

INSPECTION REPORT

BLACKFIELD JUNIOR SCHOOL

Blackfield

LEA area: Hampshire

Unique reference number: 116485

Headteacher: Mr John Perkins

Lead inspector: Mrs Christine Huard

Dates of inspection: 21st – 23rd February 2005

Inspection number: 266439

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: 366

School address: Hampton Lane
Blackfield
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Appropriate authority: The governing body
Name of chair of governors: Mr L. Clark

Date of previous inspection: 18th January 1999

CHARACTERISTICS OF THE SCHOOL

Blackfield Junior is a large school on the edge of the New Forest. It caters for pupils between the ages of seven and eleven and most attend from the local area. Pupils are from a range of backgrounds and some deprivation is evident. The area is below average in socio-economic terms. There are 366 pupils on roll and slightly more girls than boys. Most pupils join the school from two local infant schools. Pupils' attainment when they join the school varies slightly from year to year, between below average and average, but is generally below average. The school has a very small proportion of pupils from ethnic minority groups, and no pupil is at an early stage of learning to speak English as an additional language. Just over 20 per cent of pupils are eligible for free school meals, which is above average. About 31 per cent of pupils in the main school have been identified as having special educational needs, which is above average. Extra support is provided for pupils who are autistic or who have difficulties with learning, behaviour, speech or communication. The school is due to amalgamate with the infant school, with which it shares a site, in September 2006.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	Information and communication technology (ICT), art and design, citizenship.
9646	Mrs Geraldine Osment	Lay inspector	
27654	Mrs Robina Scahill	Team inspector	Science, music, religious education.
22170	Mr John Viner	Team inspector	English, design and technology, physical education, special educational needs.
32106	Mr John Zealander	Team inspector	Mathematics, history, geography.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Blackfield Junior School provides a very good education for its pupils. Standards are above average in nearly all subjects, including English, mathematics and science. The quality of teaching and learning is very good overall. Consequently, pupils make very good progress and achieve very well in relation to their capabilities. The leadership of the headteacher, and the overall leadership and management of the school, are very good. There is a rigorous and tireless quest for further improvement. The school provides very good value for money.

The school's main strengths and weaknesses are

- Standards in English, mathematics, science, information and communication technology (ICT), art and design, geography and history are above those expected and pupils achieve very well
- The very good teaching throughout the school motivates and inspires all pupils to do their best
- The very good attitudes and behaviour of the pupils enable them to learn highly effectively
- There is a very rich curriculum with a very good range of out of school activities
- There is very good overall development of pupils' personal qualities
- Relationships within the school community are very good
- Unauthorised absence is too high
- The school does not always take of advantage of the opportunities within the local area to further increase pupils' awareness of growing up in a multi-cultural society
- Plans for school improvement and development are not written in a clear enough format

The school was last inspected in January 1999. It was found to be a good school and few key issues for development were identified at that time. **The school has made good improvements in rectifying the weaknesses identified.** Pupils' personal and spiritual development now have a high profile in the school, although opportunities are sometimes missed for developing pupils' awareness of the diverse culture in which they are growing up. Systems for assessment have improved significantly and information from these is used very well to plan learning over both a long and short term basis. The provision for pupils with special educational needs is now very good and fully meets statutory requirements. All statutory requirements are now fully met.

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	A	B	B	B
Science	C	B	C	B

*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 very good overall. When pupils enter the school attainment varies from year to year but is generally below average. Although the results of tests at the end of Year 6 in 2004 were close to the national average, inspection evidence shows that standards now are above those expected in English, mathematics and science. Standards in ICT, art and design, geography and history are above those expected. Because less emphasis is given to the subject in Year 6, Standards in religious education have declined slightly and are now in line with those expected. Pupils with special educational needs achieve very well because they are given work to match their capabilities. Higher attaining pupils achieve very well because teachers plan appropriately challenging work for them.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Their attitudes towards work are very good; they enjoy coming to school and have a real zest for learning. All adults help to create the school's highly positive ethos which ensures all pupils thrive in their learning and develop high self-esteem and confidence. Pupils concentrate and persevere in lessons. They behave very well and have very good relationships with each other and adults. Pupils receive satisfactory preparation for life in an ethnically diverse society. However, the school does not always take of advantage of the opportunities within the local area to further increase pupils' awareness of growing up in a multi-cultural society. Attendance is unsatisfactory. Pupils are absent from school without authorisation on too many occasions.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

The quality of teaching and learning is very good, with nearly all teaching being at least good and almost half being very good or better. Pupils' very good attitudes to their work help them to learn very well. Lessons are very well structured. Teachers question pupils skilfully to ensure that they understand and gain from what they are being taught. They encourage pupils to discuss problems amongst themselves which develops independent learning skills very well. The teaching of pupils with special educational needs is very good. Support staff are very well deployed by teachers and are highly effective in assisting pupils' learning. Day to day assessment is used very 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.

The school offers a very broad curriculum. A wide range of visits and visitors and very good range of extra-curricular activities enrich pupils' learning very well. The accommodation is very good and used very effectively. There is very good provision for the care and welfare of the pupils. The school works very closely and effectively with parents and has good links with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is very good. He has high expectations of what the school can achieve and a very good understanding of the areas where improvement is necessary. Actions taken to bring about improvement have a positive effect on the school, and there is comprehensive coverage of all subjects within an exciting and innovative curriculum. The headteacher is very well supported by his deputy and by the senior team of teachers. Subject leaders manage their subjects very well. They carry out careful checks of pupils performance and have used the information gained to develop appropriate and realistic action plans. However, although there is a shared view of the key priorities for development over the next few years, these are not recorded in an easy to read format to enable all staff and governors to understand quickly. The governors challenge the school well and fulfil their statutory duties. There are very good self-evaluation processes in place. Spending is suitably focused on actions taken to raise standards further.

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 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

- Find more effective ways to reduce unauthorised absence

- Use the local area more effectively to improve pupils' awareness of Britain's wider cultural society
- Present plans for the on-going improvement of the school in a format which gives governors and staff a clear picture of their roles in school development

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Pupils' achievement is very good overall, particularly in the core subjects of English, mathematics, science and also in information and communication technology (ICT). By Year 6, standards are in line with expectations in the locally agreed syllabus for religious education, but are above average in all other subjects.

Main strengths and weaknesses

- The school has maintained above average standards since the previous inspection.
- ICT is used very effectively to support learning in many other subjects
- Pupils with special educational needs achieve very well
- Pupils of higher ability are given very good opportunities to extend their learning
- Standards in RE have fallen since the previous inspection

COMMENTARY

1. Results in the 2004 national tests for Year 6 pupils were average overall compared to all schools nationally. However, comparisons with schools whose pupils attained similarly at the end of Year 2 show that attainment was above average. The percentage of pupils achieving the higher Level 5 in English, mathematics and science was well above average. The school has continued to maintain above average standards since the last inspection. Pupils exceeded the challenging targets set for them by the school, especially at the higher level. Targets remain challenging for this year and are likely to be met if pupils continue to work as hard and perform as well as they are doing now. There is no significant difference in the performance of boys and girls.

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

Standards in:	School results	National results
English	26.9 (26.7)	26.9 (26.8)
mathematics	28.0 (27.9)	27.0 (26.8)
science	29.1 (29.4)	28.6 (28.6)

There were 106 pupils in the year group, 53 girls and 53 boys . Figures in brackets are for the previous year.

2. Many pupils enter the school with below average skills in English and mathematics and the percentage of pupils identified as having special educational needs is above the national average. The school makes very good provision for all its pupils so they all achieve equally well. All pupils are involved in all learning activities and pupils with special educational needs are very well supported in lessons. The needs of the more able pupils are met through additional lessons where they are able to work together in groups on problem solving activities and challenge each other's thinking. These extra lessons are popular with pupils and well attended.
3. Work seen during the inspection shows that standards in the current Year 6 are above average in English, mathematics, science and ICT. This enables pupils to achieve well in all other areas of the curriculum and consequently standards are above average in most other subjects. These high standards are supported by an exciting curriculum that is enriched through the good use of appropriate links to other areas of learning, visits and field trips to give pupils first-hand experiences and by the use of a variety of methods for teaching and learning, including the use of ICT, and the provision of opportunities for pupils to work collaboratively. Standards in religious education, which were above average at the last inspection have declined. Less emphasis and time is spent on the subject in Year 6 although pupils' knowledge and understanding is in line with the standards expected.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. Pupils' personal qualities are developed very well. The rate of attendance is lower than that of other schools and is unsatisfactory.

Main strengths and weaknesses

- The school expects very high standards of behaviour and the pupils' response to this is very positive
- Pupils' personal development is promoted very effectively and, as a result, their attitudes are very good
- Unauthorised absences are too high
- The school does not use the local area enough to promote pupils' multicultural awareness

COMMENTARY

4. The very strong relationships between adults and pupils and the very good role models that adults provide help the pupils to understand exactly what is expected of them. All members of staff manage behaviour in a consistent manner so pupils always behave very well. In the majority of the lessons seen during the inspection the cracking pace, time targets for completion of work and interesting activities kept all pupils motivated and engaged in their learning. This was clearly seen in a very good Year 4 numeracy lesson when the class was challenged to convert fractions into decimals. Pupils' very good behaviour is contributing positively to their very good standards of achievement. Although the rate of exclusions was higher last year than reported in January 1999 there were no signs of unpleasantness or harassment during the inspection. The exclusions relate to a small number of pupils who no longer attend the school.

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	361	10	0
White - any other White background	1	0	0
Mixed - White and Black Caribbean	1	0	0
Mixed - White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British any other Asian background	1	0	0

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

5. The school has made vast improvements in promoting pupils' personal development since the previous inspection. In lessons pupils have good opportunities to work with response partners¹, in small and larger groups. Teachers seek pupils' views and take their opinions into account in many lessons. For example, in a very good Year 6 personal, social and health education (PSHE) lesson the class discussed local issues and the nature of democracy prior to conducting their own election for the editorial committee of a school newspaper. Pupils are given many responsibilities including being Eco Warriors, having office, library and dining hall duties, contributing to The 'Blackfield News' and raising money for charities such as for the Tsunami Appeal and Red Nose Day. Pupils' take up of the wide range of clubs that teachers organise is very high, and these, together with the good number of visits and residential trips offered, contribute very positively to their personal development. The pupils show increasing maturity as they go through the school. Year 6 pupils interviewed during the inspection spoke very proudly about their school and of the many and varied activities that are provided.

¹ Pupils have a partner with whom they discuss a particular issue or problem for a short amount of time, often as part of an introduction to their work.

6. Pupils with special educational needs have very good attitudes to their work. These good attitudes enhance their learning and the very positive relationships they have with their teachers and special needs assistants help them to focus on their lessons and work hard.
7. The school's promotion of pupils' spiritual development has improved well since the last inspection and is now very good. In assemblies pupils reflected on what spring means to them encouraging them to reflect on the wonders of the world. The Prayer Patrol stimulates debate amongst the pupils and in many lessons pupils are encouraged to experiment and explore. Judged to be a weakness in January 1999 the provision for raising pupils' cultural awareness is now good. Pupils have a very good understanding of their own culture through the very good use that teachers make of the local and wider area including visits to old Southampton, the Mary Rose, the New Forest Museum and Verderer's court and a commoner's farm at Boldewood. However, there are still too few opportunities to learn about the cultural heritages of different people in the wider British society.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.6
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.

8. Despite a very good partnership, parents they do not always fully support the school by ensuring that their children attend regularly nor do they always inform the school as to why their children are absent. Most pupils arrive at school on time and lessons start punctually.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

TEACHING AND LEARNING

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

Main strengths

- The teaching style is consistent throughout the school and is brisk, pacy and challenging for all pupils
- The teaching and support for pupils with special educational needs is very good and work is matched very well to the individual needs of pupils
- Assessment in all subjects is very effective and particularly rigorous in all the core subjects
- Pupils work very well together. They produce a good quality of work because teachers have high expectations of what can be achieved

COMMENTARY

9. The most distinctive feature about the teaching in the school is the consistent use of similar styles and approaches across all classes. The teaching has been specifically designed to match the particular needs of the children in this school and each lesson follows a distinctive pattern so pupils are familiar with the structure and this helps them to learn highly effectively. This approach inspires pupils' interests and motivates their total involvement. Teaching sessions made up of input followed by small bite activities enable all pupils to

keep pace with what is happening. The amount of support and the complexity of task are adapted as pupils move through the school, so that by Year 6 pupils are spending a good deal of time working independently on challenging and inspiring tasks. Other common features at the start of lessons include the sharing of the learning objective, a review of the vocabulary to be introduced and a short activity to ensure understanding of this. Teachers explain carefully to pupils where these tasks are leading them in their learning and what they will be moving on to in the next lesson. In a small number of lessons the pace of working was a little slow and the introduction over-long, so that pupils become fidgety. However, this does not detract from the overall, positive picture of the quality of teaching and learning in the school.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (10%)	15 (38%)	15 (38%)	5 (12%)	1 (2%)	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.

10. Teachers know their pupils very well. They use questions effectively to assess how much is being understood. Teachers give pupils just the right amount of time to think so the pace in all lessons is particularly brisk and the amount and level of work covered in a single session is, in some cases, awe inspiring. For example, in a Year 5 mathematics lesson, lower attaining pupils completed a fairly complex mental activity about multiplying in multiples of ten. They used this knowledge and skill to complete word problems before multiplying by multiples of ten plus one minus one to work out areas of shapes. Teachers have good subject knowledge and expertise so teach confidently across the full range of subjects. Planning is thorough with clear objectives to indicate what is to be learnt by pupils, the levels of knowledge, the skills to be developed and understanding to be secured. Teachers form very 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. The plenary sessions² are of high quality. They not only consolidate learning, but also show pupils what they should do next, in preparation for the following lesson. Classes are generally very well managed and teachers insist on high standards of behaviour.
11. Teachers plan lessons carefully to ensure that the work set matches the needs of pupils with special educational needs very well. When pupils work in small groups outside the classroom they make very good progress because they get the one to one support they need to succeed. The team of special needs assistants are experienced and knowledgeable and those who have expertise in specific areas of need provide highly skilled support. Year 6 pupils with dyslexia are taught touch-typing by two members of the support and administrative teams. A lesson seen was very well planned to meet the needs of individuals and pupils achieved well, reinforcing and further developing their skills in spelling and keyboard use.
12. The very good quality of teaching has been maintained since the previous inspection. Actions have been taken to ensure that pupils' learning is as good as it can be. For example, an effective system of setting by ability groups in mathematics has been developed which enables teachers to plan work with sufficient challenge for higher attaining pupils and support for those with special educational needs. The quality of ICT equipment has been improved considerably and is used very well to enhance pupils' learning.
13. Pupils' learning is enhanced by their own very positive attitudes to school. They collaborate very well and form very good relationships with each other. Pupils apply themselves very well, present their work neatly and produce a good volume of work in the time available.

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

This is because teachers have high expectations of what pupils are capable of achieving and ensure that everyone is included and does their best. A good quantity of homework is also completed by pupils on a weekly basis which effectively compliments and extends their work in class.

14. Assessment procedures are very good. There are examples of very good assessment practice in all subjects. Assessments are consistent and there is a consistent approach between subjects and classes. Pupils' progress is tracked regularly and information is used very effectively to identify patterns in pupils' progress as they move through the school and to identify those pupils who will benefit from additional support and who require extra challenge. Marking is thorough and most teachers make valuable comments which help pupils to understand how to improve.

THE CURRICULUM

The quality of the curriculum throughout the school is very good. Opportunities for enrichment are very good. Resources, the number of teachers to meet the needs of the curriculum and the accommodation are very good.

Main strengths and weaknesses

- The curriculum is systematically planned throughout the school so all pupils achieve very well
- The good links between subjects make learning interesting and fun
- Most pupils participate in the rich and varied range of out of school clubs especially sporting activities
- Provision for pupils with special educational needs is very good
- Pupils' personal, social and health education and citizenship is very well developed
- Religious education is not studied in enough depth by older pupils

COMMENTARY

15. The curriculum is carefully planned to enable pupils to make very good progress as they move through the school. The subject leaders plan meticulously for the whole school in their subject to ensure pupils in each year group cover the same work. Teachers make any necessary adjustments to these plans to take account of pupils' different needs. Links between subjects are carefully planned in order that pupils have the opportunity to gain a deeper understanding of the various aspects of their learning. English, mathematics and ICT are developed well through other subjects and art is used very well to complement work in history and geography. The school meets the statutory requirements of the national curriculum and locally agreed syllabus for religious education, although pupils in Year 6 do not cover the aspects they should in enough depth.
16. The curriculum places an 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 PSHE lessons, and at many other times in subject lessons pupils have very good opportunities to discuss relationships and the impact of drugs on people's lives.
17. Provision for pupils with special educational needs is very good and has improved well since the last inspection. Detailed individual education plans ensure that the needs of pupils with special educational needs are properly considered in curriculum planning.
18. The school provides a rich and varied range of extra curricular clubs at lunchtime, and before and after school. Staff give freely of their time and provide enthusiastic support to the clubs and other extra curricular activities. Most of the pupils take part in one or more of these activities which include several music clubs, mathematics, gardening, ICT, French, design and technology and an impressive number of sports such as table tennis, basket ball, gymnastics and swimming. School teams enjoy much success in football, tag-rugby, hockey, cross country, netball, cricket and athletics. Many pupils take the opportunities

provided to learn one or more of a wide variety of instruments taught by visiting staff. An outstanding number of visits both locally and further afield extend the curriculum very well, and provide important links with the community. Residential visits are arranged annually for all year groups, culminating in a Year 6 trip to France. The broad range of learning opportunities is contributing very well to pupils' personal development and their very good achievement.

19. There is a very good number of well qualified teaching staff, who take responsibility, as necessary, for covering absent staff as well as providing particular expertise in a range of subjects. Teachers who work in the school without the responsibility for a particular class, take the lessons so are well known to pupils. There are a good number of well qualified special needs assistants who work closely with teachers to provide very good support in lessons for pupils with special educational needs. The accommodation is very good providing well equipped specialist areas for teaching mathematics, ICT, music and design and technology. The school library is well resourced and used frequently. The very good outdoor facilities are used very well for physical education and include a swimming pool. Resources for all subject areas are of very good quality and used well.

CARE, GUIDANCE AND SUPPORT

Procedures to ensure the care, guidance and welfare of the pupils are very effective. Achievement and personal development are monitored very well. The pupils' involvement in the work of the school is very good.

Main strengths

- The school takes very good care of the pupils
- The school actively seeks and acts on pupils' views
- Pupils' have a very good understanding of what they are learning and what they need to do next to improve

COMMENTARY

20. The inspection team agrees with the views of the parents that the pupils are looked after very well. The systems for safeguarding pupils' health and safety are well established, Child protection and first aid procedures are in place and understood by members of staff and supervision at break and lunchtimes is overseen by the headteacher. This has improved well since the last inspection. Through the very good PSHE programme the pupils are learning to keep themselves safe and healthy. The school nurse and community policewoman support PSHE well by using their particular expertise to teach pupils about relevant issues. The kitchen staff provide nutritious and well-presented meals and snacks for the pupils, which are encouraging them to think about healthy eating. Parents are very appreciative of the headteacher's philosophy that 'a child should never go home with a problem that has not been sorted out. All members of the school staff make it very obvious that they care about all of the pupils and the pupils respond to them with respect and a desire to please.
21. Pupils are actively encouraged to express their ideas and suggest improvements to the school through the Eco Warriors initiative, completing questionnaires, contributing to 'The Blackfield News' and discussions in PSHE lessons. The Eco Warriors strive to improve the school environment by making bird and bat boxes and providing picnic benches for a quiet area in the playground. Pupil questionnaire responses are taken into account when considering ideas on how to raise money for various causes. Pupils produce articles for the school newspaper which helps to develop their decision making skills and contributes well to pupils' personal development. For example, the articles '*should school sports teams miss class time?*' and '*do we actually need a small playground?*' stimulated much debate around the school and really helped pupils think round these issues.

22. The headteacher and other staff have an impressive understanding of the personalities, achievements and needs of individual pupils. Well-focussed support is provided for each one, with careful account taken of any special educational needs. Pupils have personal literacy and numeracy targets. They are all involved in assessing their own performance and this gives them a sense of responsibility for their own learning. The pupils have the opportunity to evaluate comment on their own school report, which gives them a good understanding of the progress they are making. Guidance for personal development is very successful. Teachers monitor pupils' personal development carefully and respond very effectively to individual needs. Teachers use the understanding they gain to plan support for individuals, for instance they find ways to build self-confidence if it is lacking.
23. The targets that are set for pupils with special educational needs are carefully monitored and reviewed so that they can be regularly updated. The monitoring of those pupils who have statements of special needs takes place regularly and their statutory annual reviews are completed in good time.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has a very strong partnership with the parents. Links with other schools and the community are effective.

Main strengths

- The school very successfully encourages parents to be involved with their children's education
- Parents are very well informed about what is happening in school and how well their children are doing
- The school makes good use of the local area to enrich the curriculum

COMMENTARY

24. The responses to the pre-inspection questionnaire and meeting were overwhelmingly positive. Parents feel that the school is well led and managed and run very efficiently. They show their support by attending meetings, productions and PTA events in high numbers, helping on school trips and residential and running the Oppie Club. The headteacher recognises that some parents of Year 3 children do not feel as well informed as they might be of the differences between the infant and junior schools and, prior to the inspection, already had arrangements in hand to improve this area of communication.
25. Parents are consulted openly, on many aspects of the school's work and the headteacher always responds to outcomes from surveys in newsletters. For example, parents support homework well because they had a say in how much should be set and when. The Reading Challenge has been very well received by parents and the help that many pupils get at home makes a valuable contribution to pupils' learning in this aspect. The views of parents of previous Year 6 pupils are canvassed to see what they felt the junior school had done for their children and help them plan for future intakes of pupils. The headteacher's newsletters inform the parents very well about what is happening in school including the proposed amalgamation with the infant school.
26. Parents receive very good information about how well their children are doing. They are invited to three formal consultation evenings during the year. In the autumn term the children's targets are agreed; in the spring progress towards these targets is discussed and any new ones set; and in the summer parents and teachers look at the annual report together to see how much progress each child has made. The reports are very detailed. Parents can see how well their children are achieving against national curriculum levels, the skills they are acquiring and their attitudes to school.
27. The school has many useful links with the local community. Teachers use the local environment well to enhance many lessons and enrich pupils' knowledge and understanding. For example in history the pupils visit the Victorian experience at Beaulieu; in religious education Fawley Church; Blackfield village for history and geography and Calshot for activity days. Gang Warily Recreation Centre enhances sports provision. The school has good links with Exxon Chemicals who have provided useful ICT, science and maths equipment. Links with other schools are generally good, particularly with the infant school with which it will shortly amalgamate.
28. The individual education plans for pupils with special educational needs are shared with parents each term but neither parents nor the pupils themselves are yet sufficiently involved in setting the targets.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's leadership is very good and he is very well supported by the senior staff and an effective Governing Body.

Main strengths and weaknesses

- The headteacher's very strong sense of purpose, with very good support by senior staff, has created an effective team to raise standards
- Subject leaders, especially those of the core subjects, make a very effective contribution to the school's work in raising achievement
- Governors have a good understanding of the school and play an effective part in its development
- The format for the strategic plan is not sufficiently clear
- Financial management of the school is very good

COMMENTARY

29. Improvement since the last inspection has been good and most of the concerns raised then have been dealt with effectively. The headteacher has a very clear vision for the school's continued improvement and development. Together with senior staff, he has identified the strengths of the school as it is now and the priorities for its future development as a primary school. There is a sharp focus on providing the best for the pupils during their time in the school and this has ensured that pupils have a high regard for all the school does and they achieve very well. Effective staff teams have been created and these ensure that pupils have access to a very broad and balanced curriculum.
30. The leadership of curriculum developments by subject leaders is very good. Most have been in post for some while and have developed their subjects to ensure that they meet the requirements of the National Curriculum whilst making good links across aspects to ensure that the curriculum is interesting and relevant to pupils. Staff are committed to ensuring that all pupils, whatever their backgrounds or needs, benefit from all the school has to offer. This means that pupils with special educational needs, be they gifted and talented or pupils with learning or behavioural difficulties, are catered for very well.
31. The management for pupils with special educational needs is very good. At the time of the last inspection the systems for supporting pupils with special educational needs did not meet statutory requirements. This is no longer the case; the identification and assessment of special educational needs now meets all the requirements of the Code of Practice. The work of very competent special needs assistants is managed effectively to ensure that they are providing exactly the support that each pupil requires.
32. Management of the school is very good. Very effective systems are in place for evaluating its work and to track pupils' progress as they move through the school. The school's performance management procedures are linked well to its plans for improvement and are used effectively to establish priorities for staff development and to set targets for raising pupils' achievement. Staff evaluate their own work very well and senior managers check the work of teachers closely and regularly to ensure that high standards are maintained. Senior managers and subject leaders are becoming more involved in the school's improvement through their detailed development plans. A comprehensive monitoring system of teaching and learning by the headteacher appears to have made the most significant impact on the quality of teachers' work. There is a programme of observations undertaken by senior staff and the headteacher using an approved system covering set criteria. Pupils' work is also reviewed regularly and they are also interviewed about their work.
33. The Governing Body challenges and supports the work of the school well. All statutory policies are in place and there are systems to involve governors in checking the quality of the curriculum through visits to the classrooms and receiving reports as from subject

leaders. The governors regularly receive reports from the headteacher outlining the attainment of pupils and the analyses done by the subject leaders. The governors know the school's strengths and weaknesses well, and will challenge judgements and question the need for changes as and when necessary.

34. School development planning was heavily criticised at the last inspection. This has improved significantly and as well as a sound strategic plan there are high quality curriculum and subject development plans and good buildings and premises improvement plans. However, although there is a shared view of the key priorities for development over the next few years, the plans themselves are independently recorded and logistically it is difficult for all staff and governors to have immediate access to them. In order to improve overall efficiency this is something which should be rectified.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,079,629	Balance from previous year	203,908
Total expenditure	1,050,147	Balance carried forward to the next	233,390
Expenditure per pupil	2621		

35. Financial management is very good. The school bursar provides the head and governors with regular monitoring information on expenditure and there are very rigorous systems to ensure the school gets the best value from its spending. There is currently a large surplus, but this has been earmarked towards providing additional ICT resources and essential expenditure towards the development of the new primary school.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Overall provision for English is very good.

Main strengths and weaknesses

- Lessons are made interesting and exciting
- Teachers have very good subject knowledge and teach very well
- Reading records do not show how pupils can improve
- Teachers' marking in some classes is highly effective in bringing about improvement
- Very good use is made of other subjects to underpin literacy
- The subject is excellently led by an enthusiastic and knowledgeable coordinator

COMMENTARY

36. In the 2004 national tests in English at the end of Key Stage 2 pupils' attainment was in line with the national average and above the national average for pupils attaining the higher levels. Work seen in pupils' books indicates that these standards are now above average, with many Year 6 pupils achieving above average standards in both reading and writing.
37. The assessment of pupils is very good so teachers know their pupils very well. They track their progress closely so that relevant targets are set for them. The pupils know what these targets are and work hard to achieve them. Teachers' reading records are comprehensive but are insufficiently systematic so that they vary from class to class and are not always helpful in enabling pupils to reach their reading targets. Teachers' marking is often highly effective in showing pupils how to improve; pupils respond appropriately and improvement results. In a few classes, however, marking, whilst still quite effective, is not of this same high quality and is not characterised by the resultant improvement in pupils' work.
38. Pupils achieve very well in English because of the very good teaching that they receive. The quality of teaching observed during the inspection ranged from excellent to good, and was very good overall. At its best it was inspirational. Highly detailed planning ensures that lessons are fast moving and exciting, maintaining pupils' interest and enthusiasm. Teachers expect their pupils to reach high standards and their own very good subject knowledge helps them to explain clearly to their pupils. They make sure that all aspects of English – speaking & listening, reading and writing – feature in all lessons and they make the most of every opportunity to maximise the learning that takes place. Because of this, pupils work hard and learn a lot. Pupils with special educational needs are very well supported by skilled special needs assistants who make a very good contribution to their learning so that they make very good progress against the targets set for them.
39. An example of outstanding teaching occurred in a lesson about story openings. The lesson began with pupils reading aloud with expression on the teacher's command "one, two three, go!" and this was characteristic of the pace of the lesson. When the teacher taught the key vocabulary which pupils would encounter, previous good teaching ensured that pupils had acquired the necessary advanced technical understanding and ensured that a detailed analysis of the text was possible. They applied these higher-order skills to very well-planned group tasks in which each applied one of a range of literary devices to their writing. The groups were then re-arranged so that members were drawn from each technical group and contributed their work to the construction of a whole paragraph. Throughout the lesson the teacher used visualisation, drama and discussion to fire pupils' enthusiasm so that they were bursting with creativity. The resulting writing was of extremely high quality, representative of the highest levels of attainment in primary school and the pupils, who had been given this gift of expression, were able to recognise the quality of their work and take pride in it.
40. Pupils' very good attitudes to English make a significant contribution to their very good achievement. They speak enthusiastically about the books they have read, and they enjoy reading the writing of their peers, both within lessons and in the school newspaper, which is written by pupils. All pupils

take part in a “Reading Challenge”, in which they read books at home, and this helps to promote high standards of reading. Pupils’ handwriting and presentation have improved well since the last inspection. Those who are receiving additional booster lessons willingly attend in their own time and benefit from very effective teaching. This was seen in the higher attaining group when pupils produced very evocative story openings in which they demonstrated a good understanding of how to create a sense of anticipation, and in the middle attaining group who were animatedly considering the role of Friar Lawrence in the deaths of Romeo and Juliet. The withdrawal groups of lower attaining pupils are very effective in supporting their learning and ensuring that they make very good progress.

41. English is very well led by an enthusiastic and knowledgeable coordinator who has done much to raise the profile of and standards in the subject. As a result of a very thorough analysis, in order to try and determine why standards were not as high in English as in mathematics, planning was completely revised and now provides the model upon which the very good teaching seen across the school is based.

Language and literacy across the curriculum

42. English is very well taught through other subjects in the curriculum, for example in history where pupils write accounts of life in other times, or in science where they learn the vocabulary of the lesson and know how to apply it to their recording. Teachers are careful to make reference to skills pupils have developed in English to work in other subjects so that there is a consistent emphasis on maintaining high standards in writing. The school library is well-equipped and used effectively to develop research skills, which is good improvement since the last inspection.

MATHEMATICS

Provision in mathematics is very good.

Main strengths

- Very good achievement leads to above average standards
- Challenging and interesting lessons and very good extra support for higher attainers are helping to raise standards
- The subject leader leads and supports lesson planning very effectively
- The information from detailed analysis of test results is used systematically to identify areas for development and set targets for improvement
- Pupils’ attitudes to mathematics are very good and contribute well to their progress

COMMENTARY

43. Standards are above average and achievement is very good. The school has identified the most able pupils and provides them with suitably challenging work so that a greater proportion than usual attain above average standards. Pupils enjoy the demanding work and apply the skills they have learnt to solve a range of problems in lessons as well as in mathematics clubs before school. Pupils with special educational needs achieve very well because planning identifies precisely the support they need and the teaching is carefully adapted to their needs.
44. The quality of teaching is very good overall. Some is excellent. The subject leader plans the work for the school and this supports teachers in their teaching and ensures consistency across classes throughout the school. Planning is very thorough and the activities ensure lessons are interesting for pupils. The very good teaching of basic number facts is reinforced well in lively sessions at the beginning of each lesson when pupils have to make rapid calculations in their head. All lessons have a lively pace, giving pupils time to think and reflect whilst not wasting time. Teachers give clear explanations and demonstrate examples effectively, often by projecting computer images onto a screen, so pupils can actively participate in working through examples. They use questions effectively to check pupils’ understanding and to help pupils build on what they have learnt before. Teachers give the pupils very good opportunity to discuss their ideas in pairs and groups, which

ensures that all the pupils join in and share their ideas. Teachers encourage pupils to use what they already know to work out mathematical rules and problems by themselves. Pupils use the correct mathematical vocabulary because they have been taught to do so throughout the school. Teachers use a wide range of methods and activities to engage the pupils in learning and enable them to cope with very challenging work.

45. Relationships are very good; teachers have high expectations of the pupils and the pupils respond very well to this. The practical emphasis in most lessons, which feature problem solving and games, encourages a very positive attitude towards learning. Pupils are given realistic targets for improvement which they know and strive to achieve. They are keen to earn merits for good work and good responses in class. Assessments are used very effectively to track the progress that pupils make in mathematics and to identify areas for support and development. Marking is good and supports the drive for high standards. Pupils respond well to the guidance given and errors are corrected. Homework is used very well to reinforce the work that has been done in lessons.
46. The leadership and management of the subject are very good. Through the regular year group meetings, the subject leader ensures that all staff are aware of the planning she has done for them. She uses this time to explain the key teaching points they will follow and assess the impact of the previous week's work. Staff are supported well through lesson observations and ongoing training. Detailed analysis of test results is used systematically so the subject leader has a clear understanding of where pupils are doing best and those areas that need further development. From these tests, teachers identify those pupils who will need extra help in particular aspects and those who will benefit from more challenging opportunities. The subject is very well resourced and the very good use of ICT is having a positive effect on pupils' achievement. There has been good improvement in mathematics since the last inspection particularly in the way that assessments are used and opportunities for pupils to work collaboratively. Pupils say they enjoy mathematics and this is evident in their attitudes and the care that they take with their work.

Mathematics across the curriculum

47. Pupils use their mathematical skills well in other subjects. These links are especially effective in science where pupils learn to make accurate measurements, use graphs to record their results, often on a computer, and use the correct mathematical language when talking about their work.

SCIENCE

Provision for science is very good.

Main strengths

- The implementation of systematic whole school planning supports teaching very well to enable very good achievement and high standards
- Investigative and problem solving skills are very well taught
- There is a very good emphasis on vocabulary and accurate recording
- The subject is led and managed very well

COMMENTARY

48. Standards are above average at the end of Year 6 and achievement is very good. This is because more than an average proportion of pupils attain the higher level 5. Pupils' work and lessons observed during the inspection show that this very good achievement is consistent throughout the school. Planning is systematic and ensures that work gets harder for pupils as they move through the school, whilst it is well adapted to suit individual pupils. Pupils in Year 3 record their observations on work sheets designed to develop their scientific understanding. As pupils move through the school, these work sheets are

increasingly demanding. Gradually pupils are expected to record independently so by Year 6 most pupils write up investigations and experiments methodically and in detail. Pupils gain a good understanding of scientific facts and develop secure skills because of the emphasis on practical investigation and using the correct vocabulary.

49. Teaching and learning are very good. The long lessons are well structured and move at a brisk pace so pupils remain interested and learn a lot. In all lessons, there is a good balance between investigation, the learning of facts and recording what they have found out so pupils have a secure understanding of the scientific ideas they are learning. Teachers make good use of questioning to stimulate ideas. Pupil discussion and small group work reinforce these ideas and ensure everyone is involved. The higher attaining pupils are consistently challenged to question and develop and explain their own ideas. For example, Year 6 pupils explained how the arrangement of molecules in air, liquid and solids accounted for how well sound travelled through each. They went on to carry out a series of tests to find out about what determined the pitch of a sound. Special needs assistants support less able pupils very well so they are able to cover at their own level the same topic in science as the rest of the class and at the same time developing their English skills through talking about the work. Marking has improved significantly since the last inspection. Teachers mark pupils' work regularly and provide useful comments to help them improve or questions to develop their thinking. In Year 6, for example, the teacher questioned, "Can a tree absorb energy at night?" Pupils respond by writing the answers. ICT is used very well with relevant programs to support learning in lessons and pupils use the Internet for individual research. Visits to places in the locality, such as the New Forest and a beach, enrich the science curriculum very well and make learning more meaningful and relevant to the pupils.
50. The subject is very well led and managed. The subject leader writes all the plans so has a clear idea as to what has been covered in each class. Test results are analysed closely and this provides a good overview of the pupils' progress. Although teaching is not observed directly, pupils' work is looked at regularly and teachers given feedback on standards and coverage. Resources are of good quality and plentiful which ensures that all pupils are involved in the practical lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths

- Pupils have good ICT skills and work confidently and competently on independent tasks
- The leadership and management of the subject are very good
- Information and communication technology is used very well across all subjects of the curriculum

COMMENTARY

51. Standards are above those expected and pupils achieve very well. The high standards found at the previous inspection have been maintained. The school has a very well-resourced computer suite, which is timetabled for regular use, enabling pupils to practise their skills on a regular basis. The suite is equipped with a digital projector and whiteboard which enable teachers to make teaching more lively and accessible to all pupils. The knowledge and understanding of the teaching staff are very good. They make very good use of the resources available to develop pupils' skills and understanding. The school is in a strong position to further raise standards.
52. The very good progress pupils make and their highly positive attitudes towards the subject are a direct result of the very good quality teaching pupils receive and the very 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 pupils to work independently and to solve problems. As a result, pupils respond by working hard and learning well. This was demonstrated in an effective Year 4 lesson on using a specific CD-rom to search for information. Pupils used it successfully to create a page in a booklet they were preparing and then used tagging to add sound. The teacher's precise instructions and use of correct vocabulary ensured that pupils knew how to correct errors when entering information to 'repeat commands'. Pace was brisk which kept pupils on task and very good support given to pupils who struggled. As a result, learning was good.

53. The subject is very well led and managed. The leadership is well aware of what needs to be done because a comprehensive audit of the current position has been carried out. The computer suite provides a very good, well-used facility. Areas which require improvement, such as increasing the number of digital whiteboards, have been identified. Overall, improvement since the last inspection is good because standards, the quality of teaching and pupils' achievement have improved.

Information and communication technology across the curriculum

54. The use of ICT skills across the curriculum is good throughout the school. The direct teaching of skills in the computer suite always uses another subject to provide interest and relevance to learning – give some examples here. In science, it is used to create useful multi-media presentations, and to devise data bases. Teachers make good use of the 'interactive whiteboard' in a range of classroom-based subjects, and this is having a positive effect on learning.

HUMANITIES

Only one lesson in **religious education** was seen during the inspection, however inspectors looked at teachers' planning and pupils' work and talked to the pupils. This evidence indicates that provision is satisfactory.

Main strength and weakness

- Pupils in Year 6 do not cover themes in enough depth
- Pupils' knowledge and understanding of different faiths is good

COMMENTARY

55. Overall standards are in line with the local agreed syllabus and achievement is satisfactory. There has been a decline in standards since the last inspection when they were above average because less emphasis is currently placed on the subject than previously in order to accommodate the more structured teaching of PSHE. This means that although pupils learn and achieve satisfactorily, the high standards evident at the previous inspection are not evident. Pupils do not cover religious education in the same depth as they do other subjects of the curriculum. Aspects of Christianity are studied in all classes and displays in classrooms and around the school indicate that the curriculum covers major faiths well. Pupils have an understanding of the distinctive features of religious traditions and their application to everyday life. Year 6 pupils write thoughtful prayers related to the weekly assembly theme. The 'Prayer Patrol' visits other classes in the school to lead prayers and talk about the theme. Visits to places of worship such as Fawley parish church, a Sikh Temple and a Synagogue help to reinforce what they have learnt in school. At the time of the inspection there was no designated subject leader and the subject was being managed satisfactorily by the headteacher.

GEOGRAPHY

Provision in Geography is good.

Main strengths

- Good teaching enables pupils to develop their knowledge and skills and thus achieve well
- The curriculum is enriched very well by field trips and visits
- Resources for teaching and learning are very good
- Good links are made to other subjects

COMMENTARY

56. Standards are higher than those expected and pupils achieve well. The school ensures that all aspects of the geography curriculum are covered through careful planning by the subject leader. This supports the teachers in delivering the curriculum well to all pupils. Lessons are lively and teachers ensure that they teach pupils the skills of geography systematically and within context. For example in one lesson seen pupils were developing their map reading skills, using standard keys and grid references. Collaborative work ensured that the pupils were able to engage in focused discussion as part of the lesson and check their findings with those in other groups. Good teaching ensured that pupils were clear about how they would be using their skills in a further activity later in the day.
57. Pupils' work in geography is greatly enriched by the links made to other subjects such as history and English. They are encouraged to speak, write and record in a range of styles and for a variety of purposes. The development of technical vocabulary is enriched by the work done in English. The regular use of field study, day and residential visits gives pupils the opportunity to apply their skills in practical situations and reinforce the concepts learned in the classroom. Links with history are forged through visits to Southampton to look at settlements and pupils show that they are able to apply both their historical and geographical skills as they analyse and describe correctly some of the changes that have come about over time because of the changing demands of populations.
58. The subject is led and managed well by an enthusiastic subject leader who ensures that all resources are used well to support the progress that pupils make. In addition all staff have sufficient knowledge to support the teaching and learning in the classroom because of the support they receive. Careful checks ensure the school knows how well pupils are achieving. Improvement since the previous inspection is good.

HISTORY

Provision in history is good.

Main strengths

- Pupils achieve well because of good teaching
- The curriculum is enriched very well by field trips and visits
- Resources for teaching and learning are very good
- Good links are made to other subjects

COMMENTARY

59. Pupils' achievement in history is good and this leads to higher than expected standards. Teaching and learning are good, with teachers showing good knowledge of the subject and a commitment to teaching it through topics that engage the pupils' interest. All staff enable pupils to develop a sense of curiosity with the past that encourages pupils to ask questions and offer ideas and suggestions about the reasons behind historical information. For example, in one Year 6 lesson on Victorian schooling, the pupils went into role and acted out life in those times. They were able to see the "schoolmaster's" methods and prejudices towards the boys and experience the joys of learning by rote. In another, the teacher used a variety of methods, including video snippets, to give pupils the opportunities to engage with life in Victorian times. Their learning was supported by the teacher's effective use of group

discussion and collaborative working which enabled the pupils to develop their skills in note taking and deciding upon key issues.

60. In a Year 3 class the pupils were following up an earlier lesson on the Ancient Greeks by looking at some artefacts including costumes that two of the pupils were modelling. The teacher's careful explanations enabled the pupils to make good responses and compare life in the times of the Ancient Greeks to those of today. Good use of sharply focused questions, supported by technical vocabulary displayed around the room, enabled the pupils to engage fully and develop their lines of enquiry well.
61. Leadership and management of history are good. The curriculum is planned to ensure that pupils are able to develop their skills of research and questioning, an empathy with the subject and their understanding of cause and effect. The subject is enriched by a very good range of resources for teaching and learning, visits to the local area and the good links that are made to other subjects. A particular strength is the opportunities that are planned for pupils to develop a range of writing in history through the work they do in English. Improvement since the previous inspection is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Only two lessons each of **design and technology**, **music** and **physical education** were seen during the inspection so it is not possible to come to a judgement about the overall quality of the school's provision in these areas. Inspectors talked to pupils and staff and looked at their work and teachers' planning.
63. It is clear from the evidence that pupils are well provided for in **design and technology** and that the standard of their work exceeds national expectations. Pupils use a variety of materials to design and make a wide range of artefacts, including slippers, carefully constructed treasure chests and toys, which operate by cams. They are taught the safe use of tools. Older pupils make very good use of computers to control the robots they have made. At the end of each unit of work pupils evaluate their work and suggest improvements and this helps them to know how to improve their work. The school has a well-equipped technology room where pupils have access to materials and equipment in a carefully controlled setting, and a comprehensive kitchen, which allows food technology to be taught effectively. Design and technology is mainly taught by specialist teachers who are responsible for the very good planning and the portfolio of work that enables teachers to assess the level of their pupils' work accurately.
64. Standards in **music** are broadly average and pupils achieve well. Pupils sing tunefully and with enthusiasm. In the lessons seen, pupils achieved well because the learning was carefully planned to develop the skills of listening, performing and composing through a variety of activities. Pupils listened to music, discussed it in groups and decided which instruments would be suitable for their own compositions. The school takes part in the local music festival and pupils perform and sing in the annual concert for their parents. Many pupils benefit from the expertise of visiting specialists and learn to play brass instruments, flute, recorder, violin, guitar and piano. Pupils enjoy performing together in the school band, flute choir or violin club. School productions, visitors, such as members of the Bournemouth Symphony Orchestra who work with the pupils enrich the subject very well.
65. Pupils have very good opportunities for **physical education**. Pupils are taught skills that equip them to take part in a wide range of activities. Very good resources, which include the school's own swimming pool, support the subject very well. The great variety of extra curricular clubs, including a dinghy sailing club run in partnership with an activity centre helps pupils to achieve high standards in some aspects of PE. A good example of this was the demonstration by two pupils preparing to take part in a gymnastics show. Pupils are encouraged to play sport as part of a healthy lifestyle and are helped to do this through the many opportunities to represent the school in local matches and tournaments across a full range of sports. Pupils have extremely good attitudes to PE and are genuinely interested in their own and their peers' achievements. Leadership and management of the subject are good and provide specialist teaching across the school.

ART AND DESIGN

Provision in art and design is good.

Main strengths

- A good range of work in different media is provided
- The accommodation and resources are good
- Good reference is made to the work of a range of artists

COMMENTARY

66. Standards in art and design are above those expected at the end of Year 6. Work in art and design is planned well to introduce pupils to the required skills and understanding and to support work in other subjects, such as history, science and religious education. This is generally successful, and pupils in all year-groups have produced a wide variety of work to a good standard in a good range of media. In addition, there has been good amount of work on art appreciation and in critical studies of a range of art and design. Pupils have a good knowledge of the work of a range of famous artists so have learned something of art from different cultures. Work is generally planned well to cover the key elements of the subject, and there are works of art on display which stimulate pupils' imagination. Pupils' own works of art enliven the long corridors. These are of a good standard and create a bright and welcoming atmosphere.
67. Teaching and learning are good so pupils achieve well. Teachers have good knowledge and expertise so confidently demonstrate techniques to the pupils. The enthusiasm of the teacher in one lesson transmitted itself to the pupils, and they eagerly set about a task to create a sculpture using natural materials. They showed a good understanding of the need to keep the design fairly representational and simple. Pupils worked extremely hard, their attention to detail was good, and they confidently explored a range of techniques to make their work more effective. From constructing a temporary sculpture they moved on to creating a more permanent figurative sculpture in small groups. Good use is made of computers for research and reference. Pupils throughout the school use sketch books well for experimenting with new techniques, and trying out ideas before starting to paint or draw.
68. The leadership and management of the subject are sound. The co-ordinator has developed a satisfactory action plan and identified relevant areas for further development based on a careful evaluation of the school's performance. Improvement is good. Pupils' progress in art and design was found to be good at the last inspection and they continue to achieve well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. The school places great importance on the personal, social and health education of the pupils. Lessons are timetabled regularly for every class and the scheme of work ensures that all pupils receive all aspects of the subject. Lessons are well supplemented by visiting specialists whenever possible. Through their personal, social and health education lessons, pupils are encouraged to become self-evaluating and to take responsibility for their own actions. During the inspection, for instance, pupils in Year 3 were asked to assess what qualities make a good friend and had opportunities to reflect on their own strengths and weaknesses. In Year 6, pupils were discussing the nature of democracy and identifying the differences between that and dictatorship. During the discussions in both lessons, pupils showed they were reflective and able to express themselves with confidence. Such opportunities make a good contribution to the very good behaviour and relationships seen in the school. 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	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
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	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	3
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).