

INSPECTION REPORT

LYMINGTON C of E INFANT SCHOOL

Lymington

LEA area: Hampshire

Unique reference number: 116365

Headteacher: Mrs Jenny Simpson

Lead inspector: Penny Holden

Dates of inspection: 15 – 17 March 2004

Inspection number: 260593

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	196
School address:	Avenue Road Lymington Hampshire
Postcode:	SO41 9GB
Telephone number:	01590 673355
Fax number:	01590 688284
Appropriate authority:	The governing body
Name of chair of governors:	Rev'd J McDowall
Date of previous inspection:	17/05/1999

CHARACTERISTICS OF THE SCHOOL

Lymington Infant School is a voluntary aided Church of England school with 196 pupils; 113 boys and 83 girls. It is smaller than other primary schools with 196 pupils compared to 241 nationally. The building was opened in March 1992 and is an innovative design. The junior school on the same site is not a voluntary aided C of E school. As a church school the catchment area covers a wide area around Lymington. The area is a popular holiday destination but there are pockets of poverty and unemployment. Families live in a very mixed housing area that includes social housing. The percentage of pupils who are eligible for school meals is below the national average. There are a few pupils who come from a wide range of countries across the world including a few who arrive speaking very little English. This contributes to the number of pupils who leave and arrive during the course of a year.

The school has a considerable number of pupils with special educational needs, above the National average, and this number changes from year to year. The number of pupils with special educational needs has an impact on attainment on entry. Attainment on entry for this year's reception classes was average but when Year 2 came into school their attainment was below average as one third of pupils have special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2731	Penny Holden	Lead inspector	English, art, history.
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25787	Edmond Morris	Team inspector	Maths, science, music.
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PART A: SUMMARY OF THE REPORT

Overall evaluation

Lymington Infant School is **very effective**. The very good teaching helps every child develop as an all round learner. Leadership and management are very effective in driving forward the school's direction and focus. The tangible Christian ethos values all involved in the school, both children and adults, and their strong contribution to the team. Money is used wisely and achievement is high, so that value for money is very good.

The school's main strengths and weaknesses are:

- The school is extremely well led. It has a very strong and thoughtful Christian ethos, values all individuals as uniquely important and ensures pupils develop in all aspects of their learning including intellectual, spiritual, creative and personal.
- There is a shared commitment by all adults in the school community to develop the whole child. Children have a broad and interesting learning experience across all subjects.
- Teaching by all staff is very good because the quality is consistently high. Aspects of music and the Foundation stage programme are particularly good, although teaching in physical education is only satisfactory.
- Overall, assessment is used well to set targets that are consistently challenging and realistic. As a result, pupils understand their own value and are confident and respectful learners.
- Assessment in science is not effective enough.

The school has steadily improved since the last inspection. All the main areas for improvement have been tackled successfully:

- children in the Reception classes make consistent progress in all aspects of the curriculum.
- the curriculum in Years 1 and 2 is very strong.
- children's progress is regularly monitored.

Standards achieved

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	B	B	B
writing	D	C	C	C
mathematics	C	B	C	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' achievements are **good**. As shown in the table above, in the National tests pupils achieve broadly in line with other schools.

In lessons, most children meet the goals they are expected to reach by the end of their time in Reception. They do best in personal, social and emotional development and in knowledge and understanding of the world where they achieve very well. By the time pupils reach the end of Year 2 their standards in music are well above average. In English, science, history, art and information and communication technology they are above average and they have made good progress. In mathematics, design and technology and physical education, standards are average and pupils achieve appropriately. Pupils with special educational needs achieve well in relation to their capabilities. The few pupils who start school speaking very little English make remarkable progress to quickly catch up with their English speaking peers.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Their personal development is a strength of the school. Pupils are friendly, confident and independent, often delighting in all the school offers them. Their attitudes to school are very good, and they enjoy coming and want to work. Behaviour in class and around the school is usually very good. There are some children who find it difficult to follow rules and conventions but they are managed extremely well. Pupils are given responsibilities for a range of jobs around the school which they carry out independently and complete very well. Attendance and punctuality are good.

Quality of education

The quality of education is **very good**. Teaching of almost all subjects is consistently **very good** and helps pupils learn very well. Work in lessons is well targeted to challenge and stretch each individual in class. An important element of the teaching at Lymington Infant School is the way in which every adult plays a part in the process. Learning support assistants plan, assess and teach alongside teachers. Other non-teaching staff play an enormous part in teaching the pupils. Music is an important example, as pupils are taught singing by the school's administrative officer, and achieve extremely well.

The breadth of the curriculum, and the way subjects are linked and used to enhance each other, are very good. The opportunities offered to pupils to enrich the work they do inside and outside the classroom are excellent. The care, guidance and support offered to pupils are very good. Partnerships with parents are strong and many parents contribute a great deal to the life of the school. The school plays a significant role within the community, which parents identified as a strength, and it uses expertise within the community well. Links with the junior school and many of the pre-school playgroups are very good.

Leadership and management of the school

Leadership and management are **very good**. The headteacher and deputy headteacher lead the school extremely well and have formed an effective team of coordinators and senior managers. The governing body are very effective: know the school well and are keen to help it sustain what it does well and improve where possible. There is no complacency: everyone with leadership and management responsibilities looks to develop and improve all they do.

Parents' and pupils' views of the school

Parents and pupils have very positive views of the education the school provides. They particularly like the twice termly occasions where children show their parents the work they have done. They felt they could always come into school for information and to discuss their child's education. They also valued the Robins Choir which gives all Year 2 pupils the opportunity to sing both in and outside school. A few parents felt that the pupils who had behavioural difficulties caused problems for others but acknowledged that such behaviour was usually handled well.

Improvements needed

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

- Complete and implement the new assessment system for science;
- Make the teaching of physical education as good as the teaching in other subjects;

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good. By the end of their time in reception most children meet the national goals that they are expected to reach. They achieve very well in personal, social and emotional development and in knowledge and understanding of the world.

When pupils reach the end of Year 2 their standards in music are well above average. Standards in English, science, history, art and information and communication technology are above average and pupils make good progress in these subjects. Standards are average in mathematics, design and technology and physical education and pupils achieve appropriately. Considering their starting points pupils achieve well.

Main strengths and weaknesses

- Pupils progress well whilst they are at the school and achieve high standards in many subjects.
- Standards in singing and information and communication technology are particularly high.
- Pupils with special educational needs, and the few who speak English as an additional language, often do better than expected and achieve well.

Commentary

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

Standards in:	School results	National results
reading	16.7 (17.1)	15.7 (15.8)
writing	14.9 (14.3)	14.6 (14.4)
mathematics	16.6 (16.2)	16.3 (16.5)

There were 65 pupils in the year group. Figures in brackets are for the previous year

1. As shown above, the school performs slightly better than in the National tests than other schools, close to the national average. Performance is also close to schools that have similar socio-economic characteristics as Lymington. This has been the pattern for the last few years with small fluctuations due to the numbers of pupils with special educational needs in each year.
2. Inspection findings broadly confirm this picture but standards are above average in several subjects, including English, science, history, art and information and communication technology and music. In mathematics, design and technology and physical education standards are average. One of the reasons for the good standards in many subjects is the way the school has linked them together so that pupils are taught interesting and imaginative lessons. Teachers and learning support assistants plan together so that every adult is aware of the best way to help each individual pupil understand what is being taught.
3. When the pupils currently in Year 2 began at the school their attainment was below average overall as a large number of them have special educational needs. The standards they reach at the end of Year 2 represent good achievement.
4. This year's Reception class had generally average standards on entry and are set to do even better by the time they finish at the school. The school assesses pupils' achievements and needs well and sets appropriate targets for each pupil. These targets are used well to guide the teaching of individual pupils. They are monitored and adjusted as pupils move through the school.

This is one of the reasons why pupils make such good progress. By the end of the reception year pupils achieve most of the national goals they are expected to and do particularly well in personal, social and emotional development and knowledge and understanding of the world. This gives pupils a very good start in school and they benefit fully from everything that is offered. This also represents a good improvement since the last inspection and is due to the good work of the foundation stage co-ordinator and other reception staff.

5. Pupils with special educational needs achieve well and make good progress in Reception and Years 1 and 2. This is because they receive very good support in lessons from extremely well trained and highly effective learning support assistants. Class teachers invariably plan work for their pupils that is at an appropriate level to enable them to achieve well in their learning. Individual education plans are well written by the class teachers, are measurable and have clear and attainable targets. The school's strategies for these pupils are very successful as many reach the nationally expected standards by the time they leave.

6. A small number of pupils arrive at the school speaking very little English but because of the good teaching they quickly learn and draw level with the rest of the pupils.

Pupils' attitudes, values and other personal qualities

Attitudes to school and learning are very good. Individuals are valued and pupils' personal development is very good. Behaviour is good. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils clearly enjoy coming to school and have very positive attitudes to learning. They are well supported, confident and have good self esteem.
- Behaviour management is very good. Staff have high expectations and pupils respond well to the frequent praise and reward.
- Relationships are very good. The school promotes a caring ethos where everyone is valued.
- Personal development is very good. Pupils are well prepared for the next stage of learning.
- The rich provision and strong Christian ethos of the school promote very good spiritual, moral, social and cultural development.

Commentary

7. Attitudes are very good and pupils enjoy school. They are highly motivated by the stimulating environment, rich curriculum and interesting challenges and opportunities and this has a very positive impact on their learning. They are confident, work hard and talk enthusiastically about what they have learned. Staff provide considerable encouragement and pupils are proud of their achievements. Classrooms are well organised and pupils readily access the necessary resources. They like challenge and develop good independent working skills. Pupils are very keen to undertake special responsibilities, for example, the Year 2 playground monitors take their caring roles very seriously.

8. There is a very positive praise and reward culture. For example, whenever possible, adults comment on the pupils' kind or helpful behaviour or their hard work and effort. Staff have high expectations of good behaviour and it is consistently well managed. The school is orderly and safe, pupils are well supervised and incidents quickly and appropriately dealt with. Behaviour is good in lessons and around the school, despite a number of pupils who can be challenging and have poor social skills. Pupils with special educational needs who have emotional and behavioural difficulties are well managed in class and during breaks. They are constantly encouraged by their teachers, learning support assistants and midday supervisors to act in an appropriate manner. This positive and consistent approach enables them to be fully included in all activities and ensures that their behaviour does not adversely affect their own learning or that of others.

9. Adults provide very effective role models and consistently reinforce good social and moral development, encouraging pupils to think about the impact of their actions.

10. Personal development is very good. Relationships are a strength and everyone is valued reflecting the strong, caring, Christian ethos. Pupils are encouraged to reflect and consider others through, for example, well planned assemblies, class prayers and circle time.

11. The rich curriculum and very good use of visitors, parents, and displays, the twinned school in Uganda and charity collections provide very good opportunities to learn about a variety of cultures as well as their own.

Attendance

Attendance in the latest complete reporting year 2002-2003

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.5
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.

12. Attendance and punctuality are good. The majority of pupils attend regularly and punctually. The school effectively promotes good attendance and works closely with the Education Welfare Service where there are concerns. The school has very good systems for dealing with behaviour and exclusion and the one exclusion was an extraordinary and atypical occurrence.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	125	1	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. Teaching is consistently very good in the vast majority of subjects and pupils discover that learning is enjoyable and to take pleasure in working hard. Lessons link ideas and topics together to make pupils' learning interesting and relevant. Often, people and places outside school are used to enrich pupils' experience and to make what they study even more authentic and meaningful.

Teaching and learning

Teaching and learning overall, are very good. Staff are very skilled at using a wide variety of ideas and resources to make what they are teaching come alive to the pupils. This teaches the pupils a love of learning and they develop the ability to work hard and persevere.

Main strengths and weaknesses

- Teaching in the vast majority of lessons gives pupils a stimulating experience that involves them enthusiastically in learning.

- Teaching involves the skills of every adult in the school, and where possible parents and outside visitors, so that pupils have a planned and broad interesting curriculum.
- Pupils with special educational needs are supported well in class.
- Assessment is very good except in science where it is under review by the school.

Commentary

13. Teaching in all classes is consistently good and in some classes is frequently very good. The teaching of pupils in the Reception classes is very well suited for their age and for their level of ability. For example, these pupils have a well planned programme of play and exploratory activities but are also given work that develops their early literacy and numeracy skills very effectively. Pupils in Years 1 and 2 are taught very well and the demands made upon them are appropriately challenging and help them develop skills and understanding across the National Curriculum. Pupils enjoy their work and become engrossed in what they do. Relationships between pupils and teachers are very good; pupils expect lessons to be interesting and work hard to fulfil their teachers' expectations.

14. A reason that teaching is so consistently effective of is the quality of planning. Teachers and other staff plan the work very well. They structure the work by linking different aspects of the curriculum in an engaging way. By doing this, staff cover the content of subjects well and give the pupils relevant and lively information and ideas to practice their skills on. So, for example, pupils actually had a go at washing clothes the Victorian way so that they had real experience to write about. The writing they produced was lively and of good quality. Teachers plan frequent visits and visitors as an aid to their teaching and this very effectively motivates the pupils.

15. Teachers set work on the same theme at different levels of difficulty to help pupils develop their knowledge and understanding according to their needs. This is possible because the assessment of pupils' work and therefore their knowledge of individual strengths and weaknesses is very good, except in science. In science, formal assessments are unsatisfactory, but the new co-ordinator has begun to address this. Teachers use the information gained from the accurate assessments with learning support assistants. Together, all staff ensure that the work set helps every pupil make progress. The learning assistants are also involved in planning, in teaching and in assessing how well each pupil has learnt. This excellent partnership uses every adults' strengths in the school to the benefit of the pupils. The school's administrative officer teaches singing and runs the Robins Choir which gives Year 2 pupils opportunities to perform at an unusually high standard. The headteacher is involved in every individual pupil's reading progress on a regular basis. Parents who come in and support in class are given useful information about what they have to do and they work effectively. Pupils are able to gain the most from their work because they are extremely good at working independently on the tasks they have been set and often solve their own problems. This frees the staff in the classroom to work with particular groups or individuals. Thus the adults move from group to group carrying out focussed, intensive teaching. This is very effective in helping the pupils learn because it can be matched to the ability of each group.

16. Teachers and learning support assistants give very good support in class to those pupils who have special educational needs or those for whom English is not their mother tongue. Teachers use the exceptionally skilled learning support assistants very well and fully brief them about their role in each lesson. They work together extremely closely and have complete confidence in each other, creating a secure and stimulating learning environment in which pupils thrive.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(1%)	10 (32%)	19(58%)	3(9%)	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.

The curriculum

Lymington Infant School provides a very good curriculum for its pupils. It is designed to stimulate the pupils' interests in a wide range of subjects and activities. The curriculum ensures that pupils of all abilities successfully acquire new skills and knowledge in a structured yet highly enjoyable way.

Main strengths and weaknesses

- Excellent opportunities for all pupils to participate in many interesting and stimulating activities.
- Very good quality curriculum for children in the Reception classes.
- A very carefully planned curriculum designed to maximise learning opportunities.
- High quality staff, excellent accommodation and very good resources.
- The curriculum provides well for pupils with special educational needs.
- Pupils are very well prepared for the next stage in their education.

Commentary

17. The curriculum fully meets statutory requirements, including the provision for personal, social and health education. It gives pupils superb opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. Many school clubs, visits and visitors make learning much more relevant and fun. For example, the recent visit by the whole school to the Intech Centre was a huge success and really fired up the pupils' interest in science and technology. Pupils are also involved in many musical and dramatic performances in school assemblies and church concerts. The choir sings to a very high standard, all the pupils in Year 1 successfully learnt to play West African drums and over forty pupils play the recorder in after school clubs. Visitors play an important role in making the curriculum come alive. Authors, scientists and artists talk to and often work with the pupils on projects. A visit by a robotics scientist made a valuable contribution to pupils' understanding of control technology, adding a further dimension to their own work in programming a floor robot to follow instructions and making moving models in design and technology lessons.

18. The curriculum for children in the Reception classes is very good. Children have a full range of directed and exploratory activities so that they cover all the required areas of learning in ways that meet the needs of young children. Staff are skilled at developing activities that catch the children's imagination so that they become fascinated in learning.

19. The whole curriculum is meticulously planned to ensure that the available time for learning is used to the full. A great deal of thought has gone into analysing the various subjects of the curriculum to find appropriate links that enable learning in one area to support the learning in another. For instance, in one Year 2 lesson seen, the pupils' work in information and communication technology was linked to English. The pupils improved their word processing skills whilst writing an invitation from Prince Charming to his Grand Ball based on their work in English lessons. As this was a joint information and communication technology and English lesson the time spent on the activity could be lengthened to use the time allocated to each subject. This not only makes learning more relevant but also enables pupils to learn more and make better progress in both subjects.

20. Lymington is a school in which all pupils are highly valued and fully included in every aspect of school life. It is fully committed to treating its pupils with respect and consideration at all times. The curriculum provision for pupils with special educational needs is good throughout the school. Where appropriate, the work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them make good progress. Pupils are given full access to the curriculum and receive very good quality help from a strong team of skilled and very competent learning support assistants who make a significant contribution to their learning.

21. As a result of the high quality curriculum with its many extras the pupils are all fully capable of coping with the demands of the junior school curriculum by the time they leave. The very good

curriculum for the Reception children also ensures that they move seamlessly into Year 1 and continue to make good progress.

22. The school is well staffed with experienced teachers and support staff who have a range of expertise in different subject areas. Teachers willingly share their skills and knowledge with colleagues when planning the curriculum so that all aspects can be successfully taught. The excellent learning support staff, many highly qualified, give very good support and work very effectively with all pupils, often those who have special educational needs. Other staff also make a highly significant contribution to pupils' learning. One of the school's administrative staff is a most accomplished musician and not only plays the guitar in assemblies but teaches and organises the school choir and two recorder groups. Another runs the school library very well and keeps the school's computer suite running smoothly as well as giving much useful advice on information and communication technology to teachers and helping them in their lessons. The excellent accommodation provides an exceptional learning environment, is well maintained and extremely attractive. The developing outdoor areas are proving to be a rich curriculum resource. Resources are very good and are used very well to support learning in all curriculum areas.

Care, guidance and support

The school continues to provide a very high standard of care for its pupils.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very good.
- Pupils' needs and circumstances are very well known and appropriate support is very well targeted.
- Pupils with special educational needs are well cared for.
- Very thorough academic tracking, monitoring and target setting provide very effective support for all pupils.
- Induction and transfer arrangements are very thorough and supportive for pupils and parents.
- Pupils' views are valued and they have good opportunities to have a voice in the running of the school.

Commentary

23. There are very good arrangements to ensure pupils' care, welfare, health and safety. Policies and procedures for child protection and health and safety are very thorough.

24. Pupils' needs and individual circumstances are well understood. They are very well supported to achieve their potential. As a result, pupils feel confident and secure and this has a positive impact on their learning and achievement. Priority is placed on a high quality learning environment and the school is clean, well cared for and well maintained. Staff provide a caring, nurturing environment where individuals are valued and encouraged. Pupils are very well supervised and supported. There are good routines and supervision for playtimes and pupil collection. Partnerships with external agencies are very good and staff make very good use of this expertise to support the more vulnerable pupils. The well planned personal, social and health education programme, very effectively promotes healthy living and good personal development.

25. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. A good measure of how successful the school is in providing for such pupils; is the fact that many of them are no longer in need of additional support by the time they move to the next school. Liaison with outside agencies is very good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The pupils who have statements of special educational need in the school receive their full entitlement to special support.

26. Staff make very good use of high quality assessment to carefully track and monitor all pupils. All staff play an effective part in assessing pupils' progress and support is carefully planned. Target setting is used very effectively and pupils have very good access to adults in classrooms. Combined with very good behaviour management and regular praise, pupils flourish.

27. Induction is very good and enables these young children to settle quickly. Staff work very effectively in close partnership with parents and pre-school providers. Arrangements are carefully planned and great care is taken to assess the needs of new pupils and tailor provision appropriately. Transfer to the junior school is a smooth process, much appreciated by parents.

28. Pupils have good opportunities to have a voice. Their views are welcomed and expected in all aspects of school life, including circle time. Pupils are confident speakers who are very willing to discuss their work, school routines and special responsibilities.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very positive and supportive and hold the school in high regard.
- The school is very open and welcoming, and parents have good access to staff.
- Parents receive very good quality information about the school and their children's progress.
- Links with other schools and many pre-school providers are very good.
- The school has a strong place in the local community and very effective links with local churches and other groups which significantly enrich the pupils' experience.
- Parents and carers of pupils with special educational needs are kept fully informed.

Commentary

29. Parents are very happy with the school and believe it has a strong place in the local community. Very good partnership arrangements with parents and a good open door policy have a very positive impact on pupils' achievement. Parents provide good support for daily reading and help in classrooms. The Friends Association is very much part of the school community and active fund raising provides valued additional resources, such as the current development of the school's grounds.

30. The school provides parents with very good information about the school and their children's progress. There are termly consultations to discuss progress and targets as well as twice termly opportunities to come into class to look at work with their own children. These opportunities are much appreciated by parents. Annual reports are clear and provide helpful targets of what each child needs to do to improve. The school fully involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. The school ensures that they are aware of the targets set for their child so that they can further support their learning at home.

31. Links with schools and many pre-school providers are very effective. The close liaison with the junior school and good transfer arrangements is particularly appreciated by parents in easing the process. Strong links with local churches, business, very good use of the locale and visitors, significantly enrich learning and personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent, as is the role played by the deputy headteacher in leading the reception classes. The school is very well managed and runs smoothly for the full benefit of the pupils. Governance is very good; governors know the school well and strive successfully to support its continual improvement.

Main strengths and weaknesses

- The headteacher has a strong vision for the school which she, with her leadership team, have successfully put into practice.
- Leadership of the Reception classes is very good and the programme for these children is much improved since the last inspection.
- Teachers with responsibility for developing subjects carry out their roles very well.
- The management of special educational needs is very good.

Commentary

32. The headteacher has a clear philosophy and leads the school very effectively. As a result the education the school provides is very good. The headteacher and the deputy headteacher work very well together alongside the effective leadership team. The team works successfully to improve the school and offer the pupils the very best possible experience. An example is the leadership of the reception classes which is very good and has transformed the curriculum for these children. The headteacher plays a strong part in monitoring and evaluating the effectiveness of teaching strategies. For example, she checks every pupil's reading when they are ready to move up a level in the reading scheme. Thus, she is able to keep a close eye on standards in reading, one of the pupils' essential skill for learning, and see that no individual falls behind.

33. Another strong characteristic of leadership and management at Lymington Infant School is the way in which everyone who works in the school is encouraged to play their part in a unified and consistent team for the benefit of all the pupils. This is very effective and the teamwork means that everyone pulls together, reinforcing school policies and procedures so that efforts are not wasted and pupils are treated fairly. The high numbers of pupils with special educational needs in some years and some staffing difficulties in the past, explain why, although standards are at least average, they are not even higher.

34. Leadership also ensures that everyone in the school has frequent opportunities to do well and to receive help and support in areas where needed. Praise is given regularly so that there is a strong ethos emphasising that learning is important and that effort is rewarded. Performance management and observations are used well to provide information that informs training and development. Every day management is efficient and effective; the school runs well. New ideas are founded on thoughtful research and strong educational philosophy. Action is taken through careful planning and achieved through the commitment of all, following effective strategies.

35. The teachers with responsibility for maintaining and developing the quality of subjects taught across the school are clear about their responsibilities. These teachers understand what is expected of them. This enables them to carry out their duties very well, although, in the past this has not been effective in all subjects due to difficulties that have been resolved. The development of subjects such as science fell behind last year but this has been rectified and is now much improved under the leadership of a new coordinator. Assessment in science has still to be improved but sensible plans are in place to come up with new ideas for this. The new coordinator for physical education has only recently begun to work on the subject which explains why teaching in this subject is only satisfactory. The school is always ready to use innovative ways of working. In the absence of a music specialist; the headteacher and class teachers work together using the expertise of the administrative assistant to cover the music curriculum very well.

36. The provision for pupils with special educational needs is very well managed. All paperwork is kept up-to-date and liaison with outside agencies is very good. Tracking the progress of every pupil to ensure that they are meeting their targets monitors the effectiveness of the provision. The regular meetings with the learning support assistants are very useful as they provide a forum for discussion of important developments and to address any concerns. Statutory requirements are fully met.

37. Governance is effective; the governing body are very supportive of the school and are regular visitors, working in practical ways to help the school. Their other duties including holding the school to account are taken very seriously. They examine data to check standards and ask pertinent questions concerning the budget and other important issues. They know the school well and have a realistic view of its strengths and weaknesses and are committed to maintaining what it does well and improving where necessary.

38. Money is used wisely and every possible avenue is explored to find funding that can make the experience the pupils receive as interesting and rewarding as possible. The school is struggling to work within its budget as funding has dropped because of falling roles and rising costs. Staffing is used flexibly so that funds can be used to maximum benefit. Resources are chosen carefully to be the best value and of high quality. They are very well organised so that staff can find them easily and they use them very well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	558,457
Total expenditure	579,745
Expenditure per pupil	2760

Balances (£)	
Balance from previous year	30,486
Balance carried forward to the next	7,500

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. Very good leadership and management have led to innovative systems and effective team work throughout the foundation stage. There are currently three reception classes in the foundation stage. Two have a mixture of children whose birthdays lie between September and May the third comprises of the youngest children whose birthdays lie between May and August. Although all children were full-time in school at the time of the inspection, the third class only attended half-days until Christmas. The impact of having all the younger children in one class, on the class's learning, is being monitored closely but at present seems to be working very well. There is a wide range of attainment in each of the three reception classes. Teaching and learning are good due to a very effective partnership between teaching and non-teaching staff. Detailed observations and assessments, kept on each child, are used well to vary work to match individual needs and attainment. All the children including those with special educational needs are making at least sound progress in all areas of learning.

There has been good progress since the last inspection. All the staff know the six areas of learning well and are working effectively to promote development in these within their classes. The outdoor area is used well and children have good opportunities to choose and pursue their own choice of activities.

An additional feature of the inspection requested by the school was to look at how the positives of learning through play, rooted in reception practice, continue through Years 1 and 2. In the reception classes there is a good balance of child-chosen play activities and adult-led more formal activities. Children enjoy their play and start the day confidently and eagerly, quickly settling at their own chosen play activities or a task led by a member of staff. Their good behaviour and independence in play enables staff to teach individuals or small groups with little interruption and time is used well. Activities, especially in mathematics, are taught through practical activities and play. This helps maintain children's focus and motivation and aids their understanding and learning. Play is effectively at the heart of the reception classes but as might be expected is not as strong throughout the rest of the school. However, the process of giving pupils practical experience and the opportunity to experiment are evident in all years. The balance between play and direct teaching shifts very appropriately as pupils get older.

Leadership and management of all six areas of learning are very good. The co-ordinator has extensive training and experience of teaching young children and a very good understanding of how they learn and develop. She has developed a strong team who meet regularly, communicate effectively and all share the same approach and expectations of children. This contributes well to effective teaching within the classes. Her leadership is practical and proactive, for example, in her development of systems of assessment and monitoring which are securely based in all six areas of learning. These are used well to match work to individual needs. There are ample attractive good quality resources, which are organised accessibly and used well for all six areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strength and weaknesses

- Due to the consistent and high but realistic expectations of staff, children are generally very well behaved and confident.

- The good organisation of classrooms, accessibility of resources and ample time allocation to child-chosen activities leads to a high level of independence and generally good co-operation between children.
- Occasionally all staff are engrossed in teaching individuals and small groups and do not see and therefore do not correct minor instances of inappropriate behaviour.

Commentary

39. Most of the children have attended groups prior to their reception class. They enter reception with average skills in personal and social development. All the children, including boys and girls and children with special educational needs, achieve well. At the end of the reception year skills and attitudes are above average in this area. Teaching and learning are very good. Staff and children know the class routines and expectations well. This enables teaching and non-teaching staff to work effectively as partners for children's learning. Their praise and encouragement of children is consistent and appropriate and consequently behaviour is nearly always very good.

40. Staff have high but realistic expectations for independence which children rise to well. On one occasion a child was asked to put a flower, which had been brought to school, into water. The child found a cup; half filled it with water, carefully put the flower in and placed it on the display table. The good organisation of classes and accessibility of resources promotes this independence well. Each week, different music is played to show that it is time to tidy up. Children tidy up quickly and independently as soon as they hear this. They know where resources go and are able to do this well on their own and in co-operation with others.

41. There is a good balance between child-chosen and adult-led activities. This allows ample time for children to choose and pursue a variety of tasks. Children settle well at a range of activities and generally work well on their own and with others. Occasionally, in some classes, all members of staff are engrossed in work with individuals or small groups and do not always see minor instances of inappropriate behaviour. Although children are generally sensible and tend to move on from such behaviour themselves the actions are not always corrected and redirected as quickly as they could be and encourages silliness from others.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Very good practical activities enable children to learn well using their different senses.
- Teachers use detailed assessments, which are frequently made, well to match tasks to individual skills and understanding enabling good progress to be made.
- Tasks are matched to individual needs well but higher attaining children are not always challenged further in tasks.

Commentary

42. Children come in to the reception classes with average number skills but below average skills in calculations and work on shape and space. They all, including boys and girls and children with special educational needs, achieve well and leave with average standards in mathematics with some aspects such as number above average. At least half can count fluently and accurately to ten. All the children are adding numbers within ten and higher attaining children are adding and subtracting accurately with numbers to twenty. Most use mathematical language such as size, shape and weight comparison well.

43. Teaching and learning are very good. The area is taught effectively through practical activities, which enable children to learn well using their different senses.

Example of outstanding practice

In a reception class, the teacher was introducing an activity to help the children develop their counting skills in an interesting practical activity.

The teacher had put a different number of various objects into different sized cylindrical boxes. The boxes were shiny and the children were immediately engrossed and enthralled with the mystery of these. They then discussed the shape and size of the boxes and put them in order. In turn children guessed what was inside the boxes and how many objects there were, most selected successfully a laminated card to show this number. Children then had to guess whether they thought the number of objects was more or less than the card chosen. Finally the child opened the box, revealed and counted the mystery objects. Children made good progress in counting, using written numerals, estimating and mathematical language in this practical task.

44. Mathematical teaching and tasks are well matched to individual needs which staff know from careful observations and assessments. More difficult work is given to higher attaining children but those who finish quickly are not always given something more, or harder, to do before moving to their own chosen activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children generally listen very well and time is used effectively for learning.
- Children enjoy stories and books and make good progress in reading skills.
- Children are confident in their use of social language but language to express thoughts and ideas is not always challenged or developed sufficiently by staff.

Commentary

45. Children come in to reception with average standards in speaking and listening and reading and below average standards in writing. They achieve well and leave with average standards in speaking and listening and writing and above average standards in reading. Overall teaching and learning are good. Children generally listen very well and time is used well for learning.

46. Children speak to each other, to staff and to visitors confidently. For example, the inspector was greeted by several children who were eager to show her around the classroom and tell her who various children were. They speak confidently in group times, such as in response to activities or books. Their answers tend to be simple such as in response to a question about where a toy from home had come from a child answered 'Daddy got it' and what another was made of 'wool'. Teachers tend to accept children's verbal responses and praise them for this and do not always challenge or seek to extend children's talk. Achievement in speaking and listening is satisfactory.

47. Progress in reading is good. The same big book tends to be read every day for a week which helps children become familiar with it, know and recognise some key words and understand some of the nuances of print such as why some words are written in capitals and some aspects of punctuation.

48. Children achieve well in developing their writing skills. Letter formation is taught, observed and supported carefully. Children who need additional help go over highlighter pen written by staff. This successfully helps them to see where letters begin and end and how they are formed. When children go over other writing staff tend to use black pens. Although some children are encouraged to go over the adult's writing this is not as clear as the highlighter pen used for individual letters. Children are successfully encouraged to have a go at writing and most are using the sounds of letters well in this, for example, 'sw' for sweets. Assessments and records of children's work show good progress in writing skills overall.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have a strong understanding in this area.
- Children have a very rich experience as they meet many visitors and make frequent visits to places of interest outside school.
- Children are given many opportunities to learn about the world.

Commentary

49. Children develop a broad knowledge and understanding of the world during their time in their reception class. This is due to the breadth of vision staff have and opportunities they organise for extending the children's knowledge and experiences. Over their first two terms in Reception fire fighters, the police and police dog, school nurse and parents have been in to talk to the children about their jobs and experiences of life. Children have stroked the police dog, sat in the fire engine and heard about a parent's holiday in South Africa. Photographs show that children were engrossed in these talks and highly enthusiastic about the practical sides of these visits. Staff follow these opportunities up well with activities such as providing appropriate dressing up clothes, developing role-play areas and relating reading, writing and technology skills to what the children have seen and heard. Through these activities children reflect upon, discuss and deepen their understanding of the world around them. Children use the two computers in each reception classroom with appropriate skill and maturity most can use the mouse, select programmes and print their work with little, if any, help. Programmes for these are well-chosen, attractive, appropriate and well-matched to other areas of learning. Children achieve well in this area of learning and standards are at least average.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Children have good opportunities for developing their skills using construction kits, by tracing, drawing and cutting out.
- The areas outside the classrooms allow the children to use sand and water and large wheeled toys regularly.

Commentary

50. No hall sessions were observed during the inspection therefore no judgements are made about teaching. Children achieve appropriately in developing their physical skills, both in fine manipulative skills and larger skills of movement and co-ordination. They come into the reception classes with average physical skills and leave with well-grounded at least average skills. The patio areas outside the classes are used well for physical activities such as playing with sand and water and using larger equipment such as wheeled toys. Photographs show that children are developing good confidence and skills in climbing on and jumping off a range of large gymnastic equipment in the hall. Children develop good pencil control and letter formation through regular handwriting practice and other tasks such as tracing, which are well-matched to children's skills, carefully observed and supported well by staff. There are many good opportunities for children to practice and improve these fine physical skills, for example, in painting, cutting and working with construction toys through which they make sound and well grounded progress.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Singing is a strength of the school.
- Children are given a broad range of interesting creative activities.

Commentary

51. Opportunities for creative development are broad and varied. Children achieve satisfactorily and will be well-grounded in a variety of skills and activities by the time they leave Reception. Teaching and learning are good. Children's attention, enjoyment and skill in singing is particularly good. All three reception classes, over sixty, four and five year olds, join together for singing practice each week. In the observed singing lesson behaviour was excellent, all of the children concentrated well, singing was tuneful and the timing of words, actions and clapping was good. This successful learning was largely due to the musical skills and leadership of the school's administrative assistant and the close supervision, encouragement and appropriate praise of class teachers and learning support assistants. Children achieve appropriately in a range of creative activities led and supported by staff and in their own chosen activities, which they pursue independently. Staff take risks by trying more adventurous activities such as splash painting of fireworks onto large sheets of paper outside. Recorded comments stated that the activity 'was very messy but lots of fun.' Photographs show that children's creative spirits and skills both developed well through this.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils reach above average standards in writing because of the very good teaching.
- Pupils who have special educational needs achieve well overall.
- Pupils are given excellent opportunities to write about a range of interesting topics.
- Reading standards are average but time every morning for reading is not always used as well as it might.

Commentary

52. Pupils overall achieve well, particularly, given the comparatively high numbers of pupils with special educational needs. Currently standards are similar to those at the previous inspection and are above the expectations for the end of Year 2 in all aspects of English. Considering the very good quality of teaching of English, especially in literacy lessons, standards in reading might be expected to be even higher. One contributory factor is that the daily time for hearing pupils read is not always used as fully as it might for teaching new reading skills.

53. Most pupils write using capital letters and full stops accurately. Most know about speech marks, and a good number in Year 2 use them reasonably regularly and consistently in their written work. Handwriting and spelling in Year 2 are in line with expectations and pupils take great care in the presentation of their work. Pupils are very good at attempting to spell new words in their word books and make sensible phonetic attempts. Many can analyse characters from text perceptively.

54. Pupils read regularly with adults in school and most with their parents. They generally comprehend the text well and read with expression. Pupils' reading abilities are well matched to the books they read because the school's procedures are very well tried and followed. The headteacher keeps a very close eye on the progress of every reader and checks when a pupil is ready to move through the reading scheme. Year 2 pupils understand terms, such as author, illustrator and glossary. They have developed good reference skills and can use an index and contents page. They use these skills well to locate the information they need. Pupils have very good opportunities to take part in discussion across the curriculum; this is a strength of the way the school plans the curriculum.

55. Teaching is very good overall as the subject has been developed very effectively over recent years, and since the last inspection. This improvement has been well led by the coordinator whose leadership and management of the area is good. Teachers start lessons well so that pupils quickly become interested in what they are to learn. Lessons, are well structured and well timed with activities that suit pupils' capabilities. Teachers use resources very well to enrich and enliven the learning and prepare their lessons well. They make good use of big books to help the pupils understand grammatical rules. They use these books well to teach specific techniques, such as predicting the content of books by examining the blurb and discussing clues such as pictures including those on the front cover.

56. Teachers use every opportunity to develop and extend pupils' vocabulary, to make them aware of, and improve, their use of adjectives. They also use the big books to give pupils' ideas. Pupils having discussed a version of Cinderella wrote their own imaginative invitations to the ball as though they were the Prince. One pupil offered a free car as an incentive for attending the ball; another stated "if you are lucky you might get chosen" whilst another told the recipient "don't bother to come if you don't wear a smart dress!" Pupils are also given good opportunities to use information and communication technology to extend their language work. The ball invitations were

finally produced by the pupils on computer so that they could create a very well finished outcome. Learning assistants contribute very well in English lessons, they know what is to be taught; understand the pupils' individual strengths and weaknesses; and use their skills well in partnership with the class teacher. Because work is set at the right level of difficulty, pupils are able to get on by themselves whilst the adults can focus on each group in turn and give well focussed teaching.

57. Pupils' learning is very good. They work well with partners on aspects of the work under discussion. They love to be involved when given the chance to use individual whiteboards. They listen very well to stories and readily join in discussions about the plot and characters. They quickly become enthusiastic about writing given the imaginative subjects planned by teachers. The very good relationships between teachers and pupils motivates and gives the pupils confidence to contribute ideas. Well targeted praise gives pupils a good sense of doing well so that they enjoy their English lessons and work very hard.

Language and literacy across the curriculum

58. A strength of the curriculum in the school is the way in which all subjects are used as an opportunity to practice literacy skills. Whatever the subject, teachers expect the same high standards of accuracy and care with punctuation, spelling and grammar. Pupils use reading well to support their work and the library helps them carry out research. Language and literacy is developed well in information and communication technology. Staff use lessons in history, for example, as a chance to give pupils excellent opportunities to develop their language and literacy skills. This is very effective and contributes to the good standards.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The pupils enjoy mathematics and are eager learners.
- Highly skilled learning support assistants enable all pupils to make good progress.
- Resources are very good and are used most effectively to promote learning.
- The management of mathematics is good.

Commentary

59. The standards attained in the 2003 national tests were in line with the national average and with standards found in similar schools. Pupils currently in Year 2 are attaining standards expected for their age. This means that they are achieving well as a third of pupils in this particular year have special educational needs. Investigational work is a strength as pupils are constantly given tasks to make them think and consider a range of possible ways to solve a problem. For example, in a very good Year 2 lesson about addition, the teacher encouraged pupils to investigate various methods for adding numbers and to explain their thought processes to the class. This they did with confidence and in the lesson many pupils were able to come to a clear understanding of exactly what addition was. The overall good quality teaching is a major factor in helping pupils achieve well. Pupils with special educational needs and those with English as an additional language make good progress as they are well supported by extremely skilled learning support assistants.

60. The quality of teaching is consistently good or better. Teachers manage their classes very well and create a positive working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to the good teaching, work hard in lessons and are keen to learn. Pupils of all abilities make good progress as the work in lessons is very carefully planned to build on their prior knowledge and understanding. Teachers have very high expectations of their pupils and include a high degree of challenge for pupils of all abilities. Pupils are not set endless repetitive tasks that

make them lose interest but are given lots of stimulating and thought provoking work that makes learning fun and relevant.

61. The excellent team of highly skilled learning support assistants play a most important part in ensuring that all pupils are fully included. In lessons they are used very effectively and are fully involved throughout. They sit with specific pupils during whole class sessions to keep them on task and then work with individuals or groups when pupils are working independently. They have a clear role in the class and know exactly what they have to do, as they are party to the teachers' planning. The teamwork between teachers and learning support staff is of the highest quality and has a considerable impact on improving pupils' learning.

62. Resources are of very good quality and are used most effectively to maximise learning. For instance, individual whiteboards for the pupils to record their answers and then hold them up are most useful as teachers are able to assess the understanding of every pupil and adjust the level of work accordingly. The very good resources used in all lessons also give pupils a clear message that mathematics is an important part of the curriculum. They certainly treat all resources with great respect and care.

63. The leadership and management of mathematics are good. The coordinator has worked hard to make the subject more practical so that pupils enjoy their work and become more independent learners. She has improved resources and successfully monitors the provision to identify areas for future development. The weekly mathematics challenge is extremely popular and pupils take a great delight in finding the solution.

64. There has been a good improvement in the provision since the last inspection. Mathematics skills are now used effectively in other subjects such as science and design and technology. Standards and the quality of teaching have been maintained whilst making the subject more interesting and challenging for pupils.

Mathematics across the curriculum

65. The pupils' skills in mathematics are used well in other subjects of the curriculum. These useful links are planned, making learning more relevant and helping pupils reinforce their skills and understanding in both mathematics and other subject areas. For example, pupils use thermometers to measure temperature in science and draw tables and graphs of their findings. In design and technology lessons they measure the amount of wood needed to make the base for their wheeled vehicles.

SCIENCE

Provision In science is **good**.

Main strengths and weaknesses

- Standards attained at the end of Year 2 are above the national average.
- The curriculum is of a good quality and is well supported by very good resources.
- The subject is managed well.
- Assessment procedures are unsatisfactory. They are, however, currently under review.

Commentary

66. Pupils' attainment in science in 2003, based on teacher assessment, was similar to the national average but with an above average number of pupils reaching the higher than expected level. Pupils currently in Year 2 are reaching standards above those expected nationally, particularly in experimental and investigative science. The emphasis on practical work in all classes is reaping great benefits, as the pupils are becoming thoughtful and skilled scientists. For example, their understanding of fair testing is well above that expected for their age as they talk confidently about

the need to only change one variable at a time. For example, they knew that ice cubes in their melting experiment had to be the same size for the test to be fair. There were no science lessons timetabled during the inspection but from an analysis of pupils' work, talking to teachers and pupils and looking at planning it is clear that the subject is well taught throughout the school and pupils of all abilities learn at a good rate.

67. The science curriculum is very well planned to meet the needs of all pupils. It is interesting and based on a high level of pupil involvement. The recent visit to the Intech Centre really fired the pupils' imaginations and they talk animatedly about their favourite experiments. They clearly had a great deal of fun and enjoyment whilst learning many new concepts and facts. Visits to the school by scientists also enrich the curriculum and make science more real to the pupils. In lessons the pupils are given activities that interest and excite them. For instance, when the Year 2 pupils were finding out about electricity they learned to make simple circuits. When they were all able to make these circuits they were set a challenge to wire up the class dolls house with switches and bulbs. This they completed successfully and with great enjoyment and pride.

68. The recently appointed coordinator is providing good leadership in science and has already made a positive impact on the provision by introducing a new scheme of work, auditing resources and producing a good quality action plan. Assessment procedures are not really highlighting exactly what the pupils know and can do or identifying areas of the science curriculum in need of further development. This has appropriately been recognised by the coordinator as an area for development and she is currently trying out new ideas, including an assessment program on the computers, to find the best way to assess pupils' knowledge and understanding.

69. There has been a good improvement in the provision since the last inspection. Standards have improved and pupils are recording their observations in a variety of useful ways and interpret their findings thoughtfully and accurately.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is of good quality so pupils make good progress. Teachers are very well supported by the information and communication technology technician.
- Pupils have very good attitudes to their work.
- The subject is well led and managed.
- Pupils' keyboard skills are not as strong as their other information and communication technology skills.

Commentary

70. By the time the pupils leave the school they reach standards in ICT that are above those found nationally. All aspects of the subject are systematically taught throughout the school in a meaningful way. This is achieved by very carefully linking the work in ICT with other subjects of the curriculum so that the pupils are able to see the use and relevance of the skills they learn. For example, pupils in Year 2 learn word processing skills through producing an invitation from Prince Charming to a Grand Ball as part of their literacy work. In Year 1 the pupils use the Internet to find out about such things as how clothes used to be washed as part of their history work. They worked with great concentration and found out many interesting facts that they confidently shared with others. Their skills in finding their way around the Internet were of a very high standard. Pupils with special educational needs and those with English as an additional language make good progress as they are well supported in small groups by both adults and their classmates. Pupils' keyboard skills

are underdeveloped and they find great difficulty in entering text at a reasonable rate. This frustrates them and limits their output in the time allocated.

71. The quality of teaching is good. Much of the teaching takes place in the suite that houses a network of good quality computers with Internet access. The pupils are taught new skills on a recently acquired smartboard that enables the teachers to demonstrate what they want the pupils to learn in a clear and easy to see manner. The pupils can then go off to a computer on their own to try it out for themselves. Often the class is split with half of the pupils working in the library area and the rest on the computers. It enables pupils to work on their own at a computer so the teacher is able to assess exactly what each pupil is able to do. All completed work is now to be stored in their own electronic folder, that is easily accessed by class teachers and the coordinator to see exactly what has been achieved in each lesson. Pupils thoroughly enjoy the work and are reluctant to leave when their lesson ends. They are very well managed and their behaviour is very good at all times.

72. The highly skilled technician gives tremendous support to teachers. She maintains the network and installs new software as well as giving teachers invaluable advice on all aspects of information and communication technology. The lessons are well planned and are at a level designed to give the pupils confidence yet move them on quickly to more advanced work.

73. The subject is well led and managed by a coordinator who has a good overview of the provision and clear ideas for future developments. Pupils keep a record of their achievements in a skills booklet that shows exactly what they are able to do and the next step in their learning. A full record of completed work is kept, previously as hard copy but now electronically, in individual folders.

Information and communication technology across the curriculum

74. Many examples of the use of information and communication technology in other subjects were seen during the inspection. Teachers carefully plan opportunities to use programs that help them make progress in other subjects as well as reinforcing their skills in information and communication technology. For example, pupils in a Year 1 class produced their designs for Joseph's coat using a drawing program. This made a useful link between their work in information and communication technology, design and technology and religious education. In English, Year 2 pupils use a spelling program on the classroom computer to teach them new spellings and check their accuracy. These opportunities, and many more, make the work more relevant and interesting so that pupils learn at a much faster rate.

HUMANITIES

75. In humanities, work was sampled in history and geography.

76. Lessons in **geography** were not timetabled during the inspection. It is not therefore possible to make a firm judgement about provision, however, the work on display and in pupils' books indicates that standards are at least average. Pupils are enthusiastic about their work in the subject and it is used well to provide opportunities for literacy and art.

77. In **history** only 2 lessons were observed and both were in the same class. Teaching and learning were very good and the historical experience the pupils were involved in was of very good quality. This involved a visit to the town museum to enable pupils to understand how Victorians washed their clothes. They then had an opportunity to try it out for themselves in a practical activity in class. Following this they produced good written work that showed how well they had understood. Across the school as a whole, a good range of visits and visitors play an important part in making the work interesting and relevant. From discussions with pupils in Year 2 many obviously enjoy history and they spoke enthusiastically about a past topic on the Great Fire of London giving lots of detail demonstrating excellent recall and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. One lesson was seen in art but work in all classrooms and around the school was examined. One lesson was seen in music and pupils were heard singing and playing in assemblies. Two lessons were seen in design and technology but teachers' plans and photographs were looked at as well as pupils' designs and some finished work on display. Two physical education lessons, one in Year 1 and one in Year 2, were seen during the inspection. It is not therefore possible to make a firm judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt and looked at pupils' work.

79. In **art** pupils have excellent opportunities to experience a good range of techniques and media. They work in pencil, charcoal, pastel and paint, for example. Pupils have a good grounding in drawing from observation and this develops their drawing skills well. Pupils had made accurate and attractive drawings in pastel of tropical fruit inspired by the story 'Handa's Surprise'. Regular visits to a local gallery give the pupils exciting opportunities to see the work of practicing artists and to try out new ideas. The pupils produced extremely interesting three dimensional sculptures of animals out of tin foil following an exhibition. Overall the high quality of work on display indicates very good standards.

80. Planning and completed work show that all aspects of **design and technology**, including food technology, are taught. Pupils design their products on design sheets and sometimes on the computer as seen in the Year 1 designs for Joseph's coat. Skills are systematically built on each year so that by the time they leave the school they can use a variety of techniques, materials and tools safely and effectively. Pupils follow the correct design procedure, often looking at a commercial product to see how it works before coming up with their own designs. They are encouraged to evaluate their products and to suggest possible improvements they could make. The use of a range of high quality construction kits helps pupils make super models to show winding mechanisms. All the pupils fully understand what an axle is for and how it transmits a movement. Their own winding mechanisms, made using an assortment of materials of their own choice, are very imaginative and all include a basic structure, a handle and an axle. Useful links are sometimes made with other subjects to make the work more relevant. Pupils thoroughly enjoy their work and carefully record exactly what they have done.

81. Standards attained in **music** are well above those expected at the end of Year 2. Music is a great strength of Lymington Infants School and is given a very high profile. The majority of pupils learn to play a tuned instrument such as the recorder and to read basic standard notation. They play the recorder to an exceptionally high standard for their age. The quality of singing is often breathtaking. Pupils sing extremely tunefully and with great sensitivity for the mood of the song. They confidently sing in rounds and even in parts with one part successfully adding a descant to a song. All Year 1 pupils learn to play West African drums with a visiting teacher. They play with unbounded enthusiasm and increasing skill. Pupils also sing and play in assemblies and in festivals and concerts in the local church. A great deal of the music is taken by one of the school's administration staff who is a highly accomplished musician. She accompanies the singing in assemblies, organises and teaches the very good school choir and runs two after school recorder clubs. The music and drama room is a wonderful facility and is well used to give pupils opportunities to have class and group music lessons in a spacious and welcoming environment. All pupils perform confidently and with obvious enjoyment.

82. In **physical education** both the lessons observed were on ball skills outside in the playground. Some pupils found it difficult to concentrate and remain focussed in these outdoor lessons. Occasionally it took some time to regain some pupils' attention. Some aspects of the teaching were good, demonstrating the flexibility to meet individual needs and clear visual examples. However, overall teaching and learning were satisfactory as the lessons were slow and insufficient content was covered effectively with all pupils.

83. The co-ordinator has been in this position for a year. She has made a good start in her role by reviewing the scheme of work, ensuring all teachers are familiar with this and reorganising and

ordering new equipment. There are generally sufficient resources. These are all well organised and well looked after. The range and quality of large equipment in the hall is particularly good. Photographs show that this is used well by all the age groups. Some parents expressed concern about insufficient physical education. Each class has two sessions a week, which is supplemented by the good opportunities for physical development at playtimes each day. Overall, time for physical exercise is appropriate. There are further opportunities for Year 2 boys and girls at a well-run after-school football club each week.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. No lessons were seen in this area of the school's work and so no judgements are made about overall provision. However, pupils' personal development is an important part of the school's work. Circle time is used regularly to help pupils develop skills in this area. The programme for personal, social and health education is good and includes appropriate work on health and personal safety. Talking to pupils and teachers there is clear evidence that this is an area of strength and pupils get a very good grounding in the subject. In addition, many of the chosen topics in geography, history and religious education, for example, give pupils the early understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

