result, attendance has remained above average, as it was at the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
National data	5.4	National data	0.4

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

10. Pupils generally relate well to each other and to staff, who set and achieve high standards of conduct. Behaviour in class and around the school is generally good. However, some pupils who learn at a slower rate can become inattentive in lessons if they are expected to sit and listen for too long.
11. Last year, one pupil was excluded, with the appropriate procedures followed correctly.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	173	2	0
White - Irish	1	0	0
White - any other white background	4	0	0
Mixed - white and black Caribbean	3	0	0
Mixed - any other mixed background	2	0	0
Asian or Asian British - other Asian background	1	0	0
Black or black British - Caribbean	1	0	0
Black or black British - African	2	0	0
Black or black British - other black background	1	0	0
Parent/pupil preferred not to say	6	0	0

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

12. All pupils, including those with special educational needs, are able to take a full and active part in the wide range of school activities in and beyond the classroom. The few pupils from non-white British backgrounds and those with English as an additional language are well integrated and achieve as well as others with similar capabilities.

13. Pupils feel able to express their opinions but are not confident speakers. However, they are usually given effective help and encouragement and feel their views are taken into account in lessons and, more formally, through the school council. Whilst pupils are given many opportunities to develop their independence, they generally do not work well on their own unless they are given very careful guidance. However, they increasingly take on more responsibilities and are very willing to help others, particularly those younger than themselves or in distress.
14. Pupils' spiritual development is good. They feel valued and appreciated for what they do and are encouraged to reflect on their feelings and their effect on others. Assemblies and class discussions are effectively used to extend and enrich pupils' awareness of the wider world and their place in it. Pupils have a firm sense of right and wrong as good moral values are well promoted. They have a strong sense of fairness. There are many opportunities for pupils to develop their social skills in small and large groups. A few pupils who had difficulties making friends have gained much from specialist support in 'nurture groups'. Pupils are well aware of their own culture and have an increasing appreciation of how other people live in the world and the contribution of different ethnic groups to British society. Families of pupils from different cultural backgrounds in the school have given pupils a valuable insight to their customs and practices.
15. Overall, these findings are similar to those of the previous inspection, with an improvement in the provision for cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, as teaching and learning are mostly good, the curriculum is rich and varied, extending beyond the classroom, and pupils are very well looked after. Parents are appreciative of the school.

Teaching and learning

Teaching and learning are good.

Main strengths and weaknesses

- Teaching and learning place a strong emphasis on developing pupils' personal and communication skills, which are well below average on entering Year 3.
- Teachers are successfully helping pupils become more adept at problem solving in mathematics and science but many still lack confidence.
- Staff plan well together making sure all pupils are included in lessons but sometimes the more-able are not given sufficient guidance when working independently and do not finish tasks.
- Staff set and achieve high standards of behaviour but sometimes pupils are expected to sit still for too long and a few who learn at a slower rate become inattentive.
- Teachers and assistants work in effective teams, particularly in support of pupils with special educational needs.
- Teachers use new technologies well in their teaching to make learning steps clearer.
- Pupils' progress is thoroughly checked and the information is used effectively to plan lessons but guidance to individuals does not always help them learn from their mistakes.

Commentary

16. Teaching and learning are mostly good and consistently good in English. This is a similar finding to the previous inspection when the teaching in around six out of ten lessons was good or better.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	3 (10%)	14 (47%)	13 (43%)	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.

17. The consistently good teaching and learning in English occurs because staff have benefited from nationally initiated training and have effectively adapted national guidance to meet the needs of pupils in the school. The strengths in the teaching and learning come from the importance given to developing pupils' speaking and listening skills, the regular, individual support for reading and the provision of a real purpose for writing. As a result, pupils generally achieve well in English but insufficient attention has been given to handwriting, where standards are well below average.
18. Teachers are successfully helping pupils gain more confidence in discussing and organising their thoughts when tackling problem-solving activities, especially in mathematics and science. However, many still find this difficult and need a great deal of encouragement and guidance to understand the steps they need to follow. The school reports many pupils enter Year 3 with undeveloped learning skills.
19. Generally teachers and assistants work well together to ensure all pupils are able to take a full part in lessons, especially when giving support to individuals and small groups. As a result, pupils with special educational needs and those with English as an additional language make good progress. While the more able in Year 6 are appropriately challenged in English as they are taught together in a class set by prior-attainment, sometimes in other lessons and classes, they are not given enough encouragement when working independently. On these occasions they are not as productive as they could be. Also, at the start to some lessons where teaching is satisfactory but not better, teachers talk for too long and pupils who learn at a slower rate are not able to sustain their attention.
20. All teachers make good use of a wide range of resources to help pupils with their learning. They have been particularly effective in making learning more visual and interesting by the use of interactive white boards. This is a recent innovation and staff have already become confident, showing ingenuity and imagination in their different approaches and uses.
21. Homework is used well to reinforce basic skills in reading, spelling and learning number facts. Although all work is marked regularly, sometimes the comments do not give pupils sufficient guidance as to what they need to do to improve. This is also a shortcoming in the personal targets pupils are given, as often they are not specific enough to be helpful.
22. The school thoroughly checks and records pupils' performance, using staff observations and national tests. Teachers use this information well to plan lessons and track pupils' progress. Those not making sufficient gains in their learning are identified early and given individual and group support, mainly in English and mathematics, but also in their personal development. As a result, these pupils become more confident learners. However, a few pupils with specific learning difficulties, often resulting from negative experiences in other schools, take time to catch up and do not reach the standards expected for their age.

The curriculum

The curriculum is rich and varied, extending beyond the classroom, and meets statutory requirements.

Main strengths and weaknesses

- Many opportunities are provided to develop pupils' personal and communication skills.
- More practical activities are being planned in mathematics and science to help pupils develop their problem-solving skills.
- Generally, pupils with special educational needs are given suitable learning activities.
- Effective links are made between different subjects to make learning more meaningful.
- Pupils' experiences are considerably enriched by additional activities.
- Resources and the accommodation are good, including a well-organised library, but the computer suite is cramped.

Commentary

23. The school provides a good quality curriculum for its pupils. It is broad and balanced and fully meets statutory requirements. The school has a strong focus on helping pupils develop their literacy and personal skills, as well as providing many opportunities to be creative in subjects such as art and design, music and dance. Mathematics and science programmes now include more problem-solving activities but these are recent developments and are not yet fully effective. Proper attention is given to drugs and sex education. Religious education follows the locally-agreed syllabus.
24. The school provides a good quality curriculum for its pupils. It is broad and balanced and fully meets statutory requirements. The school has a strong focus on helping pupils develop their literacy and personal skills, as well as providing many opportunities to be creative in subjects such as art and design, music and dance. Mathematics and science programmes now include more problem-solving activities but these are recent developments and are not yet fully effective. Proper attention is given to drugs and sex education. Religious education follows the locally-agreed syllabus.
25. The school provides a curriculum that is purposeful and relevant to pupils' learning needs. It is well planned and organised and kept under review. Learning opportunities are rich, varied and directly linked to pupils' experiences in and beyond the classroom. Effective links between subjects help make pupils' learning meaningful.
26. The school's strong commitment to ensuring equality of access and opportunity for all is achieved by active intervention by teachers and assistants over-seen by an experienced co-ordinator for special educational needs. As a result, provision for pupils with special educational needs and the few with English as an additional language is good. Individual educational plans clearly highlight what needs to be done and give helpful and specific guidance to staff. These pupils are well supported and receive work that is well matched to their capabilities. Pupils who have statements of special educational needs are supported appropriately. An effective 'nurture' programme helps a few pupils who have difficulty in working and playing with others.
27. The school provides a good range of additional activities that enrich and extend the curriculum for pupils in and beyond the classroom. There is a good range of after-school clubs, with a strong focus on sports. A programme of educational visits helps bring subjects such as geography, history and religious education alive. A number of visits from authors, poets and theatre groups and 'theme weeks' for mathematics, books, science and creative arts helps develop pupils' interests further. Pupils in Years 5 and 6 have the opportunity of residential

visits, which enrich their learning as well as enhancing their spiritual, moral, social and cultural development.

28. The match of teachers to the curriculum is good and all subjects are covered appropriately. There is a good number of additional support staff to assist teachers in providing effective support for pupils' individual learning needs. Resources and equipment to support pupils' learning, including those with special educational needs are generally good and used effectively. Teachers have embraced the new technologies enthusiastically and use these resources effectively. Accommodation is good, including a well-stocked and spacious library, providing for effective learning. The computer suite is too small for whole-class teaching.

Care, guidance and support

Overall, the school takes very good care of pupils and they feel secure and safe. Pupils enjoy contributing to school life and all are very well supported by staff. Induction arrangements are not as effective as they could be.

Main strengths and weaknesses

- The school is a friendly, caring and safe place.
- Pupils, regardless of their capabilities and backgrounds, are very well supported and included fully in the life of the school.
- There are very good, trusting relationships between pupils and adults.
- Pupils quickly settle on transfer but not enough has been done to smooth out differences in learning experiences between the infant and junior stage.
- Pupils are involved in shaping school life and while they have opportunities to check their own work and set personal targets, these are not always specific enough to be helpful.

Commentary

29. The health, safety, care and protection of all pupils is given a high priority by the school so they feel secure and well looked after. This is a marked improvement to findings at the previous inspection. Staff know pupils very well and do all they can to make sure they feel wanted and appreciated. As a result, pupils are fully confident in approaching staff for advice and support. This guidance is very helpful in their personal development but sometimes is not specific enough to show them exactly what they need to do to improve their work.
30. High standards of behaviour are set. Staff use 'class points' effectively to reward good behaviour and achievement, contributing to an overall score for one of three 'houses' to which pupils belong. Staff consistently and sensitively remind pupils about being polite, caring and considerate. There is an effective 'buddy' system where individuals are given the opportunity to help and support other more vulnerable pupils during playtimes. As a result, pupils generally want to be helpful and this creates a family atmosphere and a well-ordered community. Regular reviews of health and safety procedures and inspections of the buildings and grounds are carried out, which ensures everyone works in a safe environment.
31. Pupils starting school in Year 3 and at other times settle quickly as they are very well supported but many have difficulties adapting to the expectations of staff and the different teaching and learning styles. While discussions to look at making the transfer between the infant and junior stage smoother are taking place, these are still exploratory. However, pupils are very happy to come to school and enjoy their work, as staff make them very welcome and give plenty of support and encouragement on arrival.
32. Overall, the school supports pupils with special educational needs and the few with English as an additional language very well, making effective use of external agencies when appropriate. The experienced co-ordinator quickly identifies their needs and works effectively with teachers and assistants to plan an appropriate individual education programme. They benefit from individual and small group support, especially in English and mathematics, and consequently

make good progress. Older pupils joining the school with special educational needs often have emotional and behavioural difficulties. The school is very effective in helping these pupils settle, make friends and develop a positive attitude to learning.

33. Although pupils are not confident speakers, they are given many opportunities and sensitive encouragement to express their ideas and opinions in lessons and the school council. In addition, they are expected to contribute to school life and carry out a range of duties, such as classroom and library monitors and running the 'tuck shop'. These experiences help them grow in maturity.

Partnership with parents, other schools and the community

The school works closely with parents and benefits from links with the community.

Main strengths and weaknesses

- Parents are appreciative of the school and well informed, although there are minor omissions from the governors' annual report to parents.
- Transfer arrangements with the partner secondary schools are good.
- Links with the local community are good.

Commentary

34. The school regularly consults parents, using questionnaires and more informal methods. They are very supportive and appreciative, feeling the school provides very good learning opportunities and teachers set high standards; they report that their children like school.
35. Parents are well informed about school life through regular newsletters, meetings and informal contact with class teachers, governors and the headteacher. This is an improvement since the previous inspection. Parents feel they can approach the school and that every effort will be made to sort out their problems. A few parents felt their children's annual reports were not helpful enough but this is not confirmed by the inspection. However, the governors' annual report does not fully meet requirements. Parents of pupils with special educational needs are fully involved in annual reviews.
36. Most parents are actively interested in their children's education and help their children complete homework. There is a family worker attached to the school and she supports children and their parents having financial and social challenges to help them be more involved in school life. This home support has been particularly effective in raising standards in reading.
37. The school contributes much to the local community, supporting arts and sports events, and inviting families and elderly residents to school performances. There are effective links with local business and commerce, providing sponsorship and opportunities for pupils to understand how industry operates. Contact is also maintained with local places of worship, including a Jewish synagogue. These experiences help broaden pupils' awareness and increase their sense of responsibility in society.
38. Links with other schools in Basingstoke are well established. The headteacher is very active in co-ordinating and organising activities to help staff and pupils in the area benefit from their combined experience and joint resources. This has been especially helpful in improving transfer arrangements to secondary education. Now parents receive one combined information pack rather than separate mailings and are better able to make an informed choice. As a result, pupils move smoothly to their preferred secondary school. The school has effective links with further and higher education institutions. No students were in school during the inspection.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and senior staff are good. Governance and management are satisfactory overall.

Main strengths and weaknesses

- The hardworking and enthusiastic headteacher has successfully created a new team following staff changes, that is committed to raising standards further.
- The chair of governors is closely involved with the school, helping governors play their part in moving the school forward.
- The headteacher and governors have not addressed the long-running discrepancy between published information reporting the school as under-performing and their own figures that show this not to be the case.
- Development priorities accurately identify what the school needs to do to improve.
- Managers are effectively developing teaching and learning but have not yet successfully tackled improving induction arrangements to make pupils' learning experiences on transfer smoother.
- Finances have been well directed to improve provision, particularly in the use of new technologies.

Commentary

39. In the past two years, two thirds of the staff have changed and the headteacher has successfully made appointments and built up a strong team. There is a mix of experience and more recently qualified staff but the headteacher has effectively paired teachers and enabled them to support each other. Through his good leadership, he has enabled all to share his vision for the school and created a professional ethos where staff are actively engaged in improving their performance through checking and developing teaching and learning. This has been most apparent in the introduction of interactive white boards as a way of using new technologies to make teaching and learning more visual and interesting for pupils with below average communication skills. Under the direction and encouragement of the headteacher, all teachers have been prepared to take risks, learn from their own and others' experience and, during the inspection, showed that they have required considerable competence in the new methods.
40. The governing body operates effectively through its committees and meets requirements. The chair of governors works closely with the headteacher and is fully involved in all important meetings and decision-making, such as with the local authority's link adviser. In addition, a core of governors has been especially active, visiting the school to meet staff and raise their awareness by attending subject co-ordinators' meetings and training sessions. The headteacher and managers produce very clear and readable reports that keep governors informed of the school's strengths and areas for development. In these ways, the governors are generally working effectively to improve the school further.
41. However, while there are joint working parties of governors with the neighbouring infant school, discussions have not focused sufficiently on ways of making pupils' learning experiences in the two schools more consistent. In addition since 1996, governors and the headteacher have been aware of the discrepancy between the published information based on the national tests for seven-year-olds and the school's own assessment using standardised tests. This has resulted in official reports indicating that junior pupils are consistently under-performing while school records show this not to be the case. Little has been done to tackle this issue and the headteacher and governors only made brief mention of the problem in their self-evaluation of the school. Consequently, while much of the governing body's work is effective overall, not resolving this issue indicates governance is currently no more than satisfactory.

42. Governors keep a careful check on finances and spend wisely. They have used their funds well to induct and develop new staff and improve resources and accommodation, particularly new technologies, the computer suite and the library.

Financial information for the year April 02 to March 03

Income and expenditure (£)	
Total income	481,916
Total expenditure	493,486
Expenditure per pupil	2,853

Balances (£)	
Balance from previous year	31,769
Balance carried forward to the next	20,199

43. Other experienced staff with management responsibilities, especially in English, mathematics, science, information and communication technology, physical education and special educational needs, have good leadership skills. They have an accurate picture of what needs to be done to improve teaching and learning and are keen to initiate and make sure agreed actions are carried out effectively. The management skills of the less experienced staff are developing well through peer support, as there is a willingness to discuss and resolve problems. Managers systematically check test results, scrutinise samples of pupils' work and look at lesson plans to identify and tackle shortcomings, such as when unsatisfactory planning leads to inattentive slow learners. However, managers have not done enough to consider ways of making teaching and learning styles more consistent between the junior and infant stage, particularly in English, mathematics and science. Currently, management overall is satisfactory.
44. The school improvement plan summarises well the priorities to move the school forward. Actions are well thought out, appropriately costed and realistic. It is clear what has to be done, by when and what results are expected. This helps the school measure its performance and check the effectiveness of its actions and spending decisions. Inspection findings confirm that current actions to improve pupils' problem-solving skills in mathematics and science, accelerate the learning of lower-attaining pupils and make more use of new technologies are proving effective. Actions to challenge more-able pupils are working in Year 6 English but not always in other lessons and classes.
45. The school uses performance management procedures well to help staff set professional targets and identify their training needs. New staff, including the newly qualified teachers, report they have been made very welcome and benefited from the support from more experienced colleagues.
46. The school applies the principles of best value when taking financial decisions. Governors and the headteacher actively look for ways of improving the quality of education. They are innovative and have created an atmosphere where staff feel able to take risks and learn from their experiences. The way new staff have been supported, the successful introduction of new technologies and the 'nurture groups' to help vulnerable individuals are examples of this thoughtful approach to spending. They consult widely, taking into account the views of pupils, parents and staff. Teaching and learning are mostly good and pupils achieve well in English and standards have risen overall in line with the national trend. While leadership is good, aspects of management need improving. As a result, the school gives satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well overall in English and have a love of reading but the quality of handwriting has remained well below average.
- Pupils do not confidently organise and express their thoughts when speaking and writing and need plenty of encouragement when working on their own.
- Overall teaching and learning are good, with effective use being made of new technologies and a strong focus on reading and writing in all subjects.
- Teachers use information on pupils' progress well in planning lessons but do not always give individuals clear enough guidance on what they need to do to improve.
- The experienced manager knows what needs to be done to improve standards further but has not yet smoothed out induction arrangements for younger pupils.
- There is a very good range of high quality books and resources in classrooms and the well-organised school library.

Commentary

47. Pupils achieve better than expected because learning activities are generally well matched to their capabilities and interests and they are given a great deal of support individually and in small groups. These are similar findings to the previous inspection. Raising standards in literacy has been a priority in recent years and the school reports the quality of teaching and learning has improved as a result of nationally initiated training and guidance.
48. Standards in speaking and listening in Year 6 are below average but pupils achieve well for their capabilities. They do not confidently contribute to class discussions without encouragement. When they are given the opportunity to talk with a partner or in a small group first, they are able to organise their thoughts and come up with a range of ideas. Many also find it difficult to concentrate and listen attentively for more than a few minutes. Unless they are actively involved and interested, they quickly lose attention but generally behave well. While the school has agreed to make speaking and listening an important part in lessons, this is not always the case.
49. Standards in reading in Years 6 are below average. Nearly all pupils read confidently as they have acquired a firm foundation in the basic skills through a well-established programme in which they are given effective individual guidance from teachers and assistants. Many parents also help reinforce these skills through supporting their children's reading at home. As a result, these pupils have a love of reading for pleasure, achieve well and many reach the standard expected for their age. However, even the more able are not confident at using reading to find out information. Whilst pupils gain much from weekly sessions with an experienced assistant in the library, they still need guidance when locating specific books, using the index and seeking information from the text efficiently. This lowers overall standards in reading.
50. Standards in writing in Year 6 are below average. Pupils generally write competently, spell most basic words accurately, use full stops and capital letters correctly and convey what they want to say in a meaningful way using simple sentences. They are achieving well for their capabilities. However, many do not confidently experiment with vocabulary to enliven their writing or easily construct complex sentences. They need plenty of help to organise and discuss their thoughts prior to writing and require a clear structure to follow. The school has

worked hard to help pupils in this area by linking writing activities to topics being studied in other subjects. This has made writing more meaningful and most pupils show a positive response when asked to make a written record of their studies. However, generally standards of handwriting are well below average. Nearly all do not write fluently, joining letters, and many have acquired bad habits from an early age in holding pencils and pens so that often writing is also badly formed.

51. Teaching and learning are good overall. Teachers have improved their planning since the previous inspection and now work effectively in parallel year group teams to make sure lessons cover similar areas. They use a variety of approaches that keep pupils' interest and make good use of resources, particularly new technologies, to give a visual and practical approach to learning. Lessons are well managed with high standards of behaviour achieved. Teachers and assistants are particularly effective in providing individual and small group support that benefits pupils who learn at a slower rate and those with special educational needs. More-able pupils in Year 6 benefit from being taught together in a class set by prior-attainment. Sometimes pupils working independently are not given sufficient encouragement and are not as productive as they could be. However, generally, all pupils achieve well, including the few from non-British backgrounds and those with English as an additional language.
52. Homework is well used to help pupils reinforce reading skills and learn to spell. Although pupils' work is regularly marked, sometimes teachers' comments are not sufficiently helpful in explaining what individuals need to do to improve their learning. This also applies to some of the short-term targets given to pupils, which, on occasions, are not specific enough. Regular and frequent checks are kept on pupils' progress and the information used well to plan lessons that tackle shortcomings.
53. Pupils are given many opportunities to extend their learning experiences. Drama is seen as an effective way of helping them develop confidence in speaking and listening and used extensively in lessons, assemblies and school productions. In addition, pupils visit the theatre, join in theme days and enjoy visits from authors and poets.
54. The library has a good range of fiction and non-fiction books. It is well laid out and timetabled for pupils to choose and change books weekly, as well as learn library skills. Increasingly more use is being made of new technologies, making learning more visual and interesting.
55. Leadership is good. The subject manager knows what needs to be done to raise standards higher. She has gained an accurate picture of the strengths and areas requiring development in teaching and learning from observation in lessons, looking at pupils' recorded work and a careful examination of test results. She has provided good support to colleagues, especially recently trained staff, and organised and led effective professional development. However, little has yet been done to consider ways of making teaching and learning between the stages of education for younger pupils more consistent.

Language and literacy across the curriculum

56. There are many opportunities for pupils to apply their literacy skills in lessons. A great deal of the teaching and learning is based on practical activities linked to interesting topics. This gives pupils more incentive to express their thoughts in discussion and writing, although they still need considerable encouragement.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Lower-attaining pupils achieve well.
- The new co-ordinator provides good leadership.
- Teachers make good use of new technologies.
- Pupils' work is regularly marked but they are not always given enough help to know exactly what they need to do to improve.

Commentary

57. Overall standards are below nationally expected levels by Year 6. Although standards are below those at the time of the last inspection, they are higher than those indicated by the results in the Year 6 national tests in 2003. Further improvement is being held back as many pupils have difficulties completing word problems because of deficiencies in their literacy skills and not many pupils work at levels higher than typically found nationally. Overall, there has been satisfactory progress since the previous inspection.
58. Pupils' achievement is satisfactory. When pupils start school in Year 3, their attainment is below that normally found nationally and their learning undeveloped. Their basic number skills and their capabilities in solving problems are particularly weak. The school has rightly focused on developing pupils' numeracy skills, including their mental arithmetic skills and in these areas pupils in all year groups make at least satisfactory progress. However, there is insufficient emphasis on developing pupils' mathematical vocabulary and on teaching ways of tackling word-problems.
59. The achievement of lower-attaining pupils and pupils with special educational needs is good because they are well supported. Higher-attaining pupils are not always sufficiently challenged but overall make satisfactory progress. The few pupils from ethnic minority backgrounds are fully included and make similar progress to other pupils of similar capabilities. Currently, there are no differences in the performance of boys and girls but in the past there were more boys with special educational needs and overall they did worse than girls in national tests.
60. Teaching and learning are satisfactory. In lessons seen, teaching and learning were at least satisfactory and sometimes good. Teachers have good relationships with their pupils, have high expectations of behaviour and promote a positive ethos for learning. The school provides a well-balanced curriculum in mathematics and there is a clear focus to all lessons so that pupils are clear on what they are expected to learn. Teachers make good use of new technologies, for example in their use of interactive whiteboards to aid whole-class demonstrations. They work in effective partnership with classroom assistants to provide good support for the lower-attaining pupils. However, they do not always give sufficient time when pupils are working in groups to help higher attaining pupils take the next steps in their learning. In Year 6 pupils are taught in two ability groups and these arrangements are generally effective in promoting pupils' achievement.
61. Assessment is satisfactory but there are some shortcomings. While teachers are conscientious in marking pupils' work, they do not always indicate to pupils how they might further improve and their learning is held back. However, there is a consistent approach to setting individual learning targets to help pupils focus on areas where they need to improve and they make good gains.

62. Leadership of the subject is good. The co-ordinator is new to her role but she shows clear vision and has identified appropriate priorities that have been translated into an effective action plan. She has a good understanding of the weaknesses in standards achieved and has identified the need to develop an effective system for checking teaching and learning to identify specific shortcomings. She has not yet looked at ways of looking at how to make younger pupils' learning experiences smoother between stages of education.

Mathematics across the curriculum

63. There are well-thought-out plans for reinforcing and using mathematics in different subjects such as in science, history and geography. However, such opportunities do not occur frequently enough to help sufficiently pupils improve their skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average.
- Pupils enjoy practical investigations but do not confidently test out their own ideas.
- Lessons are well linked to topics that cover other subjects.
- Resources are good and teaching and learning effectively supported by new technologies.
- While pupils' performance is regularly checked and the information used well to plan lessons, individuals are not helped sufficiently to learn from their mistakes.
- The subject is well led.

Commentary

64. Many pupils have difficulty interpreting problems and testing out their own ideas. The school has successfully begun to tackle this issue but standards in science are still below average, as they have been for a number of years. This is because the changes recently put into place have not yet had time to take effect.
65. Pupils enjoy carrying out practical experiments. They like investigating and are curious; however, they are not very confident working on their own. They have insufficient opportunities to talk about their ideas with other pupils and staff in order to clarify what exactly they plan to do. This holds back their progress but overall, their achievement is satisfactory.
66. Pupils from other than white British backgrounds and the few with English as an additional language achieve as well as others with similar capabilities. Those with special educational needs make good progress as they often have individual support from assistants who help break the learning down into meaningful steps.
67. When teaching is good, teachers' own subject knowledge is used effectively to extend pupils' knowledge and understanding of scientific processes. Emphasis is placed on systematically carrying out investigation and as a consequence pupils are able to move from stage to stage, understanding what they are doing. In a Year 4 lesson on testing the insulating properties of different materials, the teacher spent time making sure each group had discussed thoroughly how they were going to ensure the only variable was the material being tested and that everything else was kept the same in their experiment. He did not discourage them when most thought an earthenware mug was a better insulator than a polystyrene cup. There was great surprise and excitement when they discovered for themselves the opposite was true. Effective use was made of electronic thermal probes to demonstrate accurately the different rates of cooling of hot water in the two containers and confirm the pupils' findings.

68. The subject is well led by the new subject co-ordinator. He has made a good start by checking teaching and learning through classroom observation, scrutiny of books and discussions with pupils. He identified correctly that pupils need more opportunities to discuss what they want to do and more help to structure their investigations. Whilst colleagues have begun to take on these ideas, some are still not very confident. This is apparent in comments on pupils' work and in the targets for improvement they are given. Often these are not specific enough to be helpful as they do not relate to the current work or give a clear explanation of what exactly needs to be done. However, pupils' progress is regularly checked through tests and the information is used to plan lessons to tackle any shortcomings.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in the school's resources since the last inspection.
- The school has made good use of available space to create a computer suite but it is too cramped to be fully effective.
- The introduction of interactive whiteboards in all classrooms is having a positive effect on teaching and learning.
- The leadership is good.

Commentary

69. Only three lessons were seen during the inspection. Evidence from these observations and looking at pupils' work indicate that standards are broadly in line with those expected.
70. Pupils' achievement overall is satisfactory, although there are missed opportunities at times to extend the more able. Analysis of pupils' work indicates that pupils experience the expected range of opportunities to develop their skills in word processing, graphics, using email, researching the internet and data handling. Pupils' skills in most aspects are in line with those expected but they do not have sufficient opportunities in control and modelling to reach appropriate standards. Pupils in Year 6 are efficient in their use of search engines in researching on the internet but are less confident in using spreadsheets. Pupils in Year 4 combine text and images appropriately for their audio-visual presentations.
71. Teaching and learning in the lessons seen were satisfactory. Teachers show increasing confidence in their use of software and give clear instructions that pupils follow sensibly. When introducing new procedures, the lack of prompt sheets to remind pupils of the sequence of steps slows the learning of some pupils. On occasions, teachers have all pupils working at the same rate, holding back the progress of those more capable. The computer suite is too cramped to accommodate whole-class teaching but teachers manage this shortcoming well by simultaneously using the library to develop research skills with a group of pupils.
72. Teachers encourage pupils to check their achievement against levels in the National Curriculum. Whilst useful, as far as it goes, this system has its shortcomings. The checks are carried out too infrequently to be used effectively in planning the next steps in pupils' learning or in providing feedback to individuals as to how they might improve.
73. Leadership is good. The co-ordinator shows clear vision and actively seeks to raise standards and effectively supports colleagues. Training, resources and facilities have improved considerably since the last inspection. The recent addition of interactive whiteboards in each class makes learning in other subjects more meaningful to the many pupils who benefit from a visual approach. Although the co-ordinator has a sound grasp of the areas needing attention, she has not yet undertaken a thorough and rigorous check of teaching and learning in order to identify and tackle specific shortcomings.

Information and communication technology across the curriculum

74. Opportunities for links with other subjects are well planned and there are some good examples of teachers making effective use of new technologies to support pupils' learning in other subjects, for example mathematics, geography, history and science. A good feature of the school's provision is its website. It is well organised and laid out, providing a good 'show-case' of pupils' work.

HUMANITIES

No lessons were seen in geography, history or religious education and so it is not possible to form an overall judgement about provision. Two assemblies were observed and inspectors talked to pupils and staff and looked at recorded work and curriculum plans.

75. The school plans a suitable programme of work in **geography and history** that helps pupils extend their knowledge and understanding over a satisfactory range of topics. Discussions with pupils and an analysis of their recorded work indicate that standards are broadly as expected for their ages. Both subjects make a sound contribution to the development of pupils' literacy skills but less evident are opportunities for applying their numeracy skills. There are good links with other subjects and teachers make effective use of new technologies to support pupils' learning. A good range of visits helps make these subjects relevant and interesting to pupils.
76. The **religious education** programme is linked to topics across different subjects. It is supported by a wide range of multi-faith artefacts to interest and engage pupils. The programme covers Christianity, Judaism and Hinduism and helps pupils see the similarities and differences between these three world religions. Pupils' understanding is helped by, for example, visits to places of worship such as a Jewish synagogue and performances in school by an Indian dance team depicting Hindu stories. Whenever possible, staff help pupils to learn through first-hand experiences such as, for example, inviting pupils to sign up to say prayers before lunch. Discussions in religious education lessons are also closely linked to pupils' personal development, where they can express their emerging beliefs and thoughts on the meaning of life for themselves and others.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. One lesson each of art and design and technology and physical education and none of music were observed. This is not sufficient to form an overall judgement about provision. Inspectors also talked to pupils and staff, looked at recorded work and curriculum plans and attended two school assemblies.
78. In the work seen in displays and sketchbooks, pupils generally achieve satisfactorily in **art and design** and attain the standards as expected for their age and capabilities. In the Year 4 lesson seen, pupils were given the opportunity to talk to a partner about a recent school assembly on the painter Lowry. When they were first asked what they could remember only a few pupils put their hands up to make suggestions. However, after the paired discussion, they were full of ideas, which the teacher skilfully developed when preparing them to sketch figures from Lowry's paintings. Displays around the school indicate that pupils have an appropriate range of experiences in different media, usually linked to topic work covering more than one subject. This gives added meaning to their studies and broadens their experiences.
79. In the work seen in displays and in books, pupils attain the standards as expected and generally achieve satisfactorily in **design and technology**. Pupils throughout the school follow a well-structured approach when considering what they want to make. This helps them pay attention to each stage and considerably improves the final product. In the Year 3 lesson constructing model Tudor houses as part of a history topic, the class had already spent time

looking at images of Elizabethan houses, produced draft designs and were ready to measure and cut balsa wood for the frames. The teacher made sure pupils were aware of health and safety features and demonstrated how they were to hold the saws and keep the wood firm. As a result, nearly all pupils handled tools carefully, measured accurately and cut the wood to the desired length.

80. Pupils throughout the school enjoy singing and making and listening to **music**. A range of recorded music is played in lessons and school assemblies to help pupils focus their thinking. In the collective worship observed, Zoltan Kodaly's 'The Viennese Clock', was effectively used to set the scene for the theme of teamwork, with its gentle but rhythmic beat. Year 5 pupils found the playing of folk music helpful when painting in an art lesson. Music is well planned to link in with topics in other subjects, such as in Year 3, where pupils are studying the Tudors in history, listening to Elizabethan dance music and learning the dance routines as part of physical education. All pupils take part in school productions, singing and making music, as well as joining in with other local schools to perform with professional musicians. The school subsidises the cost of instrumental tuition and, as a result, the number of pupils learning to play the electronic keyboard, flute and clarinet has increased.
81. The school is proud of the success individuals and teams have achieved in **physical education**. The few talented pupils in football and ice-skating have excelled and every effort has been made to accommodate their specialist needs. Pupils take part in a wide range of sports and have been particularly successful in local competitions. This is as a result of the effective coaching they receive in lessons and after-school clubs. The co-ordinator is keen and skilled, having produced helpful guidance for non-specialists. In the Year 4 gymnastics and dance lesson observed, he set a very good example for the class, demonstrating new moves and explaining carefully how the sequences were put together. As a result of his enthusiasm and guidance, pupils tried hard to do their best and achieved well.
82. The school has a large hall and spacious grounds, including a grassed area. These facilities are well used for games, dance, gymnastics and athletics. Pupils are given many opportunities to extend their experiences, such as through coaching from professional sports people and residential trips, where they take part in outdoor pursuits.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Two lessons of **personal, social and health education** were seen, insufficient to make an overall judgement about provision. In addition to observing lessons, inspectors talked to pupils and staff and looked at recorded work and curriculum plans.
84. The school is very good at helping pupils in their personal development. There are weekly sessions for personal, social and health education where pupils explore their feelings and discuss issues following a very well thought out programme. In a Year 5 lesson, the class looked at the diversity and similarities between different cultures and themselves. The teacher used recorded music effectively to create a calm and reflective atmosphere to help pupils focus their thoughts. Pupils needed some encouragement to put forward their ideas but showed they were making gains in their understanding of tolerance and appreciation of people's differences.
85. The special educational needs co-ordinator has been particularly successful in organising 'nurture groups' for helping individuals having difficulty controlling their feelings, particularly when this results in inappropriate behaviour and an inability to settle and learn effectively. She has trained assistants to support small groups who are withdrawn from the classroom for a weekly session of an hour. They engage in games and discussions to help them develop social and language skills. A mixed group of Year 3 and 4 pupils were able to share their thoughts and feelings about being bullied and were sensitively encouraged to explore how they might deal with similar incidents in the future. Pupils say they enjoy these sessions and have

made good friends in the group. Class teachers report that there has been a marked improvement in the behaviour of nearly all the pupils attending.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
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

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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