

INSPECTION REPORT

ASHLEY JUNIOR SCHOOL

New Milton

LEA area: Hampshire

Unique reference number: 116488

Headteacher: Mr Colin Williams

Lead inspector: Mrs Christine Huard

Dates of inspection: 22nd – 24th November 2004

Inspection number: 266327

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Foundation
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 262

School address: Ashley Road
New Milton
Hampshire
Postcode: BH25 5BP

Telephone number: 01425 616510
Fax number: 01425 629130

Appropriate authority: The governing body
Name of chair of governors: Mr Mark Stagg

Date of previous inspection: 8th March 1999

CHARACTERISTICS OF THE SCHOOL

Ashley Junior School is situated on the outskirts of the New Forest in New Milton. It caters for pupils between the ages of seven and eleven and nearly all attend from the local area. Children are from a wide range of social backgrounds although broadly average in socio-economic terms. There are 262 pupils on roll and slightly more boys than girls – evenly spread amongst the classes. When they join the school attainment is across a wide range but is broadly average. The population is very stable and in the last year only fifteen pupils left and eleven joined the school. Very few pupils come from ethnic minority groups and no pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is broadly similar to that in most other schools. The number of pupils with special educational needs is higher than the national average. Nine pupils have a statement of educational needs, most of these are in the Learning Support Unit (LSU). Pupils in the LSU have a range of complex problems ranging from moderate learning difficulties to autistic spectrum disorders and emotional and behavioural difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------------|----------------|---|
| 27290 | Mrs Christine Huard | Lead inspector | Science, art and design, design and technology, music |
| 9010 | Ms Gail Elisdon | Lay Inspector | |
| 28069 | Mr David Mylroie | Team Inspector | English, special educational needs, history, physical education |
| 21334 | Miss Savi Ramnath | Team Inspector | Mathematics, geography, information and communication technology, (ICT) religious education |

The inspection contractor was:

e-Qualitas Limited
Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 0RE

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ashley Junior School provides a good education for its pupils and gives good value for money. The pupils achieve well and standards have been steadily improving over the last few years, and look set to continue to do so, because of the good quality of teaching and learning. The leadership and management of the school are very good overall. The school regularly and carefully reviews its performance and takes positive action to bring about improvement.

The school's main strengths and weaknesses are

- Standards in English, mathematics, information and communication technology (ICT), art and design, history and music are above those expected
- The leadership and management of the school are very good
- Teaching is good across the school and, as a result, pupils learn effectively and achieve well
- Provision for all pupils with special educational needs, including those in the learning support unit (LSU), is very good
- ICT is not fully integrated across the curriculum
- Pupils are keen and eager to learn. They apply themselves very well in lessons and behaviour in and around the school is very good
- As geography and physical education lack co-ordinators teachers have no subject guidance or support, so pupils' work, although of a reasonable standard is not as good as it could be
- The school offers a broad curriculum which is enriched well by a very wide range of activities outside of school
- Pupils' work is not as neat as it should be because teachers do not have consistently high expectations of the quality of presentation. This detracts from the often good content

The school has made good improvement since its last inspection in 1999. There have been particular improvements in many of the areas identified in the last report: the roles of the subject co-ordinators have been improved and they now lead and manage their subjects well. The school has successfully addressed all the issues concerning the quality and quantity of information provided for parents. Homework is now set regularly; it links in well with pupils' work in class and is monitored very carefully by the class teachers. Daily acts of corporate worship are relevant and contribute well to pupils' spiritual development and awareness of growing up in a culturally diverse society.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | C | C | C | C |
| mathematics | C | C | C | C |
| science | C | C | D | C |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good overall. When pupils enter the school attainment is broadly average although it is sometimes lower than this. Published results are affected on a year by year basis by the inclusion of data on pupils from the learning support unit many

of whom do not register a level. As they are included in the school's table of results this depresses the overall pattern. Inspection evidence shows that in the mainstream school standards are generally above those expected in English, mathematics, science and ICT. Standards in art and design, history and music are also above those expected. Pupils with special educational needs achieve well because they are given work to match their capabilities. Pupils in the learning support unit achieve very well because the teaching is very strongly focused towards their individual requirements. More able pupils achieve well because teachers plan appropriately challenging work for them.

Pupils' personal qualities are very good, and their spiritual, moral, social and cultural development is good. Pupils' attitudes towards their work are very good. They are enthusiastic, concentrate well and participate eagerly in class. Behaviour in and around the school is very good. Pupils are very polite and have very good relationships with each other and the adults with whom they come into contact. Pupils receive good preparation for life in an ethnically diverse society. Attendance and punctuality are both good.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education.

Teaching is good throughout the school. Pupils learn effectively because teachers have high expectations of what the pupils can achieve. Work is challenging and matched well to their needs. Day to day assessment is used well to plan next steps in learning and marking is good because it usually tells pupils what they need to do to improve their work. Pupils with special educational needs achieve well because they receive good support. In the unit they achieve very well because of the highly specialised support they receive to help them reach their targets.

The school provides a good, broad curriculum. It is supported by a very wide range of out of school activities, which further enrich pupils' learning. The accommodation is good and well used. The school takes good care of its pupils. Relationships with parents and the local community are very good and there are good relationships with other local schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very good leadership. He has high expectations of what the school can achieve and a very good understanding of the areas where improvement is necessary. Senior managers are competent and play an effective role in monitoring teaching and learning. Governors challenge the school very effectively and fulfil their statutory duties well. Subject leaders manage their subjects well. They keep a close check on standards and have a very good overview of strengths and areas which require improvement. However, some subjects are currently without a leader and it is noticeable that the quality of pupils work in these subjects is not as high as it might be.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very supportive of the school, find it friendly and approachable and are pleased with the information they receive. The pupils enjoy school. The pupils like school, enjoy lessons and feel that their views are valued and that they make a real contribution to the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Ensure there are effective leadership and management of those subjects without a designated co-ordinator
- Fully integrate information and communication technology across all subjects and ensure pupils have ready access to the equipment they need
- Ensure that expectations regarding the quality of presentation are high in all classes, so that it consistently matches the quality of the content of the work
- Ensure that procedures for monitoring and evaluating the outcomes of the school's improvement are formally recorded in the plan

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good overall.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science and attain standards that are above those expected
- Pupils with special educational needs achieve well and those in the LSU achieve very well
- Pupils' skills in information and communication technology have improved and standards are above expectations. However, ICT is inadequately used across the curriculum
- Standards in art and design, history and music are above average

Commentary

1. Standards attained by pupils at Ashley Junior School are above those expected and the pupils achieve well. Documentation shows that the trend in improvement is below that seen nationally at the end of Year 6. However, this information is unreliable as the school's results are heavily influenced by the results of pupils receiving additional support in the LSU, none of whom are disapplied from the tests. The analysis of results shows that mainstream pupils have done well in comparison with their test results at the end of Year 2. The pupils currently in Year 6 joined the school with broadly average test results and are achieving well, given their starting point. The school sets challenging targets for improvement. The targets set for pupils to achieve the nationally expected level 4 last summer were not met in English and mathematics; nevertheless, the percentage of pupils achieving the higher Level 5¹ exceeded expectations in both English and mathematics. Targets for results next year are very challenging, but should be achievable given the make up of the group.

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.9 (27.4) | 26.9 (26.8) |
| mathematics | 26.7 (27.1) | 27.0 (26.8) |
| science | 28.3 (29.0) | 28.6 (28.6) |

There were 63 pupils in the year group. Figures in brackets are for the previous year.

2. There is an expectation in both the mainstream school and the LSU that pupils with special educational needs will achieve well. As a result they make good progress in Years 3 to 6 and very good progress in the LSU. They often achieve standards higher than might be expected bearing in mind their individual needs. For example, during the inspection pupils in the LSU were observed learning spelling. Many were learning to spell accurately words that their mainstream peers were also learning.
3. The school has successfully raised standards in the core subjects of English, mathematics and science because of good teaching. There are good systems for consistent and regular

¹ Levels of attainment at the end of Key Stage 2

The National Curriculum has been written on the basis that pupils are expected to reach Level 4 by the end of Year 6, at the age of 11. If a pupil is attaining Level 5, then he or she is reaching standards above those expected for their age. If a pupil is attaining Level 3, or below, he or she is reaching standards below those expected for their age.

assessment and tracking of pupils' achievement, which enable staff to closely monitor the progress of the pupils in their class. This has a positive effect on standards, because teachers ensure that pupils' needs are met. For example, in the analysis undertaken after the 2004 tests, the school identified that girls appeared to be slightly under-performing in mathematics. Inspection evidence confirms that this is being dealt with successfully, although there is still evidence that girls who have just entered the school in Year 3 are less confident in mathematics.

4. Inspection evidence shows that by the end of Year 6, standards in English, mathematics and science are above average, with some pupils attaining well above average standards. Pupils' writing is of a good quality and the examination of pupils' work shows how it develops as they move through the school. They write for a wide variety of audiences, read a wide range of genres and have ample opportunities to develop their speaking and listening skills through classroom debate and informal reporting back of work carried out. The curriculum for mathematics is carefully structured, enabling pupils to build systematically on their previous learning. Teachers carefully identify, on a day-to-day basis, what learning requires further reinforcement or extension and adapt their planning appropriately. This means that most pupils are enabled to perform to their optimum potential. In science, pupils are given ample opportunity to devise and carry out investigations and experiments to gain a good knowledge and understanding of the subject. In all subjects pupils produce a high volume of good quality work.
5. Standards in the non-core subjects are all at least in line with those expected. In art and design, history and music they are above average. There has been considerable improvement in the provision for information and communication technology and pupils attain above average standards. However, although pupils have acquired a good level of skills and understanding, they currently have too few opportunities to apply these skills in subjects across the curriculum.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes towards school and behaviour in lessons are very good. The pupils' personal development including spiritual, moral, social and cultural aspects is good overall. Attendance is good.

Main strengths

- All pupils, including those in the LSU, have very good attitudes to school and work
- Pupils' moral, social and cultural development is very good
- Pupils' behaviour in the classrooms and around the school is very good
- Very good, supportive relationships are established
- Pupils are punctual, and ready to start work in good time

Commentary

6. The pupils' very good attitudes to their work noted by the previous inspection have been maintained. Pupils arrive in school in good time because they are enthusiastic about school, and enjoy being there. They are highly motivated and keen to learn. They have a strong commitment to work hard and achieve the best they can. Pupils enjoy the challenging work that they are given and approach it enthusiastically. Pupils, particularly the older ones, respond confidently to questions, are eager to talk about their work and co-operate well, sharing and exchanging ideas. Similarly, lots of pupils are keen to join the activities and clubs offered at lunchtime and after school.
7. Pupils with special educational needs have very good attitudes to their work. They are involved in all activities and every effort is made to adapt the curriculum and the

environment to their particular needs. As a result they are proud of their achievement and are keen to make further progress. This is particularly true in the LSU where classes in subjects such as music and physical education are fully integrated. In these lessons it is impossible to identify which children are from the LSU. In many cases they are the best behaved in the class.

8. Although pupils spiritual, moral, social and cultural development are very good overall, opportunities are missed to trigger awe- inspiring moments. Pupils learn about right and wrong and other moral concepts through discussions about issues such as racist taunting at football matches. This reinforces messages promoted in assemblies about moral values very effectively, such as 'helping others', which contribute to the pupils' thoughts and feelings about society and their part in it. Pupils know the rules by which classrooms operate including issues of personal morality and responsibility. The school makes very good provision for making pupils aware of the different religions, cultures and lifestyles in other parts of the world. Pupils gain a good awareness of the multi-cultural society in which they live.

9. Pupils respond very positively to the trust placed in them to act responsibly. They volunteer happily for monitoring and messenger duties and perform them conscientiously. Older pupils assume greater responsibilities, such as acting as friendship buddies and running the 'Friday Club' presentation assembly and this contributes to their development as mature young people. Pupils are very enthusiastic about the class and school councils because they see the results of their decisions in improvements made in and around the school. They clearly appreciate the opportunity to have some autonomy and to show initiative. Class representatives undertake their role seriously and sensibly enabling all pupils to gain an understanding of democracy.
10. Relationships amongst the pupils are very good because they learn about the importance of friendship and the feelings and needs of others. They willingly help new arrivals settle in to school, look after others who need support and play harmoniously together. All pupils including those in the unit, collaborate constructively in groups, for example when working together on the computers. In assemblies there is a real feeling of 'community' engendered by the very good role models provided by staff. Parents say there is very little bullying at the school and are sure that any reported incidents are taken seriously and followed up thoroughly. This matched the view of pupils. One pupil explained 'We are taught and brought up well enough by teachers to put up with other people even if we don't like them!' Another said, 'I like this school because you get to see friends'. No incidents of harassment were seen during the inspection and systems for monitoring anti-social behaviour are good.
11. Attendance and punctuality are good. The school has good procedures for checking on absenteeism.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.2 | School data | 0.3 |
| National data | 5.1 | National data | 0.4 |

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

Exclusions

12. Because the school is very successful in promoting good behaviour only two fixed period exclusions for one pupil were necessary in the last school year.

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 | 253 | 2 | 0 |
| White – any other White background | 5 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |
| Chinese | 1 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall and enable pupils to achieve well. The curriculum is good and is well planned. Procedures for assessing pupils' attainment and monitoring their progress are good. Pupils are cared for very well and the school has a very good partnership with parents other schools and the community.

Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment is good.

Main strengths and weaknesses

- Teachers are competent and confident, enabling pupils to learn well
- The teaching and support for pupils with special educational needs is good and work is matched well to the individual needs of pupils
- The effective monitoring of teaching and learning ensures that the quality remains high
- Pupils work well together. They apply themselves very well to tasks and produce a good quality of work because teachers have high expectations of what can be achieved
- Pupils work is often too untidy

Commentary

Summary of teaching observed during the inspection in 34 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 11 (32%) | 18 (53%) | 5 (15%) | 0 (0%) | 0 (0%) | 0 (0%) |

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

13. The teaching observed during the inspection was good overall. There were many strengths and very few weaknesses. Teachers have a good command of the subject areas and teach confidently. They ensure that pupils develop good levels of knowledge, improve their skills and deepen their levels of understanding. Planning is thorough, with clear objectives to indicate what is to be learnt by pupils. Teachers form good relationships with pupils, show a high level of interest in their welfare and give praise and encouragement to spur pupils to higher levels of achievement. Effective teaching methods are used, such as good question and answer sessions during the introduction of lessons, which make pupils reason and allows them to express their views clearly. In the best lessons, the plenary session² not only consolidated learning, but also showed pupils what they should do next, in preparation for the following lesson. Learning resources are used well, particularly in classes where inter-active whiteboards have been installed. Classes are generally well managed and teachers insist on high standards of behaviour. There were few weaknesses in teaching. In a very few lessons the tasks were not as well matched to the individual needs of pupils which meant they did not achieve as well as they might have done. However, this does not detract from the overall, positive picture of the quality of teaching and learning in the school.
14. The work set for pupils with special educational needs is challenging and well planned to meet their needs. They benefit well from the good teaching seen in the school and the well targeted support from the teaching assistants who work with them. This supports them in making good progress with their work. Learning and Teaching in the Learning Support Unit is consistently very good. A notable feature of this, which supports the good and often

² The plenary session is the final part of the lesson which is used to consolidate pupils' learning.

very good progress made by pupils in the school, is the 'reverse inclusion'. During the inspection pupils from Year 6 joined the pupils from the LSU to be given extra support in their Literacy work.

15. The good quality of teaching has been maintained since the previous inspection and actions have been taken to ensure that pupils' learning is as good as it can be. For example, an effective system of setting pupils by ability groups in mathematics is in place, which enables teachers to plan work with the right level of challenge for all pupils, particularly those capable of achieving the higher levels of performance by the end of Year 6. In information and communication technology, the quality of equipment has been improved and teachers teach ICT confidently. The introduction by the headteacher of a comprehensive monitoring system for assessing teaching and learning appears to have made the most significant impact on the quality of teachers' work in the core subjects. There is a programme of observations, undertaken by senior staff and the headteacher, using agreed criteria, and this role is to be extended to subject leaders. Pupils' work is reviewed regularly and pupils are also interviewed about their work.
16. Pupils' learning is enhanced by their own very positive attitudes to school. They collaborate well and form good relationships with each other. This was shown particularly well in literacy when pupils were creating a story for a newspaper based on Goldilocks and the Three Bears. They exchanged ideas about how the headline should read, how the story should be sequenced and how and when reported and direct speech should be used. Pupils apply themselves well, and produce a good volume of work in the time available. This is because teachers have high expectations of what pupils are capable of achieving and ensure that everyone is included and does their best. However, there are not consistently high expectations as to the quality of presentation throughout the school. In some classes work is not as neat as it should be and this detracts from the usually good quality of the content. A good quantity of homework is completed by pupils on a weekly basis.
17. Assessment procedures are good. There are examples of very good assessment practice, particularly in respect of the core subjects of English, mathematics and science. Assessments are consistent and there is a good cohesive approach within these subjects throughout the school. The tracking of pupils' progress is undertaken regularly, and information is easy to extract, so that it is easy to discern clear patterns as pupils move through the school. Marking is generally thorough and most teachers make valuable comments which help pupils to understand what they have to do to improve, although this is not the regular practice of all staff. Assessment is used well to identify those pupils who will benefit from intervention strategies, for example, specific help from a classroom assistant. These are comprehensive and regular and result in pupils making good progress. Assessment in the non-core subjects is also good. Teachers assess pupils' work on a regular basis, and there is a generally consistent system for each subject across the school, which makes records easy to access and use.

The curriculum

The school provides a good, well-planned curriculum complemented by very good enrichment opportunities. Levels of staffing are good. The accommodation and resources for learning are good overall.

Main strengths

- The school provides a wide range of stimulating experiences, complemented by very good enrichment activities; these help all pupils to achieve well
- The school makes very good provision for pupils with special educational needs, both in the unit and in mainstream school

- The extra-curricular provision is very good
- The provision for pupils' personal social and health education (PSHE) is very good and contributes very well to their personal development

Commentary

18. The learning activities and tasks that pupils undertake meet the requirements of the National Curriculum and agreed syllabus for religious education, and provide the pupils with a good range of learning opportunities that meet their academic and personal development needs well.
19. Overall improvement since the last inspection has been good. Curriculum planning has improved. Greater attention is now given to adapting the curriculum to meet the needs of the range of pupils. As a result, all pupils have work that is challenging enough, learn well and make good progress. The curriculum for ICT is very secure although the use of ICT skills to enhance learning in all subjects is not yet fully in place.
20. Opportunities for enrichment within the school day are very good. There are many activities which enrich the curriculum including an annual international book week and purposeful and productive activities, particularly those relating to the creative arts. For example, there is very good involvement with the New Milton music festival. In addition the school is participating in the 'Take One Picture' initiative promoted by the National Gallery, using Degas' 'Beach Scene' as a starting point for many activities across the curriculum. Pupils widen their experiences considerably from visits such as those to the local church and synagogue and Year 6 pupils benefit from a residential visit to the Isle of Wight. Pupils are given the opportunity to participate in a very good range of after-school clubs, inter-school sports and a variety of music groups. These activities not only enrich the curriculum but also contribute significantly to pupils' learning and to their personal and social development. The parents' view is that the school provides a wide range of activities that their children find interesting and enjoyable.
21. The overall provision for pupils with special educational needs is very good. Pupils with special educational needs join in all of the activities which take place in their classes and the school generally. As a result of the activities being modified appropriately they make good progress. They benefit well from the overall curriculum provision of the school and especially from the very good range of after school activities. The school's commitment to inclusion is outstanding. All members of the school community are encouraged to do their best. This is particularly true of pupils in the LSU.
22. The curriculum places important and very effective focus on the development of pupils' personal, social and health education which bears fruit in the very good attitudes displayed by pupils towards each other and learning in general. Through weekly PSHE lessons, circle time and at many other times in subject lessons pupils have suitable opportunities to discuss relationships education and the impact of drugs on people's lives.
23. Although links with the infant school are satisfactory, liaison is not close enough to ensure that there are common approaches to the teaching of basic skills.
24. The school is well staffed with skilled teachers and learning support assistants, who make an important contribution to pupils' learning and their good achievement. The school's accommodation is good; the building is well maintained and classrooms are attractively presented to form an interesting and stimulating learning environment. Overall, good equipment and resources are enabling lessons to proceed at pace and for pupils to enjoy learning.

Care, guidance and support

Arrangements for the pupils' care, health and welfare are good overall. Pupils receive very good advice and guidance that is based on the careful monitoring of their performance, and very good account is taken of their views.

Main strengths

- The school provides pupils with very good support, focusing strongly on their individual needs
- Pupils' personal and academic developments are very well tracked
- Very good account is taken of pupils' views and opinions about broader aspects of the school

Commentary

25. The school is very successful in providing a friendly and inclusive environment. Staff value and respect pupils as individuals whatever their academic ability, strengths or problems. Adults in the school are unfailingly caring and considerate towards all pupils. As a result, relationships are very good and pupils feel safe and secure. On their pre-inspection questionnaire nearly all pupils agreed that they know a member of staff whom they could confide in if they were in difficulty. Well-understood child protection procedures are applied appropriately. The school has measures in place to ensure that pupils have access only to approved internet sites.
26. Inspection evidence supports the parents' positive views about the school's procedures for helping new pupils settle in. Full account is taken of each pupil's academic and personal needs in drawing up class lists. Parents of pupils new to the school are given the opportunity to express any concerns they might have regarding their child's class allocation in October and any necessary adjustments made. These arrangements, together with such schemes as the 'Friendship Squad' ensure that pupils settle quickly and progress happily through the school.

27. Good assessment procedures allow attainment to be carefully monitored and enable effective academic advice to be given. Analyses of pupils' work are made regularly and the resulting information used to set targets and to determine those individuals who need extra support. Staff know the children well; they monitor their personal development carefully and respond very effectively to identified needs.
28. Pupils' views are taken seriously and highly valued. A very good range of methods such as a school council, questionnaires and 'suggestion' boxes, exist for seeking pupils' opinions. Pupils assured inspectors that staff also 'listen' carefully to what they have to say in lessons and during discussions of concerns and feelings. This very good practice helps boost pupils' self esteem and gives them a feeling of belonging to and having ownership of their school, as does their contribution to the development of class rules.
29. An individual education plan is drawn up for all pupils with special educational needs, including those in the LSU to support their learning. These are of good quality. They identify what each pupil needs to learn to overcome their problems and how this is to be achieved. They are drawn up by the teachers and teaching assistants and are followed well by them. Currently, pupils have limited input into these targets.

Partnership with parents, other schools and the community

Links with parents are good overall and there are some very good features. Links with other schools are good, and those with the wider community are very good.

Main strengths and weaknesses

- Parents have very positive views about the school
- The school has successfully resolved issues regarding the lack of parental involvement in their children's education
- Links with the secondary school are good and pupils are prepared well for the next stage of education
- The school has established an impressive range of links with the local and wider community

Commentary

30. A very large majority of parents expressed satisfaction with all aspects of the school. They particularly appreciate the accessibility of the head and other teachers who they find easy to approach with concerns about their children's education and feel they are listened to sympathetically. Parents also like the way that staff expect their children to do their best and work hard. Parents believe that their children are making good all-round progress in a happy and caring environment. Inspection evidence supports parents' positive opinions.
31. Over the last few years the school has worked hard to encourage parents to become more involved in their children's learning. The pupils' annual reports are now written mid year and provide useful information about the pupil's attainment and progress. They form the basis for discussion at the Spring term consultation meeting when targets are jointly agreed and parents are shown ways in which they might help their child. As a result, parents feel better equipped to support their children's education and many do so. The consistent use of homework diaries provides parents with on-going information about their child's progress and reinforces the home-school partnership. Very good attendance at two recent mathematics evenings for parents to find out more about how their children are taught and learn showed parents' desire to be involved.
32. Parents of pupils with special educational needs are fully involved in the work the school carries out with their children. They are consulted and attend meetings on a regular basis. The school works well with other agencies to ensure that the pupils' needs are

appropriately met. Suitable homework is set for pupils with special educational needs including those in the LSU. This is aimed at reinforcing work covered during lessons.

33. Secondary school links are very well established. The good exchange of information and visits help to ensure that pupils have a good understanding of the expectations of them and all look forward to the move.
34. The school has very good links with many local and other organisations that are used effectively to enhance learning. Sporting, music and drama links are especially good and contribute greatly to pupils' physical, creative and personal development. This exemplifies the well-rounded approach the school takes to achievement. Its' commitment to the local community is illustrated by its involvement in the 'Town Centre' project and its partnership with Southampton University providing and developing places for the training of student teachers. The head teacher and governors are also very committed to offering facilities to a range of outside groups and societies including a special educational needs playgroup and adult education classes.

LEADERSHIP AND MANAGEMENT

The Governance of the school is good. The leadership of the Headteacher is very good
The leadership of other key staff is good. The management of the school is very good.

Main strengths and weaknesses

- Inclusion is a major strength of the school with all staff and governors being completely committed to ensuring that all pupils get the best possible education whilst at the school
- The leadership of the headteacher is very good
- Governors understand their roles and are very well aware of the school's strengths and weaknesses
- The school is very well managed
- Financial systems are very good and best value principles are very well implemented
- The lack of leadership in two foundation subjects means teachers do not receive the support they need in their teaching in these subjects
- The school improvement plan does not identify sufficiently clearly how the work of the school will be monitored and evaluated

Commentary

35. The school is very well led by the headteacher who is well motivated, well informed and committed to the continuous development of the school. He is ably assisted in this by the acting deputy headteacher and acting assistant headteacher. He has created an environment in which high standards are expected and all staff and pupils are able to achieve their best work. He has built up an effective team of well motivated and hard working professionals to ensure that the school continues to move forward. He has a clear vision for the school and is determined to build a community in which each member is valued and encouraged to develop their individual skills and talents. As a result of this, above average standards are being maintained. Subject leaders do a good job and have worked hard to develop systems for assessing children's work and identifying areas for further development. However, geography and physical education do not currently have co-ordinators and this means that teachers do not have access to the advice and support that has resulted in the high standards evident in other subjects. In those subjects coordinators, have observed colleagues teaching and through effective feedback have ensured that the quality of learning and teaching has continued to be good. All of the evidence collected during the inspection suggests that this is an effective foundation for maintaining high standards in the future. Another great strength in the leadership of the

school is the work carried out by the special educational needs co-ordinator. This results in all pupils with special educational needs making good progress in their work and those in the Learning Support Unit making very good progress. The school's commitment to the total inclusion of all members of its community, whatever their individual needs, is one of its major strengths.

36. The Governing Body is very effective and overall provides very good support for the leadership of the school. Its members are an integral part of the school community and have a very clear understanding of the school's strengths and weaknesses. Through rigorous questioning of senior members of staff and through careful planning they have been able to continue to lead the school forward. Good relationships exist between its members and the staff. The Governing Body has a good range of experienced members all of whom have received training and are keen to develop their role further, particularly by involving the school council in the formal decision making processes. Whilst all Governors understand their roles well not everyone understands the impact of lack of leadership in physical education and geography. Together with all members of staff the governors have drawn together a school improvement plan, the quality of which is satisfactory overall. It is a very useful tool for identifying the school's future priorities. However, although the school's work is well monitored in practice, the plan itself does not formally identify how the school's work will be monitored or how the outcomes of that work will be evaluated. Governors have also been involved in the school's self assessment. They visit the school regularly and they ensure that all statutory responsibilities and duties are met.
37. The management of the school is very good. All members of the school community have been involved in a self evaluation exercise. The school has good systems for managing the performance of staff based on the national model, but adapted to meet the needs of the school. Together with the school improvement plan, this is used as the basis for deciding priorities for staff training. There are very good systems to ensure that new members of staff settle in quickly and understand what is expected of them. Very good links exist between the school and Southampton University and the school contributes very positively to the training of student teachers.
38. The school has very good financial routines in place which are overseen by the Governors' Finance Committee. The large accumulated surpluses have been spent well on improving the premises and school grounds. The Governors have budgeted for a minimal surplus at the end of this financial year. The school has very good procedures in place for ensuring best value. The best element is the consultation which takes place to ensure that decisions are based on the opinions of both parents and pupils. The school gives good value for money. This represents good improvement since the last inspection as standards have been maintained and the school has continued to move forward following both the national and its own agenda which represents good practice.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 824667 |
| Total expenditure | 821749 |
| Expenditure per pupil | 3136 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 141478 |
| Balance carried forward to the next | 2918 |

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

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall provision for English is good.

Main strengths and weaknesses

- Standards in tests and in work seen are above national expectations especially in reading and speaking and listening
- The quality of teaching and learning in English is good enabling pupils to achieve well
- Leadership and management of English are good
- ICT is not used enough in English
- Presentation is satisfactory overall but inconsistent

Commentary

39. In 2004, the results at the end of Year 6 in the national tests dipped slightly and were around the national average. The school is extremely committed to inclusion and consequently the published results include the pupils in the Learning Support Unit. This artificially lowered the overall results of the pupils in the mainstream school which were above the national average. Evidence collected during the inspection through observing lessons, talking to pupils and looking at work in their books, shows that standards in the current Year 6 are similar to those of last year. Standards in other year groups are also above national expectations in reading and speaking and listening. This is because pupils are given a wide variety of opportunities to practise their skills in both of these aspects. Standards in writing are slightly lower, but are still above national expectations. The school has identified that the difference in standards is an issue that needs working on and have drawn up appropriate plans to tackle this. The above average standards seen in the school also result from the good coverage of the requirements of the National Curriculum and the good use of the National Literacy Strategy. The good standards have been maintained since the last inspection. Taking into consideration the standards being reached by the children when they enter Year 3, the pupils achieve well during their time at the school.
40. The overall quality of learning and teaching is good. Pupils learn effectively because they are enthusiastic and enjoy their work. They learn to speak to a variety of audiences and are confident and articulate when talking about their work in class, both with adults and with each other. Speaking and listening skills are particularly well promoted during lessons and assemblies where pupils are often involved in discussions and are encouraged to frame and ask their own questions. Reading is also promoted well throughout a range of activities in the school. Pupils develop a love of reading and are confident when talking about different authors and the main features of the plot and important characters in stories. The oldest pupils are good at "reading between the lines" and suggesting how a plot may be developed. Skills learnt during writing lessons are employed well in the wide variety of independent writing assignments carried out by the pupils. However, these are spoilt in some cases by handwriting and presentation that is untidy. Pupils with special educational needs are fully included in all lessons. Pupils in the Learning Support Unit learn well as a result of the work they are set being matched well to their needs and the support given them by a group of high quality teaching assistants. In the best lessons there are very good relationships between adults and children; activities are interesting and capture pupils' imagination and the teacher uses good questioning skills to lead the pupils to a greater understanding of what is being taught. Pupils also take responsibility for their own

learning. In Year 6, for example, they were encouraged to say if they had not understood something or needed particular vocabulary explained to them. In a few lessons where the quality of learning and teaching was only satisfactory the work was not as well matched to the needs of the pupils. Opportunities are missed for using the computer during English lessons which limits pupils opportunities for pupils to develop the relevant and useful skills they have learned – such as checking spellings.

41. The subject is well led and managed. The co-ordinator has a clear understanding of the strengths and weaknesses in the subject. She gives good support to colleagues and has used the school's good tracking and assessment procedures to identify future areas for development especially in improving standards in writing. Observation of teachers during lessons has supported the school well in developing the quality of learning and teaching. These are all factors which have helped in maintaining standards.

Literacy across the curriculum

42. Pupils' literacy skills are beginning to be promoted in other subjects. Care and thought is currently being put into developing this further. For example, pupils in Year 3 wrote some very effective accounts of the benefits of the Roman Invasion on modern Britain in their history lessons.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- All pupils achieve well because of the good teaching and learning
- There is a strong emphasis on pupils' ability to devise and explain strategies
- Tracking systems are used very effectively to set learning targets for pupils
- Marking of pupils' work is inconsistent and does not help pupils understand how they can improve
- The use of ICT in lessons is not planned for consistently

Commentary

43. In 2004, results in the national tests at the end of Year 6 were average when compared with all, as well as similar schools. However, because the school includes the pupils from the LSU in its results they are artificially lowered. Closer examination shows that higher attaining pupils did particularly well, reflecting good teaching and appropriate challenge. Early indications are that pupils are on track to reach higher standards in 2005 due to the profile of the year group, which includes a higher percentage of more able pupils. Standards at the end of Year 6 have been maintained since the last inspection and are above national expectations. This represents good achievement, because a significant proportion of the pupils had a low level of skills when they joined Year 3. Pupils with special educational needs achieve well because of the very effective support provided by learning support assistants and through the grouping of pupils by prior attainment.
44. All aspects of mathematics are given due consideration and pupils have already covered a vast amount of work in the current academic year, showing teachers' high expectations and pupils' readiness to work hard. Analysis of earlier work shows that by Year 6, pupils have a very good grasp of number and confidently develop their own strategies for problem solving. Higher attaining pupils accurately calculate the perimeter and areas of regular and irregular shapes. They understand how to calculate the mean, mode and median and understand, for example, that $0.41 = 41/100 = 41\%$. Average attaining pupils know the properties of parallelograms and understand ratio and proportion. Pupils with special educational needs are given work closely matched to their levels of attainment which means they achieve well.
45. Teaching and learning are good, with some very good practice. All teachers plan lessons that are consistent with nationally recommended practice. Introductory sessions are used well in all lessons to provide pupils with good opportunities to practise their mental arithmetic skills. Teachers use very good subject knowledge to structure their lessons well and since the last inspection planning has improved. Teachers set clear expectations of what pupils should achieve and provide tasks to accommodate the differing needs of the pupils within their set. As a result, the needs of pupils are now met better. Where teaching is very good, teachers fit a great deal of learning into each lesson.

They focus on specific objectives and make very good use of previously acquired skills such as choosing the appropriate operation from the four rules of number to solve problems. A lesson in Year 6 on problem solving involving 4-digit numbers successfully included these elements. The lesson was delivered in a stimulating fashion that greatly enhanced the pace of learning. In this session, probing questions were asked and pupils were encouraged to work in pairs, which enabled them to learn from one another. Good use was made of mathematical language and very good opportunities were provided for pupils to explain the strategies they used to arrive at their answers. In all lessons seen teachers were consistent in asking pupils well-focused questions, such as 'Can you explain how you reached the answer?' Teachers use time effectively and give pupils a clear indication as to how long they have in which to complete each part of their work. Timely reminders such as these helped to focus pupils' attention, with the result that all pupils make good progress during their lessons.

46. The leadership of the subject is good and has a clear vision for raising achievement, particularly for meeting the needs of different groups of pupils. Management is also good. Pupils' performance data is rigorously tracked and those who are underachieving are identified and supported. Their progress is closely monitored and good use is made of assessment information to move pupils within sets during the school year. The overall quality of marking is satisfactory but the best practice in marking pupils' work, where advice is provided to move their learning on, has yet to spread throughout the school. Although ICT has been used well to help pupils learn about data, the use of ICT to support learning is underdeveloped. Despite these minor areas for improvement the overall picture in mathematics is positive and indicates good improvement since the previous inspection.

Use of mathematics across the curriculum

47. There are satisfactory opportunities for pupils to use their numeracy skills to support learning in other subjects. Skills are often used effectively in ICT lessons, for example when pupils are asked to represent data in a graph. However, the school has not yet given priority to developing such links across the curriculum in a planned and structured way so that it makes a strong contribution to extending pupils' achievement.

SCIENCE

Provision for science is good.

Main strengths and weaknesses

- Teaching is good so standards are above those expected and pupils achieve well
- Pupils' investigative and problem solving skills are well developed
- There is a good emphasis on the teaching of scientific skills and vocabulary
- The subject is led and managed well

Commentary

48. By Year 6 pupils' attainment is above that expected. Although the results of last summer's tests show that a lower percentage of pupils attained the nationally expected level 4, this is because the results of the pupils from the learning support unit are included. A similar percentage of pupils attained the higher level 5 as seen nationally. Inspection evidence shows that overall, pupils achieve well. The good teaching and the implementation of the scheme of work have contributed to this. Pupils develop their scientific skills and knowledge well. Pupils have good opportunities to apply their skills in devising their own investigations and choosing their own ways of recording. This was particularly evident in a Year 5 lesson when pupils were investigating parallel and series circuits. They were given the task – which was to find a way of including all bulbs in a circuit without diminishing the brightness of the bulbs – and then left to work in small groups. The pupils collaborated well, using their knowledge of series circuits initially and then experimenting to find a solution to the problem – which nearly all did successfully.

49. Pupils use their literacy and numeracy skills well in science. They extend their vocabulary using correct scientific terms and record their work using explanations, reports, observational records and instructions. They measure accurately as part of their work but the presentation of pupils' work is not always as neat as it could be in some classes. The use of ICT is beginning to be used in science although it is not yet consistent across all classes.
50. The marking and assessment of pupils' work is good. It generally gives pupils a clear understanding of how to improve. It links well to the science being learnt and helps pupils to develop their understanding. Pupils are given good opportunities to respond to the marking and make any suggested improvements, particularly in Year 6.
51. The subject is well led and managed. The emphasis on raising standards in literacy and numeracy has meant that science has not been a recent focus in school. Nevertheless, the subject manager recognises the strengths in the subject and has a clear vision for its development. This includes increasing the use of information and communication technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good.

Main strengths

- Good teaching enables pupils to achieve well
- The school has good resources for the teaching of ICT. The acquisition of these resources and the general improvement in ICT provision since the last inspection has been well led
- The school rightly identifies the use of ICT to support all areas of the curriculum as an area for further development

Commentary

52. Standards in ICT are above expectations by the end of Year 6. Pupils, including those with special education needs, achieve well throughout the school and gain new skills and knowledge from year to year. Since the previous inspection, the school has improved its provision by establishing an ICT suite that has an interactive whiteboard¹ and sufficient computers to enable effective, whole-class teaching to take place. Curriculum planning has become more effective in helping pupils to have a balanced range of experiences as they progress through the school. In Year 6, pupils confidently input data onto spreadsheets and make good use of toolbars to produce graphs, which they label and save for analysis. Earlier work shows that they have successfully imported images and text from the Internet and laid them out to their own design by re-sizing work and creating borders and headlines to create an attractive front cover for their history projects.
53. The good progress pupils make as well as their positive attitudes towards the subject are a direct result of the good quality teaching pupils receive and the good resources available. Teachers and support staff are confident and knowledgeable about basic skills, and lessons focus on clear objectives that are shared with pupils. Where teaching is very good, instructions and explanations are clear so that pupils know what to do and demonstrations are used well to enable them to work independently and solve problems. As a result, pupils respond by working hard and learning well. This was well demonstrated in the Year 5 lesson on using logo to design and draw Ancient Greek patterns. The teacher gave precise

¹ Interactive whiteboard – this is a whiteboard that is linked to computer controlled projector. A large image is projected and teacher, or pupil, is able to control the screen in much the same way as they would the mouse.

instructions and introduced correct vocabulary very systematically, which ensured that pupils knew how to correct errors when entering information to repeat commands. Pace was brisk which kept pupils on task and support given to pupils who struggled. As a result, learning was good.

54. The subject is well led and managed. The co-ordinator is well aware of what needs to be done, and has carried out a comprehensive audit of the current position. For example, the school has rightly identified the greater use of ICT skills across the curriculum as an area for development. The computer suite provides a good, well-used facility; however, class-based computers, which vary in quality need to be managed rather better than they are currently. Formal procedures for monitoring teaching and learning in order to identify precisely where support is required are not fully established. Overall, improvement since the last inspection is good. Standards, the quality of teaching and pupils' achievement have improved.

Information and communication technology across the curriculum

55. During the inspection little use was seen of ICT outside the direct teaching sessions. Although there are some examples of teachers using ICT to promote learning in other subjects, this is not as yet a regular and consistent feature of teaching in all classes.

HUMANITIES

56. Only one **history** lesson was seen and no lessons were seen in **geography**. As a result, it is not possible to make judgements about overall provision in these subjects.
57. Overall, there was not enough evidence to make secure judgements about standards, teaching and provision in **geography** because the main units of work are to be covered later in the spring and summer terms. From the work available and planning documentation there is evidence to show that pupils experience a suitable range of activities and adequate time allowance is provided to enable them to meet the National Curriculum expectations for geography. Pupils undertake a variety of study units following a two-year cycle. This enables them to have an appropriate range of experiences. The subject is made relevant and interesting through, for example, visits within the localities and beyond, links with other subjects and the Internet. Pupils' literacy skills are used effectively in the recording of their work and there are good links between history and geography. There is currently no subject leader and as a result too little is done to check on the quality of teaching or pupils' work and deal with weaknesses in order to improve learning and pupils' achievement. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development, as pupils have the opportunity to learn about their own and other countries around the world.
58. From looking at work in books and talking to pupils, standards of attainment in **history** are above national expectations and pupils achieve well. This is as a result of pupils having a good understanding of historical concepts. A high proportion of work is covered in greater depth than would usually be expected. Pupils are good at identifying and describing changes that have occurred and the effect these have had on every day life today. They have also carried out some good research. For example, Year 3 have carried out research in to Roman Villas and how they were designed. Literacy skills are also taught well in History. Pupils are asked to explain why certain events took place. They are also given the opportunity to imagine what it would have been like to live in the times being studied and to write down their thoughts. During the inspection a particularly effective theme day was held on Ancient Greece. This was cross curricular and included literacy, mathematical and dance activities amongst others. The subject is well led and managed by a knowledgeable and enthusiastic coordinator who has identified the strengths and weaknesses in the subject and drawn up an action plan to tackle the weaknesses. She gives good support to colleagues and there are good assessment procedures in place. This has contributed to the high standards.

Religious education

Overall provision in religious education is satisfactory.

Main strengths and weaknesses

- The subject is well led and managed
- Pupils with special educational needs receive good support
- Some recording is at a rather superficial level

Commentary

59. Standards in religious education are in line with those expected by the Locally Agreed Syllabus. Pupils in Year 3 are aware that different faiths have both similar and contrasting practices. They know that the celebration of birth is important to both Christians and Muslims and learn about the importance of baptism to Christian families and the ways in which Muslims celebrate the birth of a baby. By Year 6, pupils have a satisfactory understanding of the richness and diversity of different religions by looking at, for example, Christianity and Judaism. They are beginning to understand some of the teachings in the Bible and make good use of literacy skills to record their views of the importance of the Bible to Christians. However, some recording is at a rather superficial level and does not show the maturity evident in other writing across the curriculum.
60. The teaching observed during the inspection was good, although from the evidence of pupils' work it is satisfactory overall. A lesson for Year 4 pupils was very well prepared and the teacher's imaginative way of delivering the lesson led to pupils making good gains in their understanding of the relevance of angels in the story of the nativity. Three pupils confidently assumed the roles of 'an angel', 'a shepherd' and 'Mary' and promptly responded with sensible answers to searching questions from the 'audience' about their part in the Christmas Story. The teacher's high expectations of behaviour and good preparation provided very good opportunities for pupils to develop their oral skills. Pupils with special educational needs were supported well and this enabled them to be fully included in both discussions and activities.
61. Good leadership and management has made sure that the Locally Agreed Syllabus has been adapted well not only to interest pupils but to enable them to both deepen their knowledge of religions and discuss how the rules from different religions may have an impact on their own lives. The co-ordinator has organised a system to monitor coverage of specified topics and the quality of pupils' work, but has not organised opportunities to monitor the quality of teaching and learning in classrooms, in order to improve pupils' achievement. Throughout the school, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils on what they need to improve further. Assemblies make a positive contribution to the development of understanding, with some of the issues introduced in assemblies being extended in religious education lessons. The quality and quantity of artefacts is good, with a growing use of ICT to support learning. Good use is made of visits to place of worship, such as a synagogue and the local church to stimulate pupils' interest in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. No judgements can be made about the provision in **art** or **design and technology** as no lessons were observed.
63. From discussion with the pupils and the evidence of a limited amount of work it is clear that there is sound coverage of the **design and technology** curriculum, with all classes learning from an early stage the full design process. Evidence from teachers' planning confirms good coverage of the different strands of the curriculum. The co-ordinator has developed good subject knowledge and liaises with different year groups to ensure that skills are progressively built on as pupils move through the school. Evidence from the

scrutiny of work indicates that pupils are confident in both the design and construction elements and can evaluate and modify their work according to specific criteria.

64. From the work observed in the sample and around the school, standards in **art and design** are above those expected and pupils experience a good range of materials and media. It is clear that pupils experiment enthusiastically. Much of the work seen in Years 3 and 5 made interesting links with work being covered in history on the Greeks and Romans. Pupils in Year 6 had studied a wide range of 'pop art' before creating high quality pictures in the style of Roy Lichtenstein, David Hockney and Andy Warhol, using a variety of techniques to obtain a range of effects. From studying planning it is clear that pupils have access to an appropriate range of media during the year and the opportunities to develop a range of techniques, including printing. The whole school is participating in the National Gallery initiative of 'Take One Picture' using Degas' The Beach as a starting point. This is resulting in a wide range of work across the curriculum. The walls around the school are decorated with evidence of the pupils' work using clay – a 'palm' tree – using casts of pupils' hands - and clay fishes, butterflies and flowers are colourful and interesting additions to what would otherwise be mundane, brick-lined corridors.

Music

Provision in music is good.

Main strengths

- The full curriculum is covered well
- The quality of teaching and learning is good
- Pupils are enthusiastic, talented and clearly enjoy their music lessons

Commentary

65. By the end of Year 6, standards in music exceed those expected. Pupils make good progress. They enjoy music, listen and concentrate well in games and activities. Pupils have plenty of opportunities to appraise and perform music.
66. Pupils in Year 6 enjoyed devising their own musical compositions based on circus performers. They used a range of tuned and untuned percussion instruments confidently and showed good understanding of the pentatonic scale. They worked very well in their groups and gradually built up the texture. They used their knowledge of the instruments to create tension – in the build up for the 'human cannon ball', and to create comedy in the music for the clowns.
67. The quality of the teaching and learning in music seen during the inspection was good. Lessons start with an appropriate warm-up. Pupils' singing is clear and enunciation is very good. The lessons were well structured. Pupils listened to each other's compositions making sensible and sensitive evaluations and suggested ways in which compositions could be improved. The teacher ensured that all pupils had appropriate instruments and a considerable strength was the way in which pupils used their own instruments, and were able to utilise their own particular expertise. The use of drums, flutes and guitars gave added depth to the compositions. Learning is good because pupils remained strongly focused on what they were doing.
68. The leadership and management of music are good. Teachers are supported by an appropriate scheme of work. The music programme has appropriate cross-curricular links and is providing pupils with a rich diet of musical opportunities. Musical expertise from outside the school is used well to enrich the curriculum every year. For example, last year a steel pan workshop enabled the pupils to play big pans and produce a short musical

performance. The school choir is extremely competent and well supported by about forty pupils.

Physical education

Provision in physical education is satisfactory.

Main strengths and weaknesses

- The lack of a coordinator means that teachers do not have access to the support and advice necessary to raise standards in the subject
- The full range of the curriculum is covered
- Resources are good, particularly for swimming

Commentary

69. Pupils' achievement and progress in PE is satisfactory. By the end of Year 6 pupils' attainment is in line with national expectations for the subject. Pupils learn a variety of ball skills, they perform sequences and learn a range of gymnastic and dance skills. They also learn to use a range of apparatus. All pupils attend swimming lessons and records of progress are kept.
70. The quality of teaching observed during the inspection was good overall and ranged from satisfactory to very good. The best teaching included a good variety of activities. The pupils were given appropriate warm up activities and the reason for these was discussed with them. The teacher also gave the pupils good feedback and suggested ways that improvements to sequences might be made. Some opportunities were missed, however, for pupils to discuss each other's work and use these ideas to develop their own work. Pupils with special educational needs achieve well in physical education. Pupils from the Learning Support Unit were observed integrating well into Year 3's activities. This is good practice.
71. Leadership and management are unsatisfactory. The lack of a coordinator means that teachers do not have access to the support and advice necessary to further raise standards in the subject

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. The school takes the development of the pupils into good citizens very seriously. It makes very good provision for this through a range of activities. Of particular note has been the work carried out with the local council. The School Council and Class Councils also contribute to pupils' understanding and developing awareness of the world in which they live. During the inspection one Year 5 class council was attended. This was run entirely by the pupils from an agenda they had drawn up. The teacher gave guidance and advice where appropriate but left the two chair persons to run the meeting themselves. The pupils behaved extremely sensibly and responded well to each others' opinions and ideas. This was a very good exercise in democracy. In another lessons pupils in Year 6 discussed the difference between national and international news and gave their opinions on the events of the weekend. Aspects of citizenship are also covered in other lessons. In English pupils are encouraged to identify between facts and opinions, for example. Through all of these activities pupils are prepared well for adult life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| 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 | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| 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 | 3 |
| 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).