

INSPECTION REPORT

FROGMORE INFANT SCHOOL

Frogmore

LEA area: Hampshire

Unique reference number: 115981

Headteacher: Mrs J King

Lead inspector: Mr D Curtis

Dates of inspection: 28 – 30 June 2004

Inspection number: 263545

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant

School category: Community

Age range of pupils: 4 – 7

Gender of pupils: Mixed

Number on roll: 174

School address: Green Lane

Frogmore

Camberley

Surrey

Postcode: GU17 0NY

Telephone number: 01252 872601

Fax number: 01252 878996

Appropriate authority: Governing body

Name of chair of governors: Samantha New

Date of previous 18 May 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Frogmore district of North-East Hampshire, close to the Surrey border and the town of Camberley. The socio-economic nature of the area is a mixture of private and local authority housing. The school has 174 pupils on roll, including children in the reception classes. All children attend full time. Currently, 20 per cent of pupils are identified with special educational needs which, as a proportion, is slightly above the national average. Two pupils have a statement of special educational needs. A small minority of pupils come from minority-ethnic families. Three pupils are designated as having English as an additional language, none of whom is at the early stage of language acquisition. The proportion of pupils entitled to free school meals is not significantly different to the national average.

The school has achieved the following awards Basic Skills Quality Mark (2002), Investors in People (2003) and the Schools Achievement Award (2002).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team		Subject responsibilities
20893	D Curtis	Lead inspector English Information and communication technology Physical education English as an additional language
13526	R Barnard	Lay inspector
30205	T Kenna	Team inspector Science Art and design Design and technology Music Areas of learning in the Foundation Stage
22859	A Hivey	Team inspector Mathematics Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school which provides very good value for money. The inspirational leadership of the headteacher is an aid to achievement.

The school's main strengths and weaknesses are:

- Standards are well above average in reading and writing and above average in mathematics and science; pupils' achievement is good.
- Teaching is very good and has a positive impact on the standards achieved.
- Leadership and management are very good.
- Pupils have very positive attitudes to school and their behaviour is very good.
- The school provides a rich and exciting curriculum for its pupils.
- Outdoor play is not an integral part of teachers' planning for children in reception.
- The school has not updated its paperwork for pupils with special educational needs in line with the recommendations of the revised Code of Practice.¹

The school has made very good progress since its previous inspection. Assessment of and for pupils' learning is now a strength. Governors play a much stronger role in monitoring standards. Very good leadership and management have contributed to an improvement in the proportion of good and very good teaching which, in turn, has led to a significant improvement in standards.

STANDARDS ACHIEVED

Standards achieved are **good**. Children start school with standards that are below those expected for four-year-olds. As the result of very good teaching, the achievement of children in reception is good. The majority of children are likely to meet the goals they would be expected to reach by the age of five. The standards achieved by pupils in Years 1 and 2 are good as the result of high quality teaching. In speaking and listening, reading and writing, standards are well above average. Pupils make very effective use of their literacy skills in other subjects. In mathematics and science, standards are above average. Standards in information and communication technology (ICT) meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In physical education, standards exceed expectations for seven-year-olds. The achievement of pupils with special educational needs is good. There is no significant variation in the achievement of boys and girls. The school's results in the 2004 national tests show significant improvement over those achieved in 2003, especially in mathematics. Standards have improved as the result of high-quality teaching and the determination of the headteacher to raise standards.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	C	C	C

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

writing	B	C	C	D
mathematics	B	C	E	E

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

Pupils' personal development is **very good**. Their spiritual, moral, social and cultural development is **very good**. Pupils show very positive attitudes to school and their behaviour is very good. Pupils are friendly, polite and very welcoming. They are a credit to themselves, their teachers and their parents. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **very good**, with strengths in the teaching of key skills in reading and writing and the expectation that pupils use and apply these skills in other subjects. Teachers have very good relationships with pupils and very high expectations of what they can achieve. Pupils enjoy learning and work very hard in lessons because they know exactly what they are expected to do in each lesson. Teachers make effective use of teaching assistants. Assessment of pupils' learning is very good.

The quality of the curriculum is very good. There are significant strengths in the development of an exciting and creative curriculum with very strong cross-curricular links. The school enriches the curriculum with an excellent range of extra-curricular activities, visits and visitors. However, for children in reception, outdoor play is not planned as an integral part of teaching and learning.

Pupils receive very good care and support. The way in which the school seeks and acts on the views of pupils, especially in their learning, is good. Links with parents are very good and those with the community and other schools are good. For pupils with special educational needs, the school has not revised its paperwork in line with the recommendations of the revised Code of Practice.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher has a very clear vision for the school and is totally committed to raising standards and providing a very high quality of education. The headteacher is ably supported by the senior leadership team and subject leaders who carry out their roles diligently. Governance is very good and all statutory responsibilities are fulfilled. They are hard working, supportive and have a very clear understanding of the school's strengths and areas for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about their relationships with staff and the headteacher who know all the children and parents by name. They recognise that the school provides a 'friendly environment' where parents are really encouraged to help and to support their children's learning. Parents say that teachers are very approachable and know that they can always talk to them if they have any concerns. Pupils are very happy at school and enjoy both lessons and the other activities provided. They appreciate and understand the targets that are set for them. Particular strengths are the way pupils can tell teachers what they think of the work they are given and how well they feel they are achieving.

IMPROVEMENTS NEEDED

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

- To provide, as an integral part of teachers' planning, continuous access for children in reception to outdoor play.
- To update the school's written documentation for pupils with special educational needs in line with the recommendations of the revised Code of Practice.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved are **good**.

Main strengths and weaknesses

- In Year 2, standards in reading and writing are well above average.
- In Year 2, standards in mathematics and science are above average; standards in physical education exceed expectations for seven-year-olds.
- Pupils' use and application of literacy skills in other subjects is particularly impressive.

Commentary

1. Children start school with standards which are below average for four-year-olds. As the result of very good teaching, the achievement of children in reception is good. By the end of reception, they meet the goals they are expected to meet in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. However, children do not have continuous access to outdoor play and this restricts their progress, particularly in physical development.

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

Standards in:	School results	National results
reading	16.1 (16.2)	15.7 (15.8)
writing	14.6 (14.8)	14.6 (14.4)
mathematics	14.8 (16.5)	16.3 (16.5)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. Results of national tests in 2003 for pupils in Year 2 were average in reading and writing, but well below average in mathematics. These results confirmed the trend that pupils performed less well in mathematics than they did in reading and writing. Girls continued to outperform boys as reflected in recent trends. The school's results for the 2004 national tests for pupils in Year 2 show a significant improvement. The average point scores have improved to 17.8 in reading, 16.7 in writing and 17.0 in mathematics. This improvement reflects the determination of the headteacher and her colleagues to raise standards and the effective improvement in the quality of teaching in order to achieve this.
3. In the current Year 2, standards are well above average in speaking and listening, reading and writing. Pupils speak clearly and confidently and they listen to and value the opinions of each other. They read confidently and fluently, with many using good expression. They write imaginatively, with good standards of spelling and punctuation. Standards in mathematics are above average, with strengths in pupils' use of mathematics to carry out practical investigations. Standards in science are above average, with pupils showing a very good awareness of life processes and living things.

4. In ICT, standards meet national expectations. Strengths are the pupils' use of word-processing and their skills in using features of a multi-media program in order to create their own slide shows, with text and pictures. However, pupils have insufficient opportunities to program robots to follow sets of instructions. In physical education, standards exceed expectations for seven-year-olds.
5. Pupils with special educational needs achieve well. They make good progress as measured against the targets set in their individual education plans because of good-quality support from teachers and teacher assistants. However, the individual education plans are not up to date and do not contain 'success criteria' as recommended by the revised Code of Practice.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development is **very good**. Their attitudes to school and behaviour are **very good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils work together exceptionally well, especially in paired work.
- Pupils take great pride and care in the way they present their work.
- Assemblies make a strong contribution to pupils' spiritual, moral, social and cultural education.
- Pupils' behaviour in lessons is often excellent.

Commentary

6. A significant feature of many lessons is the very successful way in which pupils work together, including boys and girls. A real sense of co-operation exists and a willingness to ask and answer questions through good-quality paired discussion. In lessons in the ICT Suite, pupils share willingly and take turns fairly. They help each other to overcome problems and show a genuine appreciation of each other's work. In other lessons, including mathematics and science, they work together successfully to solve problems and to carry out investigations and experiments. Relationships between pupils are very good and the success of paired work makes a significant contribution to their very good social development.
7. In lessons, pupils work particularly hard. An impressive feature of this hard work is the great care and pride they take in the way they present their work. Clearly, they respond exceptionally well to the very high expectations set by teachers. Pupils think very carefully about their handwriting and how they are going to set their work out, especially if it includes charts, tables and diagrams.
8. Assemblies and the daily act of collective worship are an important feature in the day-to-day life of the school and have a positive impact on pupils' very good spiritual, moral, social and cultural development. Pupils listen very attentively and are fully involved, for example in explaining how the theme of the assembly links to the school's 'Golden Rules'. Pupils play a full part in collective worship, especially in times of reflection and

prayer. Through stories, visitors and music, their awareness of their own culture and that of other people is developed especially well.

9. In many lessons, the behaviour of pupils is excellent. This is because teachers tell pupils exactly what is expected of them in terms of the work to be done. In addition, it is because teachers have very good relationships with pupils and these serve as excellent role models for the relationships between pupils and pupils. Pupils move seamlessly from the lesson introduction to group work and back for the final session with no fuss or bother. They are exceptionally co-operative in tidying up and in being ready for the teacher when the whole class needs to be addressed.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.7
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. The most up-to-date attendance figures show an improvement over those in the table and reflect the hard work of the school in improving attendance figures in the period since the previous inspection.
11. There were no exclusions in the previous school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**.

Teaching and learning

Teaching and learning are **very good** and have a positive impact on pupils' good achievement. Assessment is **very good**.

Main strengths and weaknesses

- The teaching of key skills in literacy is very good.
- The sharing of lesson objectives and 'success criteria' motivates pupils to succeed.
- Teachers' subject knowledge and planning are effective.
- Teachers have good relationships with their pupils.
- Assessment of, and for, pupils' learning is very good.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	5	3	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.

12. A significant feature in pupils' good achievement in literacy is the highly effective teaching of key skills in reading and writing. In Years 1 and 2, teachers build successfully on the good teaching in reception. The teaching of letters sounds and blends (phonics) is strongly emphasised. In guided-reading sessions, teachers develop more advanced reading skills, such as using pictures and reading ahead to understand meaning. These guided-reading sessions are particularly successful because pupils always work with a teacher or teaching assistant. Pupils concentrate and enjoy reading and as a result make good progress. Teaching of key skills in writing

is good, especially spelling. A significant strength is the way teachers expect pupils to use and apply these key skills when they work in other subjects.

13. At the beginning of every lesson, teachers share the learning objective with pupils which means that they understand the purpose of the lesson. In addition, 'success criteria' are shared with pupils so that they know what they have to achieve in order to be successful in the lesson. The result of this is that pupils work hard in lessons and show impressive levels of concentration because they want to please their teachers and themselves by meeting the 'success criteria'. A significant strength is the way in which pupils assess their own work at the end of lessons to see if they have succeeded. For example, in a writing lesson in Year 2, pupils used highlighters to show where they had used adjectives in a brochure to persuade people to visit Southsea.
14. Teachers' planning is good. Work is matched carefully to the individual learning needs of pupils within the class and they make good progress in lessons because they are challenged at the right level. The use of teaching assistants is well planned and has a positive impact on the good achievement of pupils with special educational needs. Linked to good planning, are strengths in teachers' subject knowledge which are passed on to pupils with interest and enthusiasm. Teachers are confident in teaching key skills and new ideas through effective demonstrations and explanations, including the use of the interactive whiteboard in the ICT Suite.
15. A delightful feature of lessons is the very warm and effective relationships between pupils and teachers. Teachers and teaching assistants know their pupils well. Pupils value their teachers. They take great delight in catching their teachers out when they make 'mistakes', but equally praise them when they succeed. Lessons are fun and laughter erupts when jokes are shared, but pupils know immediately when they must settle to their work and they do so quickly and sensibly. Because pupils respect and value their teachers, they work hard in lessons.
16. Significant strengths exist in the quality of assessment of pupils' work. Day-to-day assessment is very good, with teachers revising planning for the next lesson based on their assessment of pupils' learning and how the lesson went. Each pupil has an individual assessment book which shows parents, pupils and teachers how well pupils are progressing in their learning. These books contain termly assessments in reading, writing, mathematics and science which are marked and matched to the levels required by the National Curriculum. These assessments are then used to set termly targets which are shared with parents and pupils. The use of assessment books is a major factor in the significant improvement in standards.

The curriculum

The curriculum is broad and balanced and is of **very good** quality. It enables all groups of pupils to achieve very well. An **excellent** range of extra-curricular activities, visits and visitors all enrich the curriculum very effectively. The overall **good** quality and quantity of accommodation and resources of the school meet the needs of the curriculum well.

Main strengths and weaknesses

- The inappropriate location of the Foundation Stage outside play area restricts opportunities for continuous outdoor play.

- There is very good planning, evaluation, and monitoring of the curriculum.
- There is a very good whole school approach to curriculum innovation.
- Enrichment of the curriculum through extra-curricular activities is excellent.

Commentary

17. The staff in the Foundation Stage use the outside area well to develop the children's physical development, as they play with the wheeled toys they extend and develop their imaginative play. However, inappropriate sighting of this area has resulted in no direct access being available from the three reception classrooms. This results in teachers being unable to plan activities in the outside area that are an integral part of their daily planning, and to which all children in the Foundation Stage have continuous access.
18. Since the last inspection, the curriculum has improved. Thorough attention is given to long- and medium-term planning, and this helps to ensure a consistent approach, for instance between the different classes in the same year group. However, this is achieved without losing sight of individual teachers' strengths, and different pupils' needs, as teachers plan their own delivery of the agreed lessons.
19. Because of the school's very careful analysis of its work, it is able to adopt an innovative approach to curriculum planning. It is able, for instance, to try different approaches to the delivery of the foundation subjects². It then monitors the effectiveness of these approaches and either adopts them, or adapts them in the light of their success. For example, the system of delivering the foundation subjects through a topic-based approach is having a positive effect on standards in all subjects. In this way, the most effective strategies are adopted, so as to help raise standards in the most productive way.
20. An excellent range of extra-curricular activities enhances the curriculum and makes a significant contribution to the development of pupils' physical, social and intellectual skills. These are very well supported by all pupils and cover a wide range, from dance, country dancing and skipping activities, to French, choir, recorders and art and design clubs. The school is planning displays of singing and dancing at their forthcoming Fete. A very good range of visits and visitors helps to link learning experiences to the real world. In addition to the National Curriculum subjects and religious education, a good programme of personal, social and health education (PHSE) is developing.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **very good**. The involvement of pupils through seeking and acting on their views is **good**. Provision has improved since the previous inspection.

Main strengths and weaknesses

- A very strong emphasis placed on the personal needs of each pupil.
- There are very good induction arrangements for children joining the school.
- Support and advice for pupils' academic progress is very good.

² Art and design, design and technology, geography, history, music and physical education

- Pupils are valued and well involved in school life.
21. All adults in the school know the children very well enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. The needs of the children are put first. The sensitive and thorough approach to child-protection procedures and awareness, very good evaluation of health and safety risks, very good first-aid procedures and supervision of pupils at break and lunchtimes, enables pupils to feel safe and work in confidence. Very good care is taken to ensure all children are collected by a responsible adult at the end of the school day. Pupils say they all feel very confident about talking to teachers or other adults if they have any worries.
22. Very good induction arrangements and continuing care and support ensure the youngest pupils quickly settle into school and make very good progress in their personal development. This is supported very well as pupils move through the school. A very good example of care shown is the way pupils are allowed to choose how to receive achievement awards; those who don't like coming forward in assembly are given the choice of receiving it privately or just with their own parents.
23. Academic support and advice for pupils is very good. This is especially evident in the arrangements made to give support to pupils as they move to the next stage of education in the adjacent junior school. Pupils in Year 2 although sad to leave are confident about their pending move. Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. This works well for example in class PSHE sessions and the school has good plans to extend this by setting up a school council. Pupils are being prepared well for this initiative.

Partnership with parents, other schools and the community

The school has a very good partnership with parents that has a positive impact on pupils' achievements. Links with the local community and local schools are good. The quality of the partnership has improved on those described in the previous inspection.

Main strengths and weaknesses

- The school gives parents very good encouragement to be involved in their children's learning.
 - Very good information is provided for parents.
 - The local community is used well to support pupils' learning.
 - Parents' views are valued and they are very supportive of the school.
24. Parents are very supportive and place high value on their children's education. This is encouraged by the school as a strong factor in pupils' very good attitudes to school and good achievements. The school provides many helpful opportunities for parents to be part of their children's learning, such as the 'Reading Recovery' scheme and the popular 'Welcome' meetings for parents and children as they start Years 1 and 2. Here, they share information about the curriculum, details about homework and general class routines. An open-door policy and events such as the recent 'Ceramics Day' have helped to establish relationships with parents very successfully.
25. Parents receive very good information to help their children further in their learning. Annual reports give very good and evaluative information on progress and achievements and very helpful developmental points in 'The Way Forward' section. These help parents to understand how they can assist in their children's learning. Parents value the quality of individual information given in consultation sessions. Regular newsletters give very good information about school life; in particular Year group letters give very good detail on the curriculum to be

covered each term and individual achievements are praised in the 'Well Done' section. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly. Parents are highly satisfied with arrangements.

26. The school makes good use of the local community for visits and local visitors help in school. The use of visits around the locality is a particularly strong and effective feature. The partnership with the local schools, including the local junior school, ensures pupils are very well prepared for and confident about their move to the next stage of their education.
27. Parents' views are sought through surveys and input from parent governors and the school places high value on these views. From issues raised, the school has involved very successfully more parents in the 'Reading Recovery' programme and is looking very closely at issues, such as parking in the playground, providing more cultural opportunities for pupils and the quality of school dinners. Parents provide very good support through the parent teacher association (PTA) that was set up recently by the current headteacher. Funds are now available to establish an adventure playground.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides **very good** leadership for the school ensuring a very clear drive for improvements. The governing body has a **very good** understanding of the strengths and areas for development of the school and shares the headteacher's aspirations and vision for the further improvement of the school. Management is **very good** and has a positive impact upon standards and achievement.

Main strengths and weaknesses

- The headteacher and governors share a vision for the school, which reflects the aspirations of the community.
- The inspirational leadership qualities of the headteacher result in constant improvement.
- The school's very effective systems of management ensure excellent use of self-evaluation.
- Paperwork for pupils with special educational needs has not been revised in line with the recommendations of the Code of Practice.

Commentary

28. The headteacher has a very clear vision for the further development of the school. Her commitment and dedication to the needs of the school and the wider community are very apparent. Resources are targeted strategically. The headteacher supported by the senior management team keep a careful track of how the pupils achieve so that gender issues are fully monitored, and improvements are built into the curriculum. The subject co-ordinators provide a good drive for the further development of their subjects and monitor the work of their colleagues. The governing body is fully committed to the school and uses its considerable and varied expertise to help the school become more effective. Governors share the very high aspirations of the headteacher and work very effectively with her to secure the schools further development. They are frequent visitors, and question, challenge and support the school in its work. They are well informed and proactive in bringing about improvements. All statutory requirements are met.
29. The headteacher supported by the senior leadership team provides the school with inspirational leadership. She is totally committed and determined and is very effective. All pupils are valued and important. Senior staff share these ideals and transmit them to the whole school community. Thus the school has developed a truly inclusive ethos. The headteacher is keen to embrace new initiatives for the benefit of the whole school. She has an outstandingly clear vision for the future of the school, and is determined not to be deflected from it. The headteacher and senior staff have been very successful in evaluating the schools performance and then developing strategies to bring about improvement. The school is keen to learn from best practise elsewhere, and has in the future the potential to be influential beyond its own boundaries.
30. Management systems are very effective. The headteacher ensures that all staff and governors are actively involved in helping the school fulfil its vision and strategic objectives. They analyse available performance data extremely rigorously. This gives the school a clear insight into pupils' progress. Managers seek constantly to evaluate the school's performance and find areas for development. The school has continued to improve since the last inspection and all the key issues identified in the inspection report have been successfully addressed. The strategic plan for school improvement,

developed through whole school consultation, is all-inclusive. It provides a very useful vehicle for further improvement, to which all involved are fully committed. Performance management systems for teachers and support staff are very good; both are linked to the school's strategic plan. Managers set clear targets for improvement. This is very effective in generating whole school improvement. Training is closely linked with this process. New members of staff are provided with supportive induction arrangements. Senior managers are very conscious of the need to support and retain staff, and are increasingly conscious of their workload. Much effort is made to ensure that staff members are deployed effectively. The school regards teaching assistants as being particularly vital in supporting the work of teachers and their deployment is managed very well.

31. The co-ordinator for pupils with special educational needs maintains the register of pupils efficiently. She has been on a course to improve her subject knowledge and would benefit from further training on how to manage the paperwork, which needs to be updated in line with the new Code of Practice. She has started to play an effective part in raising whole school awareness in responding early to pupil's needs. A satisfactory intervention programme is managed well in literacy and numeracy and progress is recorded. However, the standard of these records does vary. A responsible governor meets regularly with the co-ordinator. However, the governor has not observed teaching, examined work or interviewed pupils with special educational needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	454,854
Total expenditure	468,761
Expenditure per pupil	2,694

Balances (£)	
Balance from previous year	18,315
Balance carried forward to the next	4,408

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage in all areas of learning is **good**.

32. Children enter one of three reception classes at the beginning of the school year in which they will become five. The overall attainments of the children starting their full-time education in personal, social and emotional development, communication, language and literacy, and mathematical development is below what is usually expected for children of this age. This attainment is lower than reported previously during the last inspection and reflects the decline since the last inspection of the overall attainments of the children entering the school. With good achievement, the majority are on course to achieve the Early Learning Goals in all areas of learning by the end of the reception year. Foundation Stage provision has improved well since the last inspection, particularly in the development of the curriculum.
33. All three reception classes provide a stable and caring environment and the quality of teaching and learning is very good. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas. Children with special educational needs are very effectively supported and have full access to the curriculum. As soon as children begin their schooling, they are assessed against the nationally recommended targets. This results in effective planning by both teachers and classroom assistants with work specifically aimed at the needs of individual children. Further daily planning ensures that planning is constantly adapted to meet the changing needs of all the children in all the areas of their development. Teachers have very good links with parents. Good procedures are in place for parents and carers to help their children to settle into school and to become involved in their work. All three classes have their own teaching areas that are well equipped and established. They have limited access to a discreet outside play area, which they use well to develop children's physical skills and imaginative play. This area is inappropriately located; there being no direct access from any of the reception classrooms. As a result of this, teachers are unable to plan activities in the outside area that are an integral part of their daily planning, and to which all children in the Foundation stage have direct continuous access.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Regular routines are quickly established.
- Good classroom organisation develops social interaction.
- All staffs show a consistent approach when supporting children.

Commentary

34. In all classes, routines are well established and are helping these young children to work in various groups, to take turns and share. As a result, children are growing in confidence and developing positive attitudes to their work. They understand classroom rules and routines and their behaviour is very good. Lining up for lunch is accomplished in a sensible and careful way.
35. Children enter the school with personal, social and emotional developments that are below the levels expected. Children are quickly helped to become independent. Clear routines have been established for children to select and work in the different areas of the room or with particular pieces of equipment. Children understand and respond to these routines well. The approach taken to involving children in managing resources and equipment for themselves is good for promoting personal development and many are able to clear things away quickly and tidily when required.
36. Teaching is very good. All staff give clear ideas of what is expected of the children including the difference between right and wrong. Patient, supportive teaching, where children are encouraged to work together and collaborate in their tasks, results in happy and confident children who make good gains in their lessons. Children meet the Early Learning Goals by the time they start Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's communication skills are being developed well.
- Great emphasis is placed on developing children's listening skills.
- Writing is made relevant and interesting.

Commentary

37. As a result of good teaching strategies in all classes, children answer questions posed by their teacher and are eager to express their ideas in words. Most show confidence in speaking to adults and to other children, and many initiate conversations in their play. They enjoy listening to stories and sharing a book with an adult. Most children know letter sounds and can draw the shapes of letters.
38. Children understand that writing is used to communicate. Staff work with small groups of children giving them very individually focused help. In one activity observed, the teacher gave valuable support and help to a group of children who were writing about bears. Many demonstrated the ability to use their knowledge of sounds to write words that were phonetically recognisable.
39. Children are aware that books are a source of information and pleasure and some know they need to look at non-fiction books to find information about bears. They handle books with confidence, and are eager to retell the stories. Some recognise a good range of familiar words. By the end of reception, children meet the Early Learning Goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is taken to develop children's counting skills.
- Mathematical concepts are made relevant to children's experiences.

Commentary

40. Children are making good progress in developing their awareness and understanding of mathematics. By the end of reception, they meet the Early Learning Goals. Children enjoy counting, most count accurately to 10, and many count beyond 10. The teachers make good use of number rhymes to reinforce children's counting. Children count while measuring the height of their bears in paws to discover whether they will fit inside the cave.
41. Teaching is very good. The teachers organise the classrooms effectively to enable them to meet the mathematical needs of all children. Planning ensures that children are provided with a balance of teaching and activities. Mathematical learning opportunities are planned into a range of activities. At the time of the inspection, all activities were planned around the theme of bears.
42. Most children recognise simple two-dimensional shapes. They know circle, square, triangle and rectangle. They relate addition to combining two groups of objects, and use the appropriate language and symbols to "*tell the story*". They use appropriate vocabulary when answering questions, such as those about '*smaller than*' and '*taller than*'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of events and a wide range of materials is used to promote learning.
- Computers are very well used.

Commentary

43. Teachers use the school grounds well to promote the investigation, and observation of living things. However, the outside area is not immediately accessible to the three classes; consequently all investigational work has to be closely supervised by adults.
44. Each class hunted for their bear in various areas of the school during the inspection, these bear hunts ranged from following a trail of photographs around the school, to going on a safari in the school grounds, complete with binoculars the children had made. While other children tidied the bear's cave, leading to the discovery of different materials, which the then tested to see whether light, would pass through them. Because

teaching is very good, learning is made meaningful, resulting in very good learning taking place.

45. Children use the computers with confidence, using the mouse to identify and move items on the computer screen and point to illustrations. They are able to write and send e-mails asking Mr Bear what life is like in Alaska. Various programs are used well to promote the children's understanding in this area of learning. Children are very adept at driving their remotely controlled cars around a variety of obstacles. Children meet the Early Learning Goals by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Access to outdoor facilities for the children is limited.
- Children are taught well to handle resources safely.

Commentary

46. Children do not have direct access to the outdoor facility. Teachers compensate for this well by ensuring that children experience challenge in their physical development through the use of climbing apparatus and wheeled toys within the outside area during their allotted times, and in the school hall. Teaching is good and by the end of reception, children meet the Early Learning Goals.
47. The children are beginning to handle equipment with care, and most are aware of the need to do things safely. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them. This was seen in a very good lesson, where children cut out mathematical shapes before arranging them on a piece of paper in the shape of a bear.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A wide range of experiences and materials are used to stimulate children's imagination.
- Good links are made with other areas of learning.

Commentary

48. Teaching is very good. In all classes, children enjoy a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They concentrate well on these, making pictures and models with a variety of materials and paint. They are beginning to relate well to each other and share in imaginative ideas to create stories and events. In one activity observed, children made clay bowls in three different sizes to

replace the ones belonging to the *Three Bears*. They discover how many different ways you can make sounds, they make loud and quiet sounds, and many can keep a beat.

49. Children join materials together using sticky tape or glue. At times, they work with intense concentration on their tasks paying attention to small details. This was seen as they put patterns on the bowls they had made for the three bears. By the end of reception, children meet the Early Learning Goals.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are improving at an impressive rate.
- Pupils' use and application of literacy skills in other subjects is very good.
- Teaching of key skills is very good.

Commentary

50. Results of the Year 2003 national tests for pupils in Year 2 were average and reflected the trend of previous years. Girls continued to outperform boys. Standards in the current Year 2 are well above average in reading and writing and boys now achieve as well as girls. Pupils' achievement is good. The significant improvement is due to high-quality teaching linked to the determination of the headteacher and her colleagues to raise standards. Effective planning has made reading and writing much more appealing to boys. The decision to teach phonics, writing and guided reading as separate and distinct teaching sessions is a major contribution to the improved standards which are reflected in the school's average point scores for 2004. Improvement since the previous inspection has been good.
51. In speaking and listening, standards are above average. Pupils speak confidently in assemblies, for example, when reading prayers. They readily engage visitors in conversation. In paired work, the quality of discussion is impressive, with pupils really valuing the opinion of each other. In whole-class sessions, pupils are keen to ask and answer questions.
52. Standards in reading are well above average. Pupils are confident and fluent readers, with a high proportion reading with good expression. They use their knowledge of letter sounds and blends when reading new and unfamiliar words, with more-able pupils confident in reading ahead for meaning. Most pupils show good comprehension skills. They express preferences for favourite books and authors. Pupils use the index and contents pages successfully when they carry out research, such as into what it was like to visit the seaside in Victorian times. A very strong feature of their work is their use of reading skills in other subjects.
53. Standards in writing are well above average. Key skills of spelling, punctuation and grammar are good. Handwriting and presentation skills are of very high quality. In stories and poems, pupils use a good range of exciting and imaginative vocabulary.

Pupils' factual writing is good, for example, in writing about their investigations and experiments in science. Writing skills are used especially well in other subjects, including writing recipes in food technology and accounts of entertainments to be found on a beach in Victorian times.

54. Teaching and learning are very good and have a positive impact on the standards achieved. Teaching of key skills is particularly good, especially the teaching of phonics. In the daily phonics lesson Years 1 and 2, teachers build successfully on previous learning. The major strength is that pupils are expected to use and apply these skills in their reading and written work. Teaching of key skills in writing is very good, especially spelling, grammar and punctuation. Pupils are given a wide range of opportunities to use and apply these skills when writing in other subjects. Teachers' subject knowledge is very good and the quality of planning ensures that work is matched closely to individual learning needs. As a result, pupils enjoy lessons and work hard.
55. Leadership and management are good and effectively contribute to the standards achieved. Through detailed monitoring of teaching and learning, the subject leader has a clear understanding of strengths and areas for improvement in the subject. She has worked hard to develop imaginative and exciting book corners in each classroom to promote a love of reading. In addition, she has made a strong contribution to the effective termly assessments of pupils' learning and in ensuring that results of these assessments are used to plan future learning.

Language and literacy across the curriculum

56. This is a significant strength of the school and a major reason why standards have improved so much. Through high-quality planning and very high expectations, pupils use and apply their literacy skills in many subjects, especially science, religious education, ICT, design and technology, geography and history. Pupils are motivated to read and write and produce work of a high quality in all of these subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since last year's national tests.
- Teaching is good and the subject is co-ordinated very well.
- Mental strategies and problem solving need to be developed further.
- Teaching assistants contribute well to lessons.
- Good meaningful mathematical experiences are provided.

Commentary

57. In the 2003 national tests for pupils in Year 2 results were well below average and this reflects the recent trend. Standards in the current Year 2, however, are above average and pupils' achievement is good. Standards have improved because teaching is good and teacher subject knowledge has been improved. As measured against the judgement in the previous report, standards have been maintained.
58. After analysing pupils' previous work in mathematics, observing three lessons and interviewing pupils in Year 1 and Year 2, teaching is judged to be good overall. In the three lessons observed, teaching was satisfactory or very good. In all lessons observed, a wonderful emphasis was placed on meaningful, practical activities, which helped pupils to understand their mathematics. For example, in Year 2, they were buying beach items from a shop and in Year 1, they counted how many star jumps their partner could complete in one minute. In a very good Year 2 lesson, pupils weighed tins and packets for the shop. Here, the teacher monitored the children closely and as necessary taught the skill of using a balance or scales. Skills are taught well. Questioning by teachers is at a high level ensuring that pupils understand what they are doing. Lessons are dynamic, purposeful and interesting. Consequently, pupils enjoy their mathematics and concentration is very good indeed. Mathematics time is not wasted on discipline problems.
59. Mathematical resources, such as number lines and number squares are used extremely well to ensure that the low attainers understand and keep up with their peers. However, such resources are used by the more-able pupils who should not need them for easy calculations. More-able pupils are not encouraged to visualise a number square in their head and calculate mentally. Addition and subtraction facts are taught extremely well across the whole school. However, they are not used to aid harder calculations. When adding '3+6+4' pupils do not use the known fact '4+6=10'. Similarly, when 'adding 9' pupils do not 'add 10 then subtract 1'. In both cases, pupils added on in ones from the highest number using their fingers. Evidence in their books shows that a range of strategies have been taught. However, when tested pupils did not know when to use them.
60. There are good assessment procedures which track progress as pupils move up through the school. Termly assessments of each pupil are used to set targets which sharpen progress and add greater challenge to the quality of teaching and learning. Verbal feedback to pupils is good but marking is not used consistently across the school. Marking in one Year 1 class is very good when it refers to skills, knowledge and understanding, with pupils being informed how to improve. This does not happen in

other classes. ICT is used satisfactorily to support learning although there was little evidence of the gathering and interpretation of data.

61. Leadership and management are good. The co-ordinator is very good. She has the skills to guide her dedicated staff forward. Training has been effective as the subject knowledge of the teachers and teaching assistants has improved but there are still weaknesses. Progress of late has been focused on number and has been successful in raising standards. It must now be extended to the other aspects of mathematics including problem solving. A range of positive strategies have been used to successfully raise the achievement of boys.

Mathematics across the curriculum

62. Mathematical skills are used well to support learning in other areas of the curriculum. Charts, tables and graphs are used well to record investigations in science, symmetry and pattern are used in art, and timelines are used to aid understanding in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The standard of teaching is good.
- There are very good opportunities for pupils to carry out scientific enquiry.
- Very good use is made of the outside environment to support learning.

Commentary

63. Standards are above average and pupils' achievement is good. Standards have improved since the previous inspection. Pupils in Year 2 have good investigation skills. They investigate materials and compare them and classify them into groups: shiny, dull, cold, warm, waterproof and absorbent. Following the investigation of electrical circuits, pupils then made Rudolph's nose light up with the use of a switch. They investigated what happens to materials when they are heated. Pupils devise experiments and investigations and understand that their investigations must be fair. This was very clearly demonstrated in an observed lesson, where pupils were asked to devise an investigation to ascertain whether 'the person with the biggest feet could jump the furthest', although some groups did not make their investigation completely fair. This resulted in all pupils thoroughly understanding that all scientific investigation to be accurate must be fair.
64. Teaching is good and has a positive impact on the standards achieved. Teachers show good understanding of the subject, and explain ideas clearly to their pupils. The work is very well planned, so that all activities build on previous work, and are suitable for the differing levels of understanding within the classes. Teachers have very high expectations. They expect their pupils to work hard, do their best and behave sensibly. Procedures to assess pupils' progress are well developed, and enable teachers to modify the work in response to individual understanding.

65. The pupils make good use of the school grounds and the local area, and there are many opportunities available within these areas for scientific studies. Effective links have been established with their local police force who escorts the pupils when they visit the local area. For example, a group of Year 1 pupils escorted by a policewoman visited the local woods during the inspection. During the visit, pupils studied the different plants that grow in the shade and those that grow in the sun. This work was then continued back at school.
66. Leadership and management are good. The co-ordinator for science leads the subject very well. Following thorough analysis of achievement, standards and planning, she led the staff team to produce a detailed strategic plan. This is reviewed annually and adapted in the light of the review. The co-ordinator leads the way in ensuring that all staff are fully aware of the plans and are given the necessary training to put them into action. As a result of this, standards in science continue to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' key skills are very secure.
 - Pupils' use of multi-media presentations is impressive.
 - The school's ICT Suite is used effectively, with high-quality support from a specialist teaching assistant.
 - Pupils have insufficient experience of programming floor and/or on-screen robots.
67. By the end of Year 2, standards meet national expectations and pupils' achievement is good. Skills in word processing and in the use of multi-media presentations exceed expectations. By Year 1, pupils know how to log on to the computers by entering the correct username and password. They are confident in loading previously-saved work from their individual files. They show good skills in word processing, especially in changing fonts, font size and font colours. Pupils know how to use the 'delete' and 'backspace' keys when editing their work. In Year 2, pupils show exceptionally good skills when they create and present slide shows in which they present key facts on Victorian seaside resorts. They are particularly skilled in importing pictures into their slide shows and using the program tools to create exciting visual effects. In Years 1 and 2, insufficient time is spent on programming robots in order to follow a planned route either on screen or on the classroom floor. Standards have been maintained since the previous inspection.
68. Teaching is good and has a positive impact on pupils' good achievement. Subject knowledge is good and teachers are confident in explaining and demonstrating key skills using a computer linked to the interactive whiteboard in the ICT Suite. Lessons are interesting and challenging, with the emphasis on pupils using the skills they are taught to support their learning in other subjects. Teachers and pupils benefit from the support given by the expert teaching assistant who assists in lessons, particularly in troubleshooting technical problems. Pupils enjoy lessons and work hard, with particularly strengths in paired work. Concentration levels are good and pupils benefit from teachers making it clear to them what they should achieve in lessons through the sharing of success criteria.
69. Leadership and management are good and contribute positively to pupils' good achievement. Through effective monitoring, the subject leader has a good understanding of strengths and areas for improvement in the subject. She has worked hard to support teachers through providing in-service training sessions that boost confidence and expertise in teaching the subject.

Information and communication technology across the curriculum

70. This is very good. Pupils make very effective use of a multi-media program to support their work in geography and history on the theme of 'Seaside'. In history, their slide shows contain text and pictures showing, for example, how the Victorians used bathing machines.

HUMANITIES

Insufficient lessons were seen in order to judge provision in history and geography.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' knowledge of different faiths is good.
- Leadership and management of the subject are good.

Commentary

71. Standards meet the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. Standards have been maintained since the previous inspection. In the one lesson observed, both teaching and learning were good. Interviews with pupils and the examination of pupils' work show a good, developing knowledge and understanding of religious education in all classes.
72. Pupils have a good knowledge of their own faith and good awareness of another faith. They are starting to gain knowledge of how different religions inter-relate. After being moved by the well read story, of the creation, pupils in Year 1 reflected on the story and painted natural features which were special to them. They explained why these creatures were special. Pupils were made aware that not everyone believed in the story of the creation. Good links were made to science and the need to save endangered species. Pupils understood that the world would be a poorer place if these creatures became extinct. If they wished, pupils could use their pictures to form a prayer and share it with the class. It was made very clear that if you did not wish to do so then that was fine. In Year 1, pupils view Judaism through the eyes of Zoe, who is their age and from the Jewish faith. They are very knowledgeable about what is important to her and other members of her family. Pupils know that the Tallit is a Jewish shawl worn by men and boys, "So that they can feel God's arms around them." Pupils know that it makes them feel safe and protected. Good links are made to literacy and this must now be extended to other subjects.
73. Leadership and management are good. The subject co-ordinator has good subject knowledge and has guided the staff well to develop her subject. Samples of pupils' work are monitored by the whole staff and she interviews pupils about their work. She has monitored one teaching and learning session, but this is not enough in order to enable her to have a clear picture of standards across the school. Good assessment procedures to record what pupils know, understand and can do are in place.
74. In **geography** and **history**, it is evident that standards have been maintained since the last inspection and are at least in line with what is expected nationally by the age of seven. Planning indicates sound coverage of National Curriculum requirements and shows that skills and knowledge are built upon year-on-year. The co-ordinators interview pupils and sample their work in order to monitor the quality of teaching and learning. The co-ordinators have not recently observed teaching. Systems are in place to record the gains in skills, knowledge and understanding. Good strategies are promoted to enrich pupils' studies in history and geography and their visit to Southsea is used effectively in both subjects. Pupils showed good use of historical enquiry when using photographs, and books to investigate features of the Victorian seaside, which they compared to the present day.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In art and design, design technology and music work was sampled and discussions held with staff. However there is insufficient evidence to make overall judgements about provision.

75. In **art and design** lessons in Years 1 and 2, teachers work effectively to develop the pupils' artistic skills and ideas. Pupils study the work of different artists, develop their skills systematically through experimentation and produce some effective pieces of work. The pupils have worked with visiting artists. Observational drawings of flowers show pupils' skills are developing well. The pupils study a number of different artists and paint expressively in response to a range of stimuli. For example, pupils have created flowers inspired by the work of Van Gogh. In one excellent lesson observed, pupils visited the adjacent junior school where the hall had been set out as an art gallery. They made detailed observations of many various seascapes painted by artists, such as Paul Signac, Claude Monet, Andre Derain and John Constable. These observations would later be used as they created their own seascape paintings.
76. In **design and technology**, the curriculum is planned well and ensures that the pupils plan their work, make their products and evaluate the end results. Design and technology is linked successfully to other areas of the curriculum through a cross-curricular approach, this was seen in the figures of mini beast the pupils had made, and the hand puppets. Judging from the work seen, from teachers' planning and from the display of pupils' work around the school, pupils have the opportunity to experience a wide range of different types of activity, including food technology. Pupils are enthusiastic about the subject and, as a result, they try hard and achieve well and make good progress.
77. In **music**, pupils are given the opportunity to learn to play the recorder, and sing in the school choir. During assemblies, pupils listen to music, and tunefully join in with songs. Regular visits to the school by individuals and groups of musicians representing different cultures including African, Asian, and Caribbean music greatly enrich the provision. The co-ordinator has a clear vision for the raising of the subject's profile within the school. She has enabled staff to improve their work by providing in-service training within the school, and she has improved the stock of musical instruments with in the school.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in dance and gymnastics are very high.
- Teachers' subject knowledge is good.
- The subject leader is a very good role model.

Commentary

78. By the end of Year 2, standards exceed expectations for seven-year-olds and achievement is good. Standard have improved since the previous inspection. Pupils know the importance of regular exercise to keep fit and healthy and they understand the need for a warm-up and cool-down at the start and end of lessons. In gymnastics, pupils plan, perform and refine high-quality sequences involving a jump and a balance; the

quality of paired-work is exceptional. There is a significant strength in the way pupils evaluate each other's performance. In dance, pupils' planning and performance of a sequence on the theme of a 'hot beach' was excellent, with strengths in the quality of evaluation. Pupils show very good skills in co-ordination and control of their movements to music.

79. Teaching and learning are very good and impact positively on the standards achieved. Teachers are very confident in their subject knowledge and pay particularly good attention to health and safety issues. Lessons are planned well and the lesson objective is shared with pupils so that they know exactly what is expected of them. Instructions are clear and teachers make good use of demonstrations to teach key skills. In lessons, teachers move around the hall to encourage and praise pupils, with a strong emphasis on improving individual skills and techniques. Pupils enjoy lessons and work exceptionally hard. The quality of co-operation in paired work is impressive.
80. Leadership and management are good and make a strong contribution to the standards achieved. The subject leaders' passion for running and sport serves as a very good role model to the pupils. She has produced a good scheme of work and has supported colleagues through a good programme of in-service training. The organisation of 'Active Week', together with a very good range of after-school clubs, benefits pupils enormously.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

81. PSHE is taught successfully to pupils through 'Circle Time³', religious education lessons and assemblies. A well-planned programme of topics to be covered is augmented by addressing issues as they arise. In Year 2, pupils are currently discussing their thoughts and feelings about their imminent transfer to junior school. In assemblies, a very strong focus is put on reinforcing expectations that pupils should understand and abide by the school's 'Golden Rules'.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

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	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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