

INSPECTION REPORT

FRYERN INFANT SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 115968

Headteacher: Mrs L Gould

Lead inspector: Mrs Sheila Browning

Dates of inspection: 18th-19th April 2005

Inspection number: 266857

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	136
School address:	Fryern Infant School Oakmount Road Chandler's Ford Eastleigh
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Nicky Board
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

Fryern Infant School, with 136 boys and girls aged four to seven, is smaller than the average size for infant schools nationally. Most pupils come from the immediate area of Eastleigh. The area presents a wide socio-economic profile and children's attainment on entry to the school is below that usually seen for children of this age. The percentage of pupils having special learning needs is broadly in line with the national average. Most of these pupils have speech and communication or social and emotional learning needs. The percentage of pupils with a statement of special educational need is below the national average. The number of pupils eligible for free school meals is below the national average. The number of pupils drawn from minority ethnic backgrounds and those with English as an additional language is a bit higher than in most schools. Few pupils are at an early stage of learning English. The school received the Schools Achievement Award in 2002 and 2003 and the Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and effective school. Standards are average in English, mathematics and science and in information and communication technology at the end of Year 2. The quality of teaching and learning is a strength and because of this pupils achieve well. The headteacher, staff and governors have a commitment to learning through enjoyment and to raising standards. The atmosphere is welcoming, friendly, inclusive and caring. The school provides a very good education with extensive curriculum enrichment opportunities for its pupils. It gives good value for money.

The school's main strengths and weaknesses are:

- Standards in speaking and listening are above average and pupils' handwriting skills are above average.
- Teaching and learning are strengths and because of this pupils achieve very well in lessons and make good progress. The school gives pupils an enthusiasm for learning.
- The headteacher provides very good leadership and leads a committed team. The school evaluates its performance well but not all subjects are consistently and rigorously monitored.
- Relationships throughout the school are excellent reflecting the very positive attitudes and behaviour. The school makes very good provision for pupils' spiritual, moral, social, cultural, and personal development.
- Links with parents and the local community are very good.
- Very good curriculum development has led to exciting, interesting and relevant linking of subjects and very good opportunities for enrichment.

Development of the school since its last inspection in March 1999 has been satisfactory. The two minor weaknesses are addressed. Information and communication technology is fully integrated into all areas of the curriculum. Co-ordinators are afforded the opportunity to monitor and evaluate the quality of teaching and learning. Since the last inspection, results in national tests have fluctuated. The 2004 results were disappointing and do not reflect the on-going improvement of the school. Standards overall are broadly similar to those at the last inspection. As at the time of the last inspection pupils' attitudes and behaviour are very good and relationships are excellent. The care, welfare and support provided for pupils are very good. Links with parents and the community are very good. Leadership and management are well focused on school improvement. Clearly defined management structures engage all staff in leading the school forward. The governing body is well organised and is involved in the strategic management and monitoring processes. Secure and good assessment procedures are in place for most subjects and information is used well to inform teachers' planning and target setting.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	B	D	E
writing	C	B	C	D
mathematics	C	C	D	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievement is good overall. Pupils' attainment on entry to school is below that expected nationally. By Year 2, current pupils are reaching the standards expected nationally in reading, writing and mathematics. In national tests for seven-year-olds in 2004, results were average in writing and were below average in reading and mathematics. In comparison with schools with a

similar proportion of pupils entitled to free school meals, the 2004 results were below average in writing and were well below average in reading and mathematics.

Children make good progress in the Foundation Stage in personal, social and emotional development, language, mathematics, and knowledge and understanding of the world. In physical and creative development indications are that provision and progress are good. By the end of Reception year their knowledge and skills in these areas are at expected levels so that several children are beginning to work within the National Curriculum. The remainder are on course to reach the Early Learning Goals. In Years 1 to 2, pupils achieve well overall. Standards are particularly good in basic skill development in speaking, listening, and handwriting. In Years 1 to 2, standards are average in English, mathematics and science and in information and communication technology throughout the school. Standards in religious education are in line with those expected for the locally agreed syllabus. Sampling in other subjects indicates that standards meet national expectations. As a result of good quality support, pupils with special educational needs and those with English as an additional language achieve well.

Pupils' attitudes to school and their behaviour are very good. The school makes **very good provision for their personal development, including their spiritual, moral, social and cultural development.**

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is very good. Overall teaching is very good and this results in very good learning throughout the school. The provision in the Foundation Stage is very good, and children receive a flying start to their education as a result. The curriculum is good overall with very good enrichment opportunities. The school gives pupils an enthusiasm for learning. Literacy and numeracy skills are used well across subjects. The school has good procedures for tracking individual pupils' progress, including those who need particular support. Teacher assistants provide very good, focused support. The school provides very well for pupils' care, welfare, health and safety and pupils receive very good support and guidance. Links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Leadership is dedicated to ensuring the highest possible standards and achievement for all pupils. All staff work effectively to meet the school's priorities. Relationships throughout the school are excellent. Management is good. Greater rigour and consistency in monitoring and evaluating strengths and developments in subjects is required to build on the already good practices in place to raise standards. Governance is good and influential. Financial management is secure. The school is self evaluating and inclusive.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's work and are very supportive and happy with the care and education their children receive at it; they are involved as an integral part in supporting teaching and learning outside school. Pupils have positive views and enjoy being at school. They really want to learn.

IMPROVEMENTS NEEDED

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

- Ensure that all subjects are consistently and rigorously monitored to raise standards further.
- Build on the good assessment systems in place for information and communication technology and in physical education to further inform standards, teaching, learning and the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of work seen in the core subjects of English, mathematics and science and in information and communication technology (ICT) are average by Year 2. In the Foundation Stage and in almost all subjects, most pupils make good progress and achieve well.

Main strengths and weaknesses

- In national tests in 2004, standards were below average by Year 2 in reading and mathematics.
- Standards in speaking and listening are now above average and handwriting skills are above average.
- Pupils make particularly good progress in lessons.
- The achievement of pupils with special educational needs and those with English as an additional language is good.

Commentary

1. Current children in reception joined the school with levels of attainment overall below those expected for their age. They are making good progress and achieving well in the lively and stimulating reception environment, with a high level of challenge provided by all staff. As a result, children are well on course to meet the Early Learning Goals, which are expected for their age in personal social and emotional development, communication language and literacy, mathematical development and knowledge and understanding of the world by the end of the reception year. Standards are similar to those at the time of the last inspection.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.1 (16.5)	15.8 (15.7)
writing	15.2 (15.4)	14.6 (14.6)
mathematics	15.9 (16.6)	16.2 (16.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year.

2. As the above table shows, results of national tests at the end of Year 2 in reading and mathematics were below those of other schools in 2004; results in writing and teacher assessments for science were average. Results for the higher level (Level 3) were in line with those nationally for science but were below average in reading, mathematics and writing. The results for the 2004 pupils reflected the group's prior assessment data. This group was smaller than usual; a third had special educational learning needs and pupils had experienced some staffing turbulence. There were no significant differences in the national test performances between boys and girls. The overall trend of improvement over the last five years was below the national trend. The 2004 results do not reflect the on-going improvement of the school. In comparison with similar schools, results were well below average in reading and mathematics, and for teacher assessments in science. Results were below average in writing. This comparison between schools is based on the proportion of pupils registered for free school meals and Fryern is on a borderline between bands; one more pupil registered would have made the comparison less unfavourable.
3. The school has good procedures for tracking individual pupils' progress, including those who need particular support. The data shows consistently that on entry pupils start school with standards below the county average in all areas except physical development, but leave scoring

slightly above average in all areas; this indicates consistent value added. Those pupils with special educational needs and those with English as an additional language achieve well.

4. The school set precise and challenging targets for raising standards in 2004. The majority of pupils met what was expected of them. Pupils made progress in achieving the upper levels in writing and boys achieved above the National Median in reading and writing in 2002 to 2004. However fewer pupils achieved the higher levels in reading. Girl's performance improved particularly in the upper levels of mathematics and science. Boys and girls made progress at similar rates.
5. Standards seen in lessons and in sampling of pupils' work, in Years 1 to 2, are average in the core subjects of English, mathematics and science and in information and communication technology. Standards in religious education are in line with those expected for the locally agreed syllabus. Sampling in other subjects indicates that standards are in line with national expectations. Achievement seen in lessons was often very good throughout the school. It is important to note that pupils in Year 2 have encountered some staffing absence during their time at school and this will have impacted on their overall achievement over time. The very good teaching and learning seen during the inspection are a direct result of the clear focus on raising standards. Overall, standards are broadly similar to those found at the last inspection. However, standards in speaking and listening are above average by Year 2, and this is an improvement since the last inspection, a result of the school's successful focus in this area. There is every indication that standards in writing are improving too, due to the good teaching techniques used. Since the last inspection the school has improved the provision for information and communication technology and because of this there are signs that standards are now beginning to rise. Overall, pupils take pride in their work and good attention is paid to handwriting and to presentation.
6. Pupils with special educational needs achieve well in line with their abilities because their needs and progress are monitored very closely to ensure that they receive appropriate support. The caring attitudes and sensitive strategies employed ensure that pupils with behavioural difficulties make good progress. However, there are occasions when behavioural difficulties have an impact on the way in which teachers are able to work and on the learning of other pupils. Teachers provide pupils with English as an additional language with good support in lessons and they make good progress. Higher ability pupils are sufficiently challenged. Gifted and talented pupils achieve well because the tailor made learning opportunities provided challenge them.

Pupils' attitudes, values and other personal qualities

Pupils show very good attitudes towards school, and behave very well in class. The school makes very good provision for their personal development, including spiritual, moral, social and cultural development. Attendance is satisfactory, and punctuality to school is good.

Main strengths and weaknesses

- Relationships throughout the school are excellent.
- School gives pupils an enthusiasm about learning.
- Very positive attitudes are developed.
- Opportunities for pupils to use their learning and participate in school decisions are very good.

Commentary

7. Strengths in this area of the school's work, noted at the time of the previous inspection, have been maintained. Pupils really want to learn, and their very good attitudes and enthusiasm in class lead to very good concentration. Teachers make sure that such vital personal skills are developed alongside the academic ones, so releasing the whole class to gain from every lesson. Excellent relationships between pupil's means that they work alongside each other easily, and co-operate extremely well.

8. Pupils behave very well in lessons because teachers make their expectations really clear; they listen well because teachers make learning interesting. Pupils understand about right and wrong, because teachers coach them well using praise and affirmation. Provision for their moral development is very good. Pupils also raise funds for charities, both local and abroad, and they understand the value to the recipients of the items they bring to the harvest and Christmas “Love in a Box” appeal. There are a few pupils with challenging behaviour, but they are very well managed; one such pupil was appropriately excluded last year.
9. Parents confirm that their children enjoy school: one pupil said, “I really like my school because it is packed with surprises.” Classrooms are well organised, with labelled drawers so that pupils can find for themselves the resources they need, encouraging their independence. Pupils learn to take responsibility very well through small classroom tasks and the summer term pupil consultation process. In this, selected pupils use their speaking; listening and research skills to consult and make decisions that will affect all pupils. These are indications of the school’s very good provision for their social development.
10. Provision for pupils’ cultural development is very good. Teachers help pupils to appreciate music and to benefit from a wide range of experiences of culture. The canteen made a special meal to celebrate Chinese New Year. Dolls in national dress and an Indian costume (a reminder of an Indian dance and music workshop) in the library show some of the differences in other countries. Older pupils are able to talk about “abroad” and how people in other countries use different languages and may have different faiths. They understand that although some pupils in school have different faiths none is better or worse than any other.
11. There is very good provision for pupils with special educational needs. When pupils are withdrawn from class they work intensively for short sharp spells on work that complements their lessons. These pupils are very well supported by teachers and teaching assistants. Their attitudes are very good although a very small number of pupils with behavioural difficulties sometimes detract from the work in the class. All of them are fully included in all activities, relationships with other pupils are generally very good and they make good progress. Pupils with English as a second language are fully included in all activities.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3%	School data	0.2%
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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British - Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of Permanent exclusions
124	1	
2		
1		
1		
1		
1		

Asian or Asian British - Bangladeshi	3		
Black or Black – Caribbean	1		
Black or Black British – African	1		
Chinese	1		
Total	136		

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Provision in the Foundation Stage is very good. Teaching learning and assessment are very good overall. The curriculum is good with very good opportunities for enrichment. There is very good provision for pupils' with special educational needs and those with English as an additional language are fully included in all activities. Care of pupils is very good and links with parents are very good.

Teaching and learning

Teaching and learning is a strength with just over half being very good and excellent. Excellent quality relationships help the pupils to learn well. The purposeful and stimulating learning environment encourages and engages pupils well.

Main strengths and weaknesses

- Teaching and learning are strengths.
- Pupils with special educational needs are very well supported and because of this they make good progress.
- Teachers present lessons that are imaginative and interesting.
- In information and communication technology assessment is not yet firmly embedded.
- Pupils work well together, they acquire new skills, knowledge and understanding and they are keen to participate.
- The use of teaching assistants contributes very well to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (9%)	10 (43%)	9 (39%)	2 (9%)	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.

12. Just over half of the teaching seen was very good and excellent. This proportion has increased significantly since the last inspection. The minor concerns raised then have been addressed. The school is involved in several teaching and learning initiatives and these are impacting positively on pupil's achievement. Overall very good teaching was observed in mathematics, science, religious education and physical education.

13. Teaching and learning in reception are good overall, with very many strengths. Falling rolls have resulted in the necessity for a mixed age class of Year 1 pupils and reception children, as well as the pure reception class. Teachers in both classes liaise very closely to ensure that children receive a similar range of experiences, which meet the requirements for the age group, and are also lively, stimulating and fun. Planning is detailed and very effectively links the different areas of learning into exciting topics. There is a very good partnership between knowledgeable practitioners, so that teachers rely confidently on support staff to match the same high quality interaction with children as they work and play. In both classes, there is a very good

atmosphere of eager anticipation, and enthusiasm for learning, which is a credit to the very high expectations from all staff involved.

14. Some of the many strengths of teaching are: teachers' very good expectations of behaviour and what pupils are capable of; lessons are made imaginative and interesting; pupils are encouraged to express their views and opinions; resources are used very well; for example, interactive white boards and teaching methods are secure and very successful. All teachers have very good knowledge and understanding of the subjects they teach. Joint lesson planning is clear and well matched to the abilities in classes with good supporting systems for assessment particularly in the core subjects of English, mathematics and science. Teacher assistants, provide very good focused support.
15. Literacy and numeracy skills are taught effectively. Pupils have good opportunities to develop their skills as part of their work in other subjects. The use of information and communication technology across the curriculum is good and has improved since the last inspection. Homework is used well to consolidate and extend learning. Parents are involved as an integral part in supporting teaching and learning outside school.
16. Teachers and teaching assistants have a very good understanding of the requirements of pupils with special educational needs. Work is well matched to their needs and as a result, pupils are included in all class activities to the extent that it is difficult to identify them. When pupils are withdrawn from class they work intensively for short sharp spells on work that complements their lessons. Teaching assistants are very knowledgeable and highly skilled in their work. Their very high quality ensures that pupils with special educational needs make good and sometimes very good progress.
17. Teachers and teaching assistants are very aware of the needs of the pupils with English as an additional language. They employ a wide range of strategies to ensure that they understand what they need to do and can participate fully in all activities and lessons. The lively curriculum and good relationships in the school helps them to join in fully and make good progress. Higher attaining pupils are suitably challenged and as a result they achieve well. Gifted and talented pupils benefit from tailor made tasks, such as problem solving in mathematics, science and in design and technology and as a result they achieve well.
18. Assessment in the Foundation Stage is very good. Staff receive useful reports from pre-school settings. Teachers carefully evaluate children's current level of achievement termly across all six areas of learning. This information is used very effectively to target support and also as a firm basis for reporting to parents. All staff in reception classes continually evaluate, observe and record children's reactions and achievements. The 'Once a Term' books start in reception and contain very useful, carefully annotated examples of the progress children are making.
19. There are very good assessment systems in mathematics and good systems in English and science to record and track pupils' progress. Assessment is used very well to pinpoint any areas of concern for the individual and inform planning. Teachers use assessments particularly well in these subjects to set different work for pupils of differing abilities in the same class. Progress for individuals and groups are recorded in a range of documents and these are carefully used to identify targets and plan the next stage of learning. Good procedures are in place and are beginning to be used well to track the progress of pupils in information and communication technology. However this practise is not yet firmly embedded. Assessment systems are developing in physical education. All pupils are involved in the progress of their own learning. Displays in two classrooms demonstrate how pupils identify and work towards their targets independently. The marking of pupils' work is good and thorough with comments that aim to develop pupils' understanding of how they can improve.
20. Most pupils participate eagerly and actively and are very well motivated by teaching. The school gives pupils an enthusiasm for learning. Relationships are excellent throughout the school and this sets the tone for successful teaching and learning where pupils feel secure, confident and valued. As a result they behave very well and work hard. Pupils with special educational needs

are very well supported by teachers and teaching assistants. Pupils are encouraged to undertake research and they acquire and consolidate their learning purposefully. Pupils work very well together and independently. They access resources for themselves and enjoy using new technologies.

The curriculum

Curriculum provision is good, with very good opportunities for enrichment. Provision in the Foundation Stage is very good and children receive a flying start to their education as a result. Accommodation and resources are very good.

Main strengths and weaknesses

- Very good curriculum development has led to exciting, interesting and relevant linking of subjects.
- Very good provision for personal, social and health education is highly effective in developing pupils' very good attitudes.
- Opportunities for enrichment are very good.
- Computer provision in the reception classes is out-dated.
- The development of the outdoor play area has been hampered by lack of funds.

Commentary

21. The curriculum in the Foundation Stage is good. It meets requirements fully with a significant strength in the way activities are linked into overarching topics, so that learning is exciting, relevant and fun. Staff have a secure knowledge and understanding of the needs of these young children, and although the curriculum statements in topic planning sometimes refers to National Curriculum subjects, all activities are securely based in the six areas of learning.
22. The curriculum in Years 1 and 2 is good overall. All requirements are met, with clear provision for religious education, education about sex and drugs, and very good provision for personal, social and health education. This is very well planned to permeate the whole curriculum, and results in positive outcomes in the very good attitudes and behaviour of pupils. There is very good equality of opportunity for all pupils as a result of careful planning, very good provision for those with special educational needs and good provision for pupils learning English as an additional language. As with the youngest children, a significant strength across the curriculum lies in the very good interlinking of different subjects. This makes highly effective and very relevant connections between different skills, knowledge and understanding. For example, in the current 'Journeys' topic in Year 2, literacy, mathematics, science, information and communication technology, art and design and geography are all clearly evident in the display about France. Curriculum planning is monitored carefully, and linked effectively with that of the junior school, so that pupils are prepared well for moving on to the next stage of education.
23. Provision for pupils with special educational needs is very good. This is an improvement on the previous good inspection report. Support for these pupils is very well organised whether in the class or outside in small groups. The very close liaison between teachers, teaching assistants and specialists such as educational psychologists ensures that individual education plans are well written to closely reflect and meet pupils' needs. Provision for pupils with English as an additional language within the school is satisfactory. Teachers and classroom assistants provide these pupils with good support in class.
24. Opportunities for enrichment are very good. Wide-ranging activities including sports and arts provide a rich programme of experiences for all pupils that enhance learning. Regular educational and cultural trips for each year group are linked to topics. Visits by a wide range of enthusiasts or experts are well established. Annual productions, working groups with local schools and participation in 'Creativity week', local events and festivals all contribute to the school's very positive ethos. The school also facilitates a separately run after school club on site.

25. There is a good number of well-qualified and experienced teaching and support staff. Job shares are well managed and enable the school to maintain a range of expertise. Well-deployed staff support pupils well and are highly valued. The very good and spacious accommodation is well organised and utilised and offers specialist areas for art and design, design and technology, special educational needs, soft play, parent and group areas. Accommodation and resources in the Foundation Stage are very good, with a very spacious environment as a result of falling rolls. However, the development of the outdoor play area has been hampered by lack of funds. Classrooms provide an attractive and stimulating learning environment that spills over into the public areas. The school is well maintained and cleaned to a very high standard. The school has been remodelled for disabled access. Resources are good and accessible. The external environment is well developed as a teaching and learning resource. Resources for information and communication technology have improved since the last inspection, although, computers in the Foundation Stage are old and do not fully support current software. The library contributes well to pupils' learning and is well resourced with a wide selection of books, displays and study areas.

Care, guidance and support

The school provides very well for pupils' care, welfare, health and safety, and they receive very good support and guidance. Pupils have good opportunities to be involved in its work.

Main strengths and weaknesses

- Pupils are very well cared for.
- Arrangements when pupils start school are very good.
- The involvement of pupils is good.
- Targets for learning are not clear enough to pupils in all subjects.

Commentary

26. In this very caring school all pupils are well known. The headteacher is fully aware of individual pupils' needs and the adults take great care to meet those needs and to keep parents fully informed.

27. Pupils are taught aspects of healthy living: drinking water is encouraged and fruit and milk are available at break-time. Governors rightly prioritise health and safety matters, and the site manager contributes his practical skills to resolve smaller issues. No new issues were observed during the inspection. Their annual audit takes place outside the school working day, but governors' monthly daytime visits mean that working practices are observed. Staff have a good awareness of safe ways of working and risk assessments are undertaken for science and outdoor activities. There is a child protection policy, and staff training is regularly updated. Enough adults are trained in first aid, and pupils who are injured or unwell receive very good care.

28. Teachers offer very good guidance. Relationships throughout the school are excellent, and teachers integrate aspects of pupils' personal development into their teaching. Pupils evaluate their own and other's work, and offer suggestions for improvement. Teachers are consistent in their high expectations of behaviour in class. Teachers manage learning well, but pupils cannot talk about their targets for improvement. Pupils work hard and have their achievements valued in the Friday achievement assembly. There is a very good programme of induction for pupils starting school. The key to its success is familiarisation: parents and their children together are introduced to people, places and routines over a period of time. For example, parents are invited to eat with their child on the first day they stay to lunch.

29. Pupils regularly participate in areas of development. They surveyed lunchboxes as part of the healthy eating scheme and contributed to their own curriculum for last year's creativity week. The school council works as a focus group in the summer term, giving pupils well-structured

opportunities to use the skills they are learning at school. Each year's work has a visible outcome: the new playground equipment or a regular order for magazines and comics.

30. The targets written for pupils with special educational needs are good. They are carefully written to reflect pupils' needs and are regularly reviewed and adapted to monitor and match pupils' progress. Whilst pupils are not directly involved in setting their targets, they are reminded of what they need to do during lessons in a way, which boosts their confidence, and self esteem.

Partnership with parents, other schools and the community

Parents are very supportive and the school works very well with them. Links with the community are very good, and they are good with other schools and colleges. This area of the school's work has developed further since the previous inspection.

Main strengths and weaknesses

- The level of parental satisfaction is high.
- High quality information is provided for parents.
- Reports for parents would benefit from more specific targets.
- Parents are actively encouraged to be involved in their child's learning.
- Finding and using community resources well that give pupils extra activities.
- Practical links with local schools are good.

Commentary

31. Parents value the school's work, and all those responding feel confident that their child likes school and is well taught, with a good range of interesting and enjoyable activities, and is expected to work hard and do their best. This accolade is justified. Involving parents is an integral part of the school's work, as they participate in teaching and learning outside school. The school is good at explaining major changes and parents are given opportunities to contribute their questions and opinions.
32. The information provided for parents is of very high quality. Parents are kept very well informed through weekly newsletters, written details about what is being learnt and the very clearly written prospectus. Teachers share their assessments of pupil progress through annual reports, which are annotated summaries of the Foundation Stage Curriculum and the National Curriculum statements and religious education. The teachers' additional handwritten comments personalise this rather formal presentation, but do not capture the strong school-parent partnership because the targets for improvement do not clearly reflect the subject area comments.
33. The school knows its parents very well because it sees them as an essential part of educating young children and keeps in touch with their opinions through feedback questions like "how can we improve?" attached to letters about information meetings and consultations. Parents are confident about bringing their concerns to school, and they appreciate ready access to teachers and the headteacher. Parents of pupils with special educational needs are involved in making decisions and reviewing their children's progress. They appreciate the help and support provided by the school.
34. Plenty of community visitors enhance the curriculum, and the school participates in local competitions and events as well as raising funds for charities. These help to enlarge the pupils' world as they participate in their community. This term pupils are enthusiastically finding out about tennis through a taster scheme.
35. There are effective links with the junior and secondary schools at curriculum level and with their pupils visiting and working with pupils. Their expertise in art and design, music and physical education contribute to what is provided for pupils. The school is a good place for work experience and for trainee teachers to see infant practice.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. Governance is good and influential. Leadership is dedicated to ensuring the highest possible standards and achievement for all pupils and all aspects of provision. The school's systems of management and administration are effective.

Main strengths and weaknesses

- The headteacher provides very good leadership and management.
- Leadership development has a high priority and is encouraged throughout the school.
- The school evaluates its performance well and takes action to address subsequent weaknesses.
- The school is organised efficiently and there is effective delegation of responsibilities.
- Governors are well informed, and are effective they have a significant strategic influence in leading the school's development.

Commentary

36. Governance is good upholding the judgements made at the last inspection. This experienced governing body is proactive and is very supportive in ensuring effective development and management of the school. Governors help shape the vision and direction of the school and ensure that all statutory requirements are met. The school benefits from their expertise and governors are actively involved in many aspects of school life. They evaluate, amend and approve proposed policies through an effective committee structure. Through their monthly planned classroom visits and close links they are well informed about the strengths and challenges that the school faces and have a significant strategic influence on improving the quality of provision. Under the secure leadership of the chair of governors the governing body is well organised and continues to improve its own performance through effective development activities and training.
37. Leadership is very good overall and dedicated to ensuring the highest possible standards and achievement for all pupils and in all aspects of provision. There is evident commitment to the concept of 'the whole child'. The headteacher places a high priority on staff development and her collegiate approach ensures that all are encouraged at every level and share the clear sense of purpose in moving the school forward. The headteacher leads by example. She has created and nurtured a committed team who readily share their expertise and contribute to school development. Priorities and strategic planning carefully linked to the budget are well focused and appropriate. The school is keen to learn from best practice elsewhere and is recognised by the local education authority for its curriculum initiatives and quality practitioners. The school provides successfully for all pupils, particularly those who have special educational learning needs. The deputy headteacher is an exemplary role model. The headteacher is very well supported by all staff. They are clear about their roles and responsibilities and are encouraged to lead innovation.
38. Management is very good overall. The school's systems for reaching decisions, devolving responsibility and ensuring good communication and organisation are good. Self-evaluation is securely embedded and is responsive to improvement. The interrogation of performance data is sharply focussed. Subject co-ordinators have allocated provision to monitor, review and evaluate their subject. Greater rigour and consistency will inform co-ordinators, and allow them to anticipate potential problems and enable management to take pre-emptive action in terms of what needs to be done to further raise standards. Whole school processes and procedures including year group curriculum planning are regularly reviewed and focussed on ensuring that the school meets the needs of individuals, the school is inclusive. Staff recruitment, retention and deployment are well managed and effective. The school has maintained staffing and governor continuity whilst experiencing reductions in roll and resources.

39. The national Code of Practice for special educational needs is fully in place. The co-ordinator provides secure and good leadership she is well organised and thorough. She knows the strengths and weaknesses of the pupils and she readily shares her expertise with staff. Teachers and teaching assistants have a very good understanding of the requirements of pupils. Work is well matched to their needs and pupils are included in all class activities to the extent that it is difficult to identify them. Teaching assistants are very knowledgeable and highly skilled in their work. Their very high quality ensures that pupils with special educational needs make good and sometimes very good progress. Teachers and teaching assistants are very aware of the needs of the pupils with English as an additional language. They employ a range of effective strategies to ensure that they understand what they need to do and can participate fully in lessons.
40. Financial control and administration are secure. The administrative officer is efficient and is key to the effective management of the budget and other functions. Procedures and systems are well managed. The school has secured resources for the school in a climate of reducing budget and school roll. The use of the environment, accommodation, resources and support for the curriculum are maximised to good effect. The school development plan clearly identifies priorities, with specific funding for developments, such as new technologies, resources, and building improvements. Governors apply the key principles of 'best value' in purchases as in the recently acquired interactive white boards. The school provides good value for money and a good education for its pupils.
41. The school has made satisfactory progress since the last inspection and has the capacity, personnel and structures needed to move forward.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	£455002.22	Balance from previous year	£47631.27
Total expenditure	£452264.99	Balance carried forward to the next	£50368.50
Expenditure per pupil	£3325.48		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision in the Foundation Stage is very good and children receive a flying start to their education as a result. Overall, children's attainment on entry to school is below average, but whatever their level of attainment all children make good progress and achieve well in a lively and stimulating environment. This is because of consistently good and often very good teaching and learning and very good inclusion, which ensures children all have equal access to whatever opportunities are on offer. Provision is led and managed very well by an experienced and enthusiastic practitioner. She has a clear and realistic view of the issues surrounding falling rolls, and has taken very effective steps to ensure that children receive an exciting, lively and stimulating curriculum, whichever class they are in. Teachers in both classes liaise very closely and there is a very good partnership between teachers and support staff. Planning is detailed and very effectively links the different areas of learning into exciting topics. Currently, children are totally engrossed in activities around the fairy tale 'Jack and the Beanstalk' and eagerly looking forward to the giant's party at the end of the week! Improvement since the last inspection is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop as self-confident, caring individuals and enthusiastic learners as a result of the very good provision, teaching and learning.

Commentary

43. The very good provision for this area of learning underpins all the work in the reception classes, as it does throughout the school. Children make good progress, achieve well and by the end of the reception year standards meet expectations. This is because of consistently very good teaching and learning, so that proper values and attitudes are modelled very effectively, and very good relationships develop. As a result, children are confident, articulate and very interested in all that is going on around them, and in their own and others' activities. They co-operate very well, for example, when washing out the giant's clothes, and are almost always ready to help each other. As they prepared for a shared session, for example, 'Can I help you carry your model?' was heard. Children are very keen to take responsibility in both the reception class and in the mixed age class, and complete their jobs conscientiously and carefully, such as taking the register to the office. They clear up enthusiastically at the end of sessions, knowing clearly where everything is kept. Children try very hard to meet their teachers' expectations, and are pleased when their efforts are noted and rewarded. When the reception class lined up for lunch, for example, their efforts to meet the teacher's request not to hear the crisps rattle in their lunchbox, meant that the line moved very slowly!

44. Children with special educational needs and those learning English as an additional language are very well integrated into the classes. Children are tolerant and supportive of and sympathetic towards them, and include them fully in their work and play. Behaviour overall is very good, and children have a very clear understanding of right and wrong, as a result of adults' consistent and constant reinforcement of these values.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress and achieve well, because of the very high emphasis placed on developing their skills in this area of learning.

Commentary

45. Standards in communication, language and literacy are on course to meet expectations by the end of the reception year. Children make good progress and achieve well as a result of very good teaching and learning, and the very high emphasis placed on developing these important skills. Children thoroughly enjoy talking about their experiences; they co-operate well and chat happily during work and play. All adults working in the reception age group encourage this very effectively. Children enthusiastically take part in stories, recognising repeating phrases and rhymes in these. When the teacher tried to engage children in thinking about attitudes and morals in a story, for example, they were much more interested in talking about their own camping experiences and the animals in the story! Most children confidently sequence stories in their books, although some need considerable adult help in this. They all enjoy and recount familiar fairytales enthusiastically. Children handle books carefully. They regularly take these home and comprehensive reading records show that reading has a high priority. A good third of children are confidently launched into the first stages of reading. Good phonics sessions show children developing a secure knowledge and understanding of letter names and sounds well, and all adults use every opportunity to develop this through activities in and around the classrooms.
46. Children practise cursive script from the beginning, with careful attention to joining letters. Their work over the past year shows consistently good progress for children of all abilities. More able children are writing confidently and independently with a neat cursive hand, and the least able are clearly gaining control over their pencils in their mark making.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Mathematical activities permeate all activities very well, resulting in children making good progress and achieving well.

Commentary

47. Children make good progress and achieve well in this area of learning, as a result of the very good range of experiences and high focus on developing their mathematical skills. By the end of the reception year most children are on course to meet expectations in their mathematical development, with a significant number around a fifth, exceeding expectations and working in the first levels of the National Curriculum. Teaching and learning are good overall and frequently very good, as staff take every opportunity to promote counting skills and mathematical understanding and vocabulary. During registration for example, children enthusiastically enter into counting activities as they decide how many children are present, and having hot or packed lunches, by adding, subtracting and counting on. Almost all children confidently count to 10, and many beyond. Children in the mixed age class work confidently at developing an understanding of subtraction with a learning support assistant, using dice and counters to make practical sense of the work. Children made good progress in the session, although some opportunities to develop thinking through questioning were missed. In the reception class, teaching and learning were very good when the teacher very effectively encouraged children to consider whether plant pots were full, empty or half full as they planted seeds in the giant's garden. Careful planning ensures children in both classes have similar experiences, for example, weighing the 'golden

eggs' in sessions seen in each class encouraged children to develop a practical understanding of balance and relative weight very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The lively and creative way that the curriculum is planned ensures children are highly motivated to find out about the world around them.

Commentary

48. Children's knowledge and understanding of the world around them meet expectations, and they make good progress in developing these because of the very well planned, interesting activities, and good overall teaching and learning. Children are very keen to explore and investigate, and talk confidently and intelligently about what they are doing. Whilst scrubbing the vegetables in the giant's kitchen, for example, they showed an impressive knowledge of different vegetables and explained the difference between sweet potatoes and carrots confidently. They knew why they were scrubbing the vegetables; to get rid of the germs; and noticed how the colour of the water was changing. Those washing the giants clothes had decided views about whether soap flakes; soap or detergent was the best cleaning agent! Children use both large and small construction kits carefully, to build the giants castle and cages to hold the hen, which lays the golden eggs. In the mixed age class, reception children made impressive cages using lolly sticks and straws. Children competently use computers, using mouse and keyboard to manipulate through different levels of a program. They thoroughly enjoy the antics of an animated character in a program designed to develop reading skills, for example. The available hardware, however, is not the most up-to-date, which limits children's access to programs such as talking books. In all activities, staff interact very well with children, encouraging them to think and talk about what they are doing and so develop their knowledge and understanding very effectively. There are inevitably occasions, however, when children work for quite long periods without adult intervention, although even then they remain well focused and engaged.

49. In common with the whole school, children in reception keep a Book of Special Days, which develops children's sense of self-worth very well as they write about, for example, their first day at school, and days which are special to them. Additionally, they develop an understanding of people in the past, as they write about for example, Guy Fawkes, as well as developing a good understanding of festivals associated with different religions. Staff sympathetically scribe children's thoughts and feelings in these.

PHYSICAL DEVELOPMENT

50. During the inspection, it was not possible to see lessons when children were using large apparatus or wheeled toys, so that it is not possible to make a secure judgement on provision for children's physical development overall. It is clear however, that they move confidently around their classroom and the school, and manage tools such as scissors, glue sticks, pencils and paintbrushes with age-appropriate skills. The development of the outdoor area has been delayed, but staff work hard to ensure that children have as much opportunity to develop their physical skills as possible, frequently using the school's adventure playground and the main hall.

CREATIVE DEVELOPMENT

51. It was not possible to see a full range of activities in this area of learning, so that a secure judgement on provision is not possible. However, looking at available planning, it is likely that provision is as good as in other areas of learning. Children enthusiastically sing a good range of songs from memory during other activities, and play contentedly and imaginatively in the different role-play areas, such as the garden centre and kitchen area. The reception environment is enhanced by lively displays of artwork, such as abstract designs painted to music. During the inspection, children decorated party hats with serious concentration, using a

very good range of materials, linked as with all activities to the current topic of fairytales, following an invitation to the giant's party.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Consistently strong teaching and high quality relationships help the pupils to learn well.
- Standards in speaking and listening and in handwriting are above average by Year 2,
- The subject is not monitored sufficiently rigorously.

Commentary

52. Standards in Year 2 are average, as they were at the last inspection. Pupils generally join the school with low levels of English and the school does well to ensure they mostly catch up and reach average levels before moving to junior school. Over recent years national test results have shown a slight decline from being above average, partly due to factors within the groups of pupils. Reading results fell to below average in the 2004 national tests and writing results fell to average. However, inspection evidence indicates that results in the 2005 tests are likely to show an improvement. The school is also likely to exceed its target of 12 per cent of pupils reaching the higher level 3. All pupils, including the more able and those for whom English is an additional language, achieve well and make good progress. Pupils with special educational needs achieve as well as their classmates. There is no significant difference between the progress of boys and girls.
53. Standards in speaking and listening are above average by Year 2, which is an improvement from the last inspection. Standards have risen because the school has been successfully focussing on this area. Most pupils, including most who speak English as an additional language, have a good vocabulary and they are more confident and clear in their speaking than is normally the case for their age group. In a Year 2 literacy lesson on Cinderella for example, pupils acted out scenes from the story in small groups, sharing their thoughtful dialogue confidently and clearly with their classmates. Pupils listen carefully for sustained periods, showing respect for those speaking. Reading standards are average. Pupils read with reasonable fluency and they show great expression when reading in character, such as the words spoken by the Ugly Sisters in the script of Cinderella. Pupils enjoy reading and they are keen to take books home where most benefit from the encouragement of an adult. Standards in writing are average throughout the school, and there are signs that they are beginning to improve due to the good teaching techniques used. Handwriting skills are above average and pupils show a pride in their written work. By Year 2, most pupils write for a variety of purposes. For example, they write descriptions of historical characters, stories, letters, diaries and lists. They successfully convey their ideas, often with interesting vocabulary, and basic punctuation and common spellings are generally accurate.
54. The quality of teaching and learning is good across the school. In the lessons seen, teaching was consistently good and relationships were at a very high level. The great warmth and care which permeates the teaching leads to pupils being confident to speak out and to 'have a go' at writing their ideas, without fear of failure and knowing they are valued. Lessons are lively and imaginative and teachers modify their work to match the abilities in their class. As a result, the lessons capture the interest of pupils who behave very well and work hard on challenging tasks. Consequently, their learning is good. When the newly installed interactive board is used in lessons it has a very positive effect on capturing the interest of pupils and enabling them to follow clear images and texts together. Teachers often use computers in lessons and this makes a satisfactory contribution to pupils' learning in English. Lessons are successful for the pupils with special educational needs who are well supported by specialist staff. As a result, the pupils

learn as well as their peers. Teachers are well informed about pupil's progress and use this information well to inform future teaching and learning. Teachers' marking has improved since the last inspection and is now consistently good.

55. The leadership and management of the subject are satisfactory. There are well-established, good systems in place to enable the subject to be managed well and the small number of teachers helps good communications. However, the subject co-ordinator has been unable to carry out her role fully due to maternity leave and part time nature of work. As a result, all areas of the subject have not been monitored as rigorously as they should, thus preventing the school from having a clear picture of strengths and weaknesses. Consequently, the school's plans to improve the subject are not as well informed or as well focussed as they could be. Resources are good and are enhanced by a well-stocked and attractive library. Since the last inspection the school has made satisfactory improvement.

Language and literacy across the curriculum.

56. Pupils have good opportunities to develop their reading, writing and speaking skills as part of their work in other subjects. This is because the teachers plan well for these opportunities and they are skilled at forming links between subjects. Pupils practise and consolidate their use of information books when undertaking research. For example, in geography they find similarities and differences with France. They write accounts of the lives of important characters in history and in science they describe the process of eggs hatching. Teachers help pupils to use the correct technical terms in subjects such as art and design. Regular opportunities are given for pupils to use their writing skills in most other subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Pupils' attitudes and their behaviour in lessons are very good.
- Assessment procedures are very good.

Commentary.

57. Standards are average when pupils leave the school. This maintains the position at the last inspection report. The end of Key Stage 1 National test results for the school were below average and results have declined in recent years. However, with the falling number of pupils in the school, the increase in the number of pupils with special educational needs is having a considerable impact on National test results year on year. This has meant a reduction in the number of pupils attaining the higher level 3. Many pupils enter school with below average skills in mathematics but they are achieving well during their time in school. Although pupils with special educational needs do not yet have individual education plans for mathematics, they are very well supported by both teachers and classroom assistants. As a result they make very good progress in line with their abilities. Teachers make sure that all pupils are fully included in lessons and there is no significant difference in the attainment of boys, girls or those with English as an additional language.
58. The very good teaching and learning observed in lessons resulted in very good pupil achievement. The excellent teaching seen was characterised by very good knowledge and understanding of how pupils learn; consistent stimulation which inspired pupils and absorbed them completely in their very enjoyable work. As a result, they made very good progress in knowledge and understanding. All teachers have a very good knowledge and understanding of mathematics that they use very well to explain very clearly to their pupils. They establish very good relationships with their pupils. As a result, pupil's achievement is very good and there is a very good working atmosphere in lessons. Pupils are keen to work and they work very well together and show an obvious enjoyment of mathematics. Behaviour in mathematics lessons is

very good. All areas of mathematics are planned well. Tasks are made enjoyable for pupils as well as being relevant to their needs. Pupils are challenged and interested in their work and as a result they make good and sometimes very good progress. Pupils record their work clearly and can explain their mathematical thinking well. Very good use is made of homework to support learning in school, and pupils, parents and teachers have the opportunity to evaluate the work set.

59. There are very good systems to record and track pupils' progress in mathematics. These are used to highlight areas for development as well as to celebrate success. Teachers use their assessments well to set different work for pupils of differing abilities in the same class. Higher attaining pupils are identified and given appropriate opportunities to extend their mathematical thinking. Although no formal systems exist, interaction, between pupils and teachers during lessons ensure that pupils do have an awareness of how they are performing and how they might improve their work in lessons.

60. Leadership and management are very good. The co-ordinator is very enthusiastic, knowledgeable, and provides very good support and leadership for the other staff.

Mathematics and numeracy across the curriculum

61. Mathematics is used well across the curriculum. Very good use is made of literacy skills when pupils explain their mathematics orally and in writing. Pupils use computers routinely and competently in their work. They estimate and measure in science and design and technology. There is an imaginative link between topic work and mathematics when pupils learn numbers and solve everyday problems written in French. Improvement since the last inspection is good.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Links with other areas of the curriculum are very good.
- Pupils' attitudes and behaviour in lessons is very good.
- Teaching is good.

Commentary

62. Standards are average, which maintains the position of the previous inspection report. Pupils with special educational needs and those with English as a second language are supported well and achieve in line with their abilities. There is no significant difference in the attainment of boys and girls. A substantial number of pupils start school with below average skills but they make good progress and achieve well in science.

63. In the Year 2 lesson seen teaching, learning and pupils achievement was very good. The very good enthusiastic and challenging teaching encouraged pupils to be independent learners. The teacher's very good knowledge and use of questioning led pupils to think very carefully about their tasks, which they explored eagerly. Teaching and learning are good overall. Teachers have a very good and secure knowledge and understanding of the subject and explain work clearly so that pupils can understand. Teachers encourage and engage pupils very well. Work is well marked with comments that encourage and help pupils to further their understanding. Assessment procedures are good and thorough and are used by teachers to pinpoint areas for development. Good risk assessments are beginning to be included in science planning. Speaking and listening skills are developed well when pupils are encouraged to investigate, discuss and explain their work using the correct scientific vocabulary.

64. Pupils' attitudes towards science are very good. They really enjoy their lessons and are absorbed in their tasks. As a result in lessons pupils achieved very well. They demonstrate real pleasure at the result of their work with comments such as 'That's really lovely!' when demonstrating shadow puppets in a lesson about light. Science makes a very good contribution to pupils' social development as they share resources, ideas and work very well together.

65. The science curriculum is taught thoroughly. An extremely good feature of the science planning is the links made between science and other areas of the curriculum. Every science topic on display or in pupils' books has a wide range of work from other subjects. For example, a topic on 'change' included work linked to literacy about Cinderella; history work on the fire of London; work in art and design on changes in colours and mixing shades; and using colours when drawing on the computer. Another topic included history, geography, design and technology, music, mathematics and personal, social and health education. These connections make pupils' work stimulating and relevant to their interests and as a result they develop a high level of enthusiasm for the subject. Leadership and management are good. The science co-ordinator is knowledgeable and very enthusiastic. She is keen to develop the enjoyment of science and supports other staff very well. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main Strengths and weaknesses

- The subject benefits from an enthusiastic and effective co-ordinator.
- Links with other subjects are good.
- Good assessment systems have begun to track the pupils' progress well but they are not yet firmly embedded.

Commentary

66. By Year 2, pupils' skills in information and communication technology are in line with expectations and all pupils achieve satisfactorily. This is similar to the position at the last inspection. Since that time, the school has improved the subject and there are signs that standards are beginning to rise. Pupils with special educational needs and those with English as an additional language progress as well as their peers. There is no significant difference between the achievement of boys and girls.
67. No discreet lessons were observed in information and communication technology. The quality of teaching and learning are satisfactory. In lessons seen where information and communication technology was used, skills were taught satisfactorily to usually small groups of pupils. For example, during a Year 2 literacy lesson on fairy tales, the teacher set a group of pupils to word-process invitations to Cinderella. As a result, the pupils were interested in their task and they made satisfactory progress in developing their keyboard skills. During a short session on a graphics program with a Year 2 class, the teacher used the newly installed interactive whiteboard well. It enabled the teacher to use her knowledge and skills to demonstrate the program clearly to the whole class. This led to pupils being enthusiastic about the subject and to a small group consolidating their learning by producing coloured shadings and patterns on the computer. However, pupils have limited opportunities to benefit from teaching with this equipment because there is only one interactive whiteboard and most staff are not yet trained in using it.
68. Good procedures are in place for assessment and they are beginning to be used well to track the progress of pupils. However this practise is not yet firmly embedded. Generally teachers use computers well to support learning in a range of subjects, but in some lessons seen teachers missed opportunities to do this. Consequently, pupils had fewer opportunities to practice and develop their skills than they could have. Classroom assistants, who provide extra explanation and encouragement for pupils with special educational needs, ensure these pupils learn as well as their peers.
69. Leadership and management are good and they have led to improved resources and curriculum developments since the last inspection. For example, the ratio of pupils to computers has improved and the subject is better planned. This has led to pupils having a wider and more frequent experience of information and communication technology. The enthusiastic and

knowledgeable co-ordinator monitors the subject well. This provides her with clear information on the strengths and weaknesses in the subject, which she uses well in writing her action plans. Improvement since the last inspection is satisfactory.

Information and communication technology across the curriculum

70. The use of information and communication technology across the curriculum is good and has improved since the last inspection. This is because the school has focussed on this area and as a result, teachers now routinely plan for information and communication technology within other subjects. For example, in a Year 1 science lesson, pupils used a graphics program to draw a bee, showing all the body parts. In art and design in Year 2, pupils used the computer to produce abstract art inspired by Van Gogh. The Internet is often used in research, for example in history and geography topics and computers are regularly used for word-processing in literacy lessons. This adds relevance to pupils' learning and has a positive impact on achievement.

HUMANITIES

71. Judgements for geography and history and religious education are based on looking at planning and samples of work across the school, other evidence available and from talking with pupils. No lessons were observed in geography and history, one lesson was observed in religious education.

72. No lessons in either **geography** or **history** were seen during the inspection period, so that it is not possible to judge overall provision, teaching or learning in these subjects. However, it is clear from planning and the work in pupils' books and on display that all elements of both subjects are covered fully and standards meet expectations by the end of Year 2. Additionally, the very effective linking of geography and history with other subjects into topics makes a very positive contribution to the relevant, interesting and exciting learning in the school. In the Year 2 'Journeys' topic, for example, pupils have developed appropriate geographical map-making skills and the ability to evaluate similarities and differences between locations in this country and in France, as well as express their personal likes and dislikes. These are linked most effectively with Internet research, for information and communication technology, and literacy, as they write about their findings, and in art and design as they illustrate their work to give just a few examples. In history, pupils understand how they can get information from photographs and other sources. Their books of 'Special Days' include work on famous and infamous characters in history, and further studies of, for example, Louis Braille, link literacy and geography as well as personal, social and health education as studies extend into people who help us in the modern world.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Lively and creative teaching captures the interest of pupils.
- The subject is not monitored as thoroughly as it should be.
- Pupils develop a very good knowledge and understanding of Bible stories, but their knowledge in some other areas is weaker.

Commentary

73. By Year 2 the standards reached are in line with the expectations of the locally agreed syllabus, as they were at the last inspection. From the one lesson seen, and from analysis of pupils' work and talking to pupils and staff, these show that achievement is satisfactory for all groups of pupils overall. By Year 1 pupils know about significant events in the life of Jesus, including the Easter story and they begin to understand why Hindus celebrate Divali. As they progress through to Year 2, their knowledge of Bible stories widens and they have a very good understanding of the stories about Moses, the first Christmas and the crucifixion of Christ. They

have a sound understanding of how Christians talk to God through prayer but they do not yet know about the main features of churches. Their knowledge of Hindus and their festivals is not as full as it should be.

74. The overall quality of teaching and learning is satisfactory overall. Pupils' work shows that they receive sufficient teaching, which broadly covers the range of expected topics. As a result, pupils make satisfactory progress in the subject. Teachers regularly use creative ideas in their teaching to capture the attention of pupils, such as recording the story of Moses as a comic strip. In a Year 2 lesson observed teaching and learning was very good, the teacher introduced the Bible story of Saul, the pupils became spellbound because the teacher used her voice and drama to tell the story very well. They gave their full attention and were inspired to act out the story through drama, write about the character of Saul and to apply the story to their own lives. The pupils' knowledge and understanding of the Bible story developed very well. As a consequence, pupils' achieved very well. Teachers now routinely plan for the use of information and communications technology in lessons and this is an improvement from the last inspection.
75. Leadership and management are satisfactory with some strong aspects. For example, documents covering policy, planning and procedures are thorough, as are the subject's action plans. Greater rigour will facilitate more effective monitoring and would assist teaching and learning. Improvement from the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled. One lesson was observed in art and design, two in design and technology, one in music and assemblies, and two lessons in physical education. Display of work and the scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

76. One lesson was observed in Year 2 and it was excellent. As a result of the excellent teaching pupils learning and achievement in the lesson was also excellent. Documentation and displays were studied and work was sampled from other year groups and analysed. Pupils reach standards that are at least in line with national expectations. Work on display is stimulating and reflects secure teaching and learning and there is evidence of a wide range of art and design activity. Pupils with special educational needs and those with English as an additional language are fully included in all lessons and activities.
77. In the lesson seen, Year 2 pupils studied various paintings by different artists over time such as, Van Gogh, Leger, Lowry, Palmer O'Keeffe and Rousseau. Pupils understood that they were looking at copies or reproductions and that, paintings are often found in public galleries, private collections or at home. Informed teaching successfully helped pupils to make links with previous science work about shadows thereby consolidating previous knowledge. Pupils carefully analysed and discussed the effects the artists had tried to create when depicting light and dark in their compositions. Pupils used specific terminology correctly. The teacher demonstrated secure knowledge and her enthusiasm and probing nature sparked off pupils own enquiry skills. They delighted in working together, sharing and exchanging views and confidently presented these to the class.

78. Opportunities for links with other subjects such as information and communication technology, and for curriculum enrichment are particularly good. National Curriculum requirements are fully met. The specialist art room and the specific areas within classrooms are very well organised with accessible and good quality resources. The curriculum is positively enhanced through the school's focus on 'creativity'. Pupils' very good achievement is celebrated and work displayed is stimulating and interesting reflecting a broad curriculum. It contributes strongly to the positive learning environment. Art and design contributes strongly to pupils' awareness of cultural diversity and social development.

Design and technology

79. There was insufficient evidence during the inspection to make a secure judgement about pupils' standards or their achievements. The two lessons observed were in the same year group and topic. The quality of teaching and learning in these lessons was good and standards of work were in line with expectations. Evidence from pupils' work and teachers' planning shows that statutory requirements are met and that design and technology is used in a variety of other topics. For example, in science when pupils design and make a toy for a blind child and make healthy sandwiches as part of a healthy school project. Boys and girls show a keen interest in their work and seek out materials to make a Billy Goat Gruff bridge enthusiastically and independently. The subject makes a good contribution to pupils' social development as they work well together, sharing resources and ideas very well. There is a good range of resources for design and technology and the art room is a valuable space for making and storing models.

Music

80. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning in lessons at the end of Year 2. One joint lesson in Year 1 and assemblies were observed. Evidence from teachers' planning and the co-ordinator files indicates that statutory requirements are fully met and that music is used in a variety of topics. Pupils with special educational needs and those with English as an additional language are fully included in all lessons and activities. In assemblies pre-recorded music was played as part of the music listening and appreciation programme and pupils listened intently. A large group of Year 2 pupils sight-read and played their recorders to the school. They increased the control and precision of their instruments and performed well. Singing in assembly was lively and audible and enjoyed by all.

81. In the lesson seen pupils enjoyed exploring musical sounds using their bodies and a selection of newly acquired instruments. They began to develop appropriate musical ideas and demonstrated how to play their instruments in two different ways. There is a popular school recorders club run by a teaching assistant and there are many opportunities for pupils to perform through annual productions, musical events and festivals. The school has a good range of instruments including those from different cultures and has recently acquired more as a result of staff training. Music contributes well to pupils' cultural and social development.

Physical education

82. During the inspection only two lessons were fully observed so no judgement is made for overall provision. However, from the lessons and part lesson seen, and from discussions with staff and pupils, it would appear that standards are broadly in line with expectations. This is similar to the last inspection. Two very good tennis lessons were seen in Years 1 and 2. In both lessons, the clear lesson plans and the teaching techniques were totally focussed on developing pupils' skills. Teachers demonstrated skills well, such as how to grip a racket. While pupils practised their skills independently, teachers continually praised their efforts. As a result, in the Year 2 lesson for example, pupils were confident and worked hard to travel with the ball on the racket and to send a ball to a partner. In both lessons pupils made very good progress in developing their skills.

83. The extensive sports field and school hall provide good accommodation for the subject and there is a good range of resources. The curriculum is well planned to ensure pupils cover the breadth of work that they should. The subject is enhanced by after-school clubs and special events, which are often linked to Healthy Schools Award activities. For example, there are clubs for football, cricket, dance and 'skills agility and quickness'. Special events include participation in the Eastleigh dance festival and a skipping event. These activities provide good opportunities for pupils to participate in physical activities outside of lesson times. The co-ordinator is making a positive impact on the subject and provides good leadership and management. For example, she has amended the curriculum planning, written a new draft subject policy and arranged for visits from specialist coaches and dancers. Her action plans include the further development of opportunities for physical activities at break-times and after-school. However, currently there are no arrangements for assessing pupils' progress in the subject and this is a weakness.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Inspectors observed two lessons and sampled one as part of the PSE programme. Pupils in Year 2 talked about their involvement in the school council. Insufficient evidence was gained to form a secure judgement about standards, achievement or the quality of teaching and learning. Evidence from pupils' work, the co-ordinators files, teachers' planning and discussions with pupils suggests that the provision for personal, social and health education is very good. The school's work and planning documents for 'healthy schools' are a key component of this programme.

85. In the two Year 1 lessons observed, pupils focused on loneliness and the importance of friendship. Teachers introduced and read the story 'Jessica' a girl who goes to nursery school with her imaginary friend, and later makes lots of new friends. Previously pupils had been encouraged to value differences and friendship. After the story, pupils listened quietly in a circle and answered the carefully selected questions asked by teachers, such as, 'How do you feel?' 'Show me an angry-sad-happy-face.' 'How did the story make you feel?' Because of the sensitive teaching pupils shared their feelings and experiences openly in a trusting environment, as a result the quality of interaction was excellent. The focus related well to pupil's own experiences and their development as an individual, having an imaginary friend, making new friends and learning about their own and each other's feelings, remembering how they felt.

86. Throughout the school, staff work hard to ensure that pupils develop appropriate attitudes, values and personal qualities. They are skilful at eliciting responses from pupils and because of this pupils interact, listen and contribute very well. Pupils develop responsibilities and their social skills well from opportunities such as, Health Week, visits to the locality and through the good cross-curricular links. Pupils explore citizenship themes once a term and through surveys and research ranging from the importance of drinking water, washing hands, school dinners, playground equipment, and in the summer term a pupil consultation process. In this, selected pupils use their speaking, listening and research skills to consult and make decisions, which will affect all pupils. There are also many opportunities through the numerous community visits and visitors to learn about the roles of key personnel in the community. All this contributes to the varied curriculum and to promoting pupils' awareness of their rights, responsibilities and duties as citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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