

INSPECTION REPORT

GOMER INFANT SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116176

Headteacher: Mrs Debby Marshall

Lead inspector: Mrs Sheila Browning

Dates of inspection: 8th-10th May 2005

Inspection number: 266879

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:	176
School address:	Gomer Infant School Pyford Close Alverstoke Gosport Hampshire
Postcode:	PO12 2RP
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Alison Barnes
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Gomer Infant School is situated in a suburban area adjacent to Gosport. There are 176 pupils on roll, which is smaller than most infant schools. The school is popular and is often oversubscribed. The area is socio-economically mixed. Over 50 per cent of pupils come from outside the catchment area of Gosport. On entry, pupils' attainment is in line with that usually seen in pupils of this age. The percentage of pupils with special learning needs is below the national average. Most of these pupils have speech and communication difficulties or profound and multiple 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. Few pupils are drawn from minority ethnic backgrounds. There are no pupils with English as an additional language. The school achieved Investor in People status and the Edward De Bono Thinking School awards in 2003 and the Healthy Schools Award in 2004. It is also involved in the Leadership Development Strategy in primary schools.

INFORMATION ABOUT THE INSPECTION TEAM

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

Gomer is an effective school with a number of considerable strengths. Pupils reach standards that are in line with national expectations overall by the end of Year 2. In reading, writing, and science and in information and communication technology, standards are above national expectations. Teaching and learning are good and, as a result, pupils achieve well. The school is very well focussed on improving the quality of provision for all pupils. It is very inclusive and provides a good education for its pupils. Leadership by the headteacher is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in reading, writing, and science and in information and communication technology are above national expectations.
- Good teaching and learning, the emphasis on developing pupils' investigative and thinking skills and very good assessment have a very positive impact on standards.
- Leadership, management and governance are all very good.
- In Year 2, pupils' work is not always presented as well as it could be.
- The curriculum is innovative and extra-curricular and enrichment opportunities are very good; the excellent links with parents and the very good links with the local community support the provision very well.
- Pupils are well cared for and their views are valued. Pupils' spiritual, moral, social and cultural development is well catered for. As a result, pupils show good attitudes and behaviour.

Improvement since the last inspection in May 1999 has been good. All of the key issues have been fully addressed. The time allocated for subject teaching is more effective. Children achieve at least satisfactorily in reception, and monitoring of the use of assessment to inform curriculum planning and teaching in reception has been improved. Pupils' writing skills are now better than they were, although pupils in Year 2 do not always present their work as well as they should. Teachers are aware of this and are addressing it as a priority. Governors have put in place very good monitoring and evaluation procedures.

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	A	B	A
writing	A	A	D	D
mathematics	C	C	C	C

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

Pupils' achievement is good overall. National Curriculum test results in Year 2 reflect an apparent decline in 2004 but this is because an unusually high proportion of the year group had special educational needs. Current standards in reading, writing, science and information and communication technology exceed national expectations. Standards in mathematics are in line with expectations. Standards in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards at least meet expectations. Most children in the Foundation Stage are likely to reach the nationally set goals in all areas of learning, and children achieve at least satisfactorily. Higher-attaining pupils and those with special educational needs, including those with behavioural and physical needs, achieve well.

Provision for pupils' personal qualities including their spiritual, moral, social, cultural and personal development is very good. Gomer is a happy school. Pupils behave well and show

good attitudes towards their learning. The school helps pupils to want to learn and relationships throughout the school are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education is good and innovative. Teaching and learning are good and have a direct and positive impact on pupils' achievement. Teaching assistants make a significant contribution to the quality of learning. The variety of approaches to learning and use of resources ensure that pupils are interested, stimulated and are keen to learn. The teaching of literacy, numeracy and information and communication technology skills is good. The use of assessment and tracking of individual pupils' progress is very good. Pupils with special educational needs are well included and make good progress. Higher-attaining pupils achieve well because of the breadth of provision and targeted support.

The curriculum is rich and innovative with an emphasis on developing a variety of thinking skills. Cross-curricular links are good and the way the curriculum is enriched is a strength of the school. Pupils are offered very good support, advice and guidance and they are involved well in the school's work. The school has an excellent partnership with its parents and very good links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good overall. The very good leadership by the headteacher is successfully moving the school forward. The acting deputy headteacher and subject leaders have clearly defined roles and share the determination of the headteacher and governors to provide the best possible opportunities for all pupils. The research culture and openness to new initiatives and ideas in the school promotes the sharing of good practice well. The school's rigorous self-evaluation means that all staff are involved in school improvement. Strong teams have been formed throughout the school. The governing body acts as a critical friend and makes significant contributions to school development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school benefits from a strong sense of community. Parents are very supportive of the school and are actively involved with their children's education. Parents like the fact that every child is valued. Pupils are very proud of their school and say they enjoy almost everything about it.

IMPROVEMENTS NEEDED

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

- Improve the presentation of pupils' work particularly in Year 2 to further raise achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of work seen in the core subjects of English and mathematics are in line with expectations by Year 2. Standards in science and in information and communication technology (ICT) exceed expectations by Year 2. Pupils achieve especially well in aspects of problem solving and investigation. In the Foundation Stage, children achieve at least satisfactorily. In almost all subjects, most pupils make good progress and achieve well. Achievement is good overall. The presentation of work in Year 2 could be improved.

Main strengths and weaknesses

- Standards in reading are above average by Year 2 and standards in writing have risen significantly recently.
- Standards in science and in information and communication technology exceed national expectations.
- In Year 2, pupils' work is not always presented as well as it could be.
- The emphasis on developing pupils' thinking and investigative skills has a very positive impact on standards.
- Pupils with special educational needs and higher-attaining pupils achieve well because of the well-targeted support and challenge they receive.

Commentary

1. On entry to the school, children join with levels of attainment overall that are in line with those found nationally for their age. This is lower than at the time of the last inspection when prior attainment exceeded expectations. Most children are likely to reach the nationally set goals in all areas of learning. Children achieve at least satisfactorily. Standards cannot be compared with the last inspection because of changes to curriculum requirements since that time and also changes to the age range in the Foundation Stage.

Standards in national tests at the end of Year 2 – average point scores in [year]

Standards in:	School results	National results
reading	16.8 (17.2)	15.8 (15.7)
writing	14.4 (16.0)	14.6 (14.6)
mathematics	16.1 (16.2)	16.2 (16.3)

There were 60 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 were above average in reading and were average in mathematics; results in writing were below those of schools nationally in 2004. Teacher assessments for science were very high. In comparison with similar schools, results were well above average in reading, average in mathematics and below average in writing. Teacher assessments in science were very high. Reading is a current school focus and this is having a positive impact on standards achieved.
3. Results at the higher level (Level 3) were well above average in reading compared with those nationally, above average in writing and average in mathematics. Teacher assessments in science were very high. Last year's cohort had particular issues that effected the results. The results in 2004 reflected the group's low prior attainment, because over a third of the pupils had special educational needs and a number of pupils within this group had significant behavioural difficulties. These pupils had also experienced disruption from long-term teacher absence. There were no significant differences in test performance between boys and girls.

The overall trend of improvement over the last five years has been below the national trend. Variations that occur largely reflect differences in specific year groups but standards have remained generally above average over a period of years.

4. The school has very good procedures for tracking individual pupils' progress including those who need particular support. The school uses data to ascertain how much progress pupils have made in Years 1 and 2. Local education authority data over a period of time shows that good progress has been made in English and mathematics. Progress is well above the local authority average in writing and science. Those pupils with special educational needs achieve well.
5. The school set precise and challenging targets for raising achievement in 2004. Data shows that, over the previous three years, pupils have achieved well above the national average in reading and above average in writing. The writing results were lower than anticipated because of the comparatively high numbers of pupils achieving Level 1. However, the majority of pupils met the targets expected of them. Pupils made good progress in reaching the upper levels (Level 3), particularly in reading and writing. Reading and writing have recently been a whole school focus and results demonstrate the successful impact of this. Results were within the top quarter for all schools nationally in reading and for teacher assessments in science in 2004. However, fewer pupils achieved the higher level 3 in mathematics. The school is well focused on raising standards in mathematics. The very high results in science over a five-year period reflect the successful practical and investigative approach the school has had to this subject. Data shows that boys and girls who took Year 2 tests in 2004 had made progress at similar rates.
6. Standards seen in lessons and evident through the sampling of pupils' work in Years 1 to 2 are in line with expectations overall in English and mathematics. In science and in information and communication technology, standards exceed expectations. Standards in religious education are in line with those expected by the locally agreed syllabus. Sampling in other subjects indicates that standards are at least in line with national expectations. The presentation of pupils' work does not always show enough care and attention, which undermines their achievement. Achievement is good throughout the school. Performance data suggests standards have declined since the last inspection. However, it is important to note that children join with levels of attainment overall that are in line with those nationally for their age, but lower than at the time of the last inspection when levels exceeded expectations. The school also has significantly more pupils with special educational needs and pupils have experienced some long-term absence of staff.
7. Pupils with special educational needs are supported well and are included well in all activities: because of this, they achieve well. Behaviour management plans are proving effective, as are the good skills of teachers and teaching assistants and the involvement of lunchtime assistants: all these factors enable pupils to achieve well.
8. Higher-attaining and gifted and talented pupils achieve well because of the good breadth of provision and targeted support. Opportunities provided through the 'plan, do and review' sessions and 'challenge time' promote thinking and problem solving skills. Such opportunities encourage pupils to develop their skills, talents and abilities in a range of different areas. The different learning styles teachers use also challenge them well.

Pupils' attitudes, values and other personal qualities

Pupils behave well and show good attitudes towards their learning. Attendance is good and punctuality in the mornings is very good. The school promotes in pupils a desire to learn and relationships are very good. It provides very well for their personal development, including spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Attendance is good.
- Pupils behave very well at lunch and in assembly and well in lessons.
- The school helps pupils want to learn and have good attitudes.
- Relationships throughout the school are very good.
- Pupils' personal development is prioritised very effectively and they gain in confidence.

Commentary

9. Their parents confirm that pupils really enjoy school and the things they learn. They arrive in good time in the mornings, ready and excited about what will happen in class that day. Pupils want to learn because they are actively involved, making them keen and interested, able to talk about their work and to behave well in lessons. In most lessons, they pay good attention to their teacher, concentrate well, and co-operate with each other. The few pupils who find this difficult are well supported. Pupils get on with their work quietly most of the time, but occasionally the working noise level rises somewhat, and can distract others.
10. There is a strong emphasis throughout the day on all the strands of pupils' personal development and this is building good foundations for their future. The school provides very well for pupils socially. They learn to make choices, to order their lunch, to plan and to evaluate their classroom activities. Pupils learn to make positive statements to the 'child of the day'. 'Turtle time' helps them to deal with their emotions and to find solutions to problems. Pupils play together very well at break times because there is plenty for them to do. There have been no exclusions and minor incidents of anti-social behaviour are dealt with well.
11. Relationships are very good throughout the school. Support staff have strong and effective roles, reinforcing and contributing to aspects of school life. The lunchtime supervisors make an unusually strong contribution. They help pupils to play, and have freedom to promote social and moral awareness through their mascot Clarence. They join in assembly and devise their own reward schemes. Pupils are clear about right and wrong, and value being able to reward their peers by nominating them to attend the headteacher's weekly tea party. Pupils helped formulate the school rules and find them relevant: one boy said, "we've got really good school rules". Assemblies make a valuable contribution to pupils' very good understanding of moral issues because themes are closely linked with the school rules. Everyone in school pays attention and teachers use stories that pupils can understand and apply to their own lives, and provide time to think about them. A candle is used effectively as a focus for this time.
12. The school makes very good provision for pupils spiritually. They are encouraged through 'thinking skills' to develop self-esteem and self-awareness. Their successes are celebrated. In a religious education lesson, the pupils listened open-mouthed as the teacher recounted the Bible story of Noah and linked the story well to trust and keeping promises. She asked them good questions ("Who would you trust to keep promises?" "How do you show that you are trustworthy?") which related meaningfully to their lives. They also learn about other faiths, and to respect differences.
13. The school provides good experiences for pupils' cultural awareness through its curriculum and making good use of local expertise such as visitors with experience of other countries.
14. Attendance is above the national median, and there is very little unauthorised absence. The attendance fluctuates from year to year, but is higher than at the time of the previous inspection as a result of parents' support in reducing the number of absences through holidays taken in term-time. The very good morning punctuality means that every pupil can join in and activities can begin promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8%	School data	0.0%
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
Mixed – any other mixed background
Asian or Asian British - Indian
Total

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	0	0
3	0	0
1	0	0
176	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Assessment is very good. Provision in the Foundation Stage and in Years 1 and 2 is good overall. Teaching and learning are good. The school provides a rich innovative curriculum with an emphasis on developing a variety of thinking skills. The way the curriculum is enriched is a strength of the school. Provision for pupils with special educational needs and higher-attaining pupils is very good. Pupils are offered very good care, support, advice and guidance.

Teaching and learning

Teaching and learning are good. Pupils are challenged and are suitably supported. Teaching assistants make a significant impact on the quality of learning. Pupils are interested, keen to learn and work very well together.

Main strengths and weaknesses

- The variety of approaches to lessons ensures that pupils are interested and stimulated and this has a positive impact on learning.
- Opportunities for children to explore and be curious in the Foundation Stage are good.
- Assessments by teachers their assistants and pupils are very good.
- Resources are used very well.
- Very good relationships enhance learning.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	4 (11%)	21 (60%)	10 (29%)	-	-	-

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.

15. The quality of teaching is good throughout the school and has a direct and positive impact on learning. Pupils achieve well and acquire new skills, knowledge and understanding as well as consolidating their previous learning. Weaknesses identified in the last inspection, the pace of learning, and insufficient focus on meeting the needs of pupils have been fully addressed. Judgements about teaching are broadly similar to those made at the last inspection.
16. The main strengths in teaching are: the effectiveness of teachers' planning; the effective use of resources; an insistence on high standards of behaviour, promotion of equality of opportunity and use of homework to reinforce learning. The use and contribution of teaching assistants and other support to learning is excellent. A relative weakness is slippage of time at the start of and during a few lessons.
17. In the Foundation Stage, teaching and learning are good overall, and especially in personal, social and emotional development, a strength of provision. Teaching assistants ably support the Foundation Stage and staff are kindly and sympathetic and set clear guidelines for routines and behaviour.
18. Literacy, numeracy and information and communication technology skills are taught effectively. Teachers successfully link learning across the curriculum. Homework is used very well to consolidate and extend learning. Parents are seen as key partners with the school in helping pupils learn through homework. At the parents' meeting, parents spoke highly about the information and communication technology homework project in Year 1 and also about the interesting range of homework in other subjects.
19. Teachers' plans and lessons meet the needs of all pupils because they are designed to meet the needs of all. Teaching assistants make a very effective contribution and ensure that all pupils with special educational needs and those with behavioural plans take part and learn. Teachers challenge higher-attaining pupils well. The range of different learning styles that teachers use provides good focussed and targeted support. The breadth of opportunities provided through the 'plan, do and review' sessions and 'challenge time' encourages pupils to develop their skills, talents and abilities in a range of different areas.
20. 'Thinking Hats' work has had a significant impact on the development of pupils' thinking skills, for example, the regular involvement of pupils in decision making exercises and gathering of their views and ideas. The use of interactive white boards further supports different learning preferences. Pupils are on task, well motivated and often engrossed in their learning.
21. The whole school assessment and tracking of individual pupils is systematic and very good. The assessments are used to inform lesson planning and the information gained from assessment is used well to set challenging targets for pupils. This is having a positive impact on learning. Discussion with pupils confirmed that they are engaged in the process and understand what their targets are and what they need to do to improve their work, for example, in English and mathematics. In the Foundation Stage, very good day-to-day assessment procedures now better inform planning for the next steps in children's learning, an improvement since the last inspection. Analysis of assessment data by the leadership team is rigorous and outcomes have an impact on year group and whole school planning. Marking of pupils' work is very good: it is thorough with constructive comments and celebrates pupils' achievement. Presentation of work in Year 2 is sometimes untidy and occasionally goes

unchecked. Teachers are addressing this as a whole school priority and in the most recently completed work improvement is noticeable.

The curriculum

The curriculum for pupils in the Foundation Stage and in Years 1 and 2 is very good. The curriculum is broad, balanced and meaningful. The way the curriculum is enriched is a strength of the school. The quality of the accommodation and resources are good overall. The school has an appropriate number of qualified teachers to deliver the curriculum. Levels of trained support staff are good.

Main strengths and weaknesses

- Opportunities for enrichment mean that the curriculum is innovative and practical.
- Links between subjects are good.
- Homework arrangements are very good.
- The curriculum is kept under regular review.

Commentary

22. The curriculum properly includes all subjects of the National Curriculum, religious education and collective worship. Provision for personal, social and health education and citizenship is very good. Statutory requirements are fully met. The school provides a very good, rich and innovative curriculum with an emphasis on developing a variety of thinking skills. For example, children in reception were asked to, "Put on green thinking hats, the one for your 'own ideas'", to help find ways of moving to music like different bugs. Regular 'plan, do review' sessions encourage pupils to organise independent learning and be accountable through making decisions, carrying out tasks and reporting back. The high profile the school gives to learning through talk is having a positive impact on achievement. In science, for example, pupils in Year 1 have the confidence to predict outcomes of experiments and to explain results. They are encouraged to 'say what they see' and their responses are unfailingly valued. In addition, teachers give pupils useful strategies, such as using an imaginary turtle for dealing with anger, so that even the youngest know what to do when they are beginning to feel overwhelmed.
23. Teachers have a secure understanding of the active way that young children learn and, as a result, provide a practical curriculum in Years 1 and 2 as well as in the Foundation Stage. In mathematics and science, for example, pupils regularly carry out investigations and experiments to promote or reinforce learning. So pupils in Year 1 find out about the forces of pushing and pulling through making, testing and improving rolling monsters, and pupils in Year 2 learn about the properties of three-dimensional shapes through handling and sorting.
24. The school continues to focus on how the curriculum can be further enriched and its accreditation as a 'Thinking School' reflects the strong classroom focus the school maintains to ensure good quality provision. It works hard to enrich the curriculum with a wide and varied programme of events, visits and visitors. Visitors from other countries, for example, especially those not represented in school such as Africa, China and India, enhance pupils' cultural understanding of life in other places. Theme weeks, such as history and science weeks, enhance and enliven work in class. Teachers successfully encourage pupils to continue learning from school at home, through well-organised homework arrangements. The wide range of after-school activities, including sport, which pupils are keen to join represents an improvement since the last inspection.
25. Curriculum planning and flexible organisation ensure that appropriate time is allocated to each subject across the school year. The school's success in promoting aspects of the curriculum such as thinking skills and health is recognised by external awards such as a Healthy Schools Award and a national Achievement Award. The school's keen participation in external curriculum projects and research impacts effectively on work in class. The rigorous

programme of pupils' self-evaluation and review, for example, ensures that pertinent links between subjects are in place to extend and reinforce pupils' understanding. In reception, for instance, children learn about bugs in a variety of ways, through scientific observation, counting, dance and stories, songs and rhymes. Teachers make good use of pupils' speaking skills, and also their numeracy and information communication and technology skills, to promote learning in other subjects. Writing, however, does not always have a high enough profile, for example, in religious education, although plans are in hand to identify opportunities for pupils to practise this skill across the curriculum. Teachers' technological competence ensures that lesson and other plans are accessible, to aid evaluation and further development.

26. The curriculum is inclusive, ensuring equality of opportunity. Gifted and talented pupils are identified and their particular strengths and needs are responded to across the breadth of the curriculum. The curriculum encourages pupils to work together and thus learn from each other. Special educational needs provision is very good; as a result pupils with special educational needs are very well included and make good progress.
27. The accommodation is used well and is satisfactory. The school is clean and well maintained to a high standard. The spacious school grounds have been well developed. The outdoor classroom is attractive and the grounds are used to full effect. The school has undertaken considerable building work to improve the quality of accommodation. The new library has been very well developed and resources are good: it is an asset to the school. However, class bases are rather small and noise from activities in shared areas sometimes intrudes on quieter lessons in class. No part of the outdoor area is covered to enable reception to play outside in inclement weather. There are sufficient and well-qualified teaching staff and support staff are highly trained and committed. Teaching assistants and lunchtime staff have an unusually positive impact on the quality of provision. Resources are very good. The judgements of the last inspection are sustained.

Care, guidance and support

The school makes very good provision for pupils' care, welfare, health and safety. They are offered very good support, advice and guidance and their achievements are very well monitored. Pupils are involved well and appropriately for their age in the school's work.

Main strengths and weaknesses

- Pupils' welfare is a priority.
- Induction is very good.
- Lunchtime is very well used as part of the school day.
- The lunchtime supervisors' role is very well developed.

Commentary

28. The school has maintained its strengths in this area. Pupils and their welfare are prioritised. The school is a happy working environment and relationships throughout the school are very good. Pupils say they enjoy school and feel safe, and confirm that there is an adult they can turn to in time of need. There are very good arrangements for their care and welfare, involving the whole staff. The caretaker, assistant and cleaner work effectively to keep the school in a clean, tidy and safe condition. Health and safety matters are properly considered, with risk assessments undertaken and governor oversight. First aid and medical matters are dealt with efficiently, and child protection arrangements comply with those agreed locally. Helpful nurture groups are run for those that might be vulnerable.
29. Teachers know their pupils very well, and keep them fully informed about their progress. Pupils' personal development is integral to the school day, and many threads contribute to developing the whole child. Teachers have a very good range of strategies and resources to

enable them to deal with issues that may arise. Parents confirm their satisfaction with the very good induction programme when their children start school.

30. The school cares for all pupils with special educational needs very well. Individual education plans are detailed and help teachers to meet pupils' needs. Very good methods are in place to help pupils deal with their emotions and excellent teaching assistants make sure that pupils stay on task, contribute to lessons and work hard. The needs of physically disabled pupils are met very well.
31. Lunchtimes are seen as an important part of the school day, and pupils' experiences at this time make valuable contributions to their personal development. The school's spirit of teamwork extends to the midday supervisors, whose role is a model for other schools. They organise games, constructive play and exercise activities and continue to promote high standards of behaviour. The Healthy Schools initiative does not yet extend to midday meals.
32. There is no formal school council but groups of pupils are occasionally drawn together for specific tasks. All are surveyed each year and the school takes their views into account. These arrangements are suitable for pupils of this age.

Partnership with parents, other schools and the community

The school has an excellent partnership with its parents. It has very good links with its community and good links with other schools and early years providers.

Main strengths and weaknesses

- Parents are actively involved in school and with their children's education.
- Very good information is provided for parents.
- The school is outward looking.

Commentary

33. This area of the school's work, already very good at the time of the previous inspection, has improved still further. The school benefits from a strong sense of community. A real strength is the way in which the school explains and involves parents in everything it does. Parents like the fact that every child is valued, that the school sticks to its high expectations and gets children to cope with things beyond themselves. Parents are confident about innovations, knowledgeable about the school's work, and value the fact that they understand why the school is doing things. They can talk about circle time and turtle time, and know why their child may be part of a nurture group.
34. Parents get very involved with work at home, and the reading records give very good advice and are often thick with comments. They speak highly of the way the Year 1 information and communication technology project was organised and the clear way information was fed back to them afterwards. The school provides very high quality information. The reporting system is very well thought out. Pupils' annual reports give comprehensive information, make clear how pupils are getting on compared with national expectations and the next steps needed to improve. Interim reports keep parents very well informed, as do newsletters, guidance leaflets and curriculum information. A high proportion of parents attend consultation and briefing sessions.
35. Parents of pupils with special educational needs are fully informed as to their child's progress and are encouraged to give good support.
36. The school listens to and responds to parents' suggestions, and consults them regularly. Parents respond by getting involved in school and with projects such as the recent addition of a woodland walk, which also used Royal Navy personnel.

37. The school is well respected within its community. It attends significant local events and visitors from the community make a valuable contribution both to the curriculum and to pupils' personal development. Parents appreciate the way the school encourages walking by teaching pedestrian skills. Their children have told them about visitors into school: the Sikh musician, the wheelchair user, the orchestral musicians, children from Chernobyl and senior school reading partners.
38. The school works closely with its feeder junior and secondary schools and its staff are committed to undertaking research projects. Pupils are well prepared for transfer to the junior school on the same site.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are all very good overall. The headteacher has an extremely good understanding of the school's strengths and areas for future improvement.

Main strengths and weaknesses

- The very good leadership by the headteacher is enabling the school to move forward successfully.
- Leadership and management by other key staff are very good.
- The school improvement plan is a very good working document, which effectively focuses the work of governors and managers on improving the quality of education.
- Self-evaluation is well established in the school.
- Governors support the headteacher and staff very well in extending the range of projects and initiatives, which are beneficial to pupils' learning.

Commentary

39. The governing body offers a wide range of experience and expertise to the school. Governors are linked to both subject and area leaders and work closely with them to monitor the curriculum. Governors undertake a self-evaluation that informs their development and they make significant contributions to leadership and strategic planning in the school. The governors support the headteacher and staff very well in extending the range of projects and initiatives, which are beneficial to pupils' learning. The governors fulfil their statutory responsibilities. Procedures for strategic planning, monitoring the quality of education and financial management and control are all very good.
40. The very good leadership by the headteacher is enabling the school to successfully achieve the shared vision of meeting the needs of all pupils very well. She has a very clear focus on raising standards, teaching and learning through high quality provision. The most successful teaching and learning strategies, initiatives including thinking skills, 'plan, do and review' and 'challenge' sessions are promoting inclusion throughout the school. Leadership is reflective, evaluative and supportive. The headteacher is keen to seek initiatives that will improve the quality of education. The school is part of the Leadership development strategy – leading on sustained development across the county. The headteacher also leads on and shares her professional expertise with other local schools. Professional development is seen as a priority and the headteacher has been successful in securing several research-funded projects. She is well supported by other staff. The acting deputy headteacher has made significant contributions to the improvements in the school. The quality of leadership and management by key personnel is very good. The team leader role is well developed and this has strengthened the collegiate approach to all school matters.
41. A carefully constructed school improvement plan is giving staff at all levels of responsibility the opportunity to improve their management skills and further raise standards. Performance data and other information are used well to provide a clear and accurate overview of the school's

current development. The progress under the headteacher's leadership, and the school's image within the local community, are very positive and the school is oversubscribed. Pupils and parents are very proud of their school.

42. The school's systems for addressing improvement, devolving responsibility and ensuring good communications are very good. Current priorities are: development in mathematics, curriculum balance, assessment and the learning environment. Policies and procedures are implemented consistently. Performance management systems are effective and supportive for all staff.
43. The administrative officer and staff are very efficient and use management information systems effectively. Financial implications and control are well thought out and are very good. Governors apply the key principles of best value effectively.
44. Leadership by the special educational needs co-ordinator is very good. She is well organised and successfully identifies special needs early. The school is strongly committed to helping these pupils and allocates extra funds to make sure that their needs are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£528,163.54	Balance from previous year	£42,412.41
Total expenditure	£527,862.08	Balance carried forward to the next	£42,713.87
Expenditure per pupil	£2,614		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good overall**.

Main strengths and weaknesses

- Provision for personal development is good.
- Opportunities for children to explore and be curious especially about the natural world are good.
- 'Plan, do and review' lessons provide good learning opportunities.
- Not enough structured play is provided overall inside and outdoors.
- The practical approach to mathematical development is good.
- Cross-curricular links are good.
- Contributions by support staff are valuable.

Commentary

45. Three teachers, two of whom job share, teach reception children in two parallel classes. Only two of the teachers, excluding the co-ordinator, were observed during the inspection. Teaching assistants ably support both classes. Attainment on entry to the school is in line with what is to be found nationally, lower than at the time of the last inspection when it exceeded expectations. Most children are likely to reach the nationally set goals in all areas of learning. Children achieve at least satisfactorily. They achieve well in **personal, social and emotional development** and also in knowledge of sounds and letters, in counting, and in scientific aspects because of the high profile that teachers give to these areas. Standards cannot be compared with the last inspection because of changes to curriculum requirements since that time and also changes to the age range in the Foundation Stage.
46. Teaching is good overall, especially in personal, social and emotional development, a strength of the provision. Staff are kindly and sympathetic and set clear guidelines for routines and behaviour. As a result, children achieve well in this area of learning. They are well settled, confident and secure, particularly notable during 'plan, do, review' sessions. They almost always behave well and enjoy playing and working together. Staff take all children fully into account, including those with particular needs. They foster respect for other cultures effectively, as when acting out a Sikh Langur meal, encouraging children to taste different foods and to share.
47. In **knowledge and understanding of the world**, staff provide good opportunities for children to explore and be curious, especially about the natural world. So children look carefully and with a good degree of interest at tadpoles, caterpillars, and woodlice. They talk with confidence about what they see, about worm trails, for example, or caterpillars beginning to change into 'racoons'. Children achieve well in scientific aspects. Through good provision for information and communication technology, children readily use computers and interactive whiteboards.
48. Effective daily 'plan, do, review' lessons successfully encourage children to select from a wide range of interesting relevant and practical activities, both adult-led and those that the children can choose for themselves. Children freely use all areas of both classrooms and the outside during this time. During the inspection, however, there was insufficient time overall for children to engage in such activities. Indoor and outside activities are especially applicable to those who are still four or just five. Children were not able to make best use of the good range of opportunities that teachers provide, including imaginative and role-play, or to be energetic. On occasion, when involved in too many adult-led focussed indoor activities, children became restless and noisy, and attention waned. Independent and outdoor learning does not always have a high enough profile.

49. Teachers' practical and sometimes imaginative approach to **mathematical development** fosters secure understanding. For example, children count how many wooden snails are in a garden or pond when beginning to put numbers together and calculate. They record their findings in a variety of ways including pictorially, and those with the potential to attain highly record numerically. Teachers draw out the mathematical potential of books, such as 'The Very Hungry Caterpillar', effectively, and use songs and rhymes appropriately to reinforce knowledge of numbers. Support staff invent imaginative stories to foster understanding of simple addition. The high profile that staff give to counting in particular is effective and many children are already achieving the set goal in this aspect. Achievement in counting is good.
50. In **communication language and literacy**, teachers emphasise sounds and letters well each day and encourage children to build up new words in their writing. Sometimes they use imaginative strategies such as Freddie the Frog puppet to motivate children when building up new words. Consequently, children achieve well in this aspect. They approach new words with a good degree of confidence as they begin to read and write simple texts. Teachers encourage independent writing by scribing children's ideas. Work is appropriately matched to children's abilities, signifying an improvement since the last inspection. Now, there are sufficient daily focused writing opportunities but time for children to choose to write in a variety of situations, such as in the explorers' corners, remains limited. Teachers foster children's speaking skills effectively, as when encouraging them to "Say what you see". Their probing questions prompt children to think and talk about what they are doing. On occasion, however, staff do not join children enough in their role-play to stimulate ideas and foster conversation.
51. Teachers link learning effectively across the curriculum, when the two classes worked together on a series of related practical activities, about insects, for example. Children moved in 'bug-like' ways in response to carefully selected music. They made clay models of insects, and checked in books with adult support to make sure the number of legs was right. They observed woodlice keenly to find out if they prefer dry or wet compost. Learning about a wide variety of insects is permeating all areas of children's learning at present, including **physical** and **creative** aspects.
52. A further strength of the provision is the valuable contribution made by trained and fully informed support staff, as at the time of the last inspection. They enter into all aspects of teaching and learning, including making constructive observational assessments of individual children's achievements. The school's day-to-day assessment procedures now better inform planning for children's next learning steps, an improvement since the last inspection.
53. The leadership and management of the Foundation Stage are good overall, despite the co-ordinator being part-time. As part of the routinely self-evaluating climate in the school, she works hard to improve provision for children in the Foundation Stage. Development points are identified, including changes to baseline and assessment procedures. The school is currently developing the outside areas to include opening up the courtyard as a quiet area and providing more challenging climbing equipment in the current garden.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards in reading are very good and standards of writing have risen significantly recently.
- The quality of teaching is good.
- Assessments by teachers, their assistants and pupils are very good - thus the needs of all pupils are met well.
- Due to the very good leadership of the subject leader, the curriculum has been adapted creatively to improve pupils' writing skills.
- The library has good resources and is used well.
- Parents give very good support to their children.
- In Year 2, much of pupils' work is untidy and sometimes unfinished.

Commentary

54. In 2004, test results in Year 2 were above the national average in reading and below average in writing. The proportion of pupils scoring the higher Level 3 was well above average for reading and above average for writing. However, during that year there was an unusually high proportion of pupils with special educational needs. Inspection evidence shows that standards in reading are well above average and in writing they are above average with a good proportion of pupils working at Level 3. There has been good improvement since last year, particularly in writing. Since the last inspection, the above-average standards in English have been maintained. Overall, pupils' achievement is good.
55. Pupils' speaking and listening skills are above average as they are given many opportunities to develop their thoughts and ideas. They plan their work and review what they have done with their teacher, teaching assistants and classmates. They use a wide vocabulary, have much to say and structure their ideas well. Pupils are challenged to explain what they mean and, due to good relationships, they are confident and keen to speak to the whole class. This is also the case for pupils with special educational needs
56. Reading skills are well above average in Year 2. Throughout the school, pupils use many strategies to decipher new words. They are particularly good at using 'sounds in words' or phonics to tackle new or difficult words. Most pupils read with expression, retell stories with good detail and find and use non-fiction books. Pupils are encouraged to read by regular visits to the well-stocked, attractive library and by the very good support given by parents. Parents are kept well informed and given good suggestions as to how they can help their children.
57. Standards in writing are above average as pupils, particularly the more able, are developing a good style to meet the needs of different audiences. Ideas developed during speaking and listening challenges enrich the quality of writing. Samples of written assessment pieces show a good structure, interesting content and good punctuation. To reach this stage, pupils correct, redraft and improve their work.
58. Teaching is good and sometimes very good. Teaching assistants work very effectively to make sure that all pupils are included. Teaching is best when activities are provided which excite and challenge pupils' interest, for example when giant footprints lead pupils to find new words and ideas. Also, most lessons have a good variety of tasks matched to pupils' needs, which keep pupils interested and motivated to learn. Teachers and their assistants also use drama effectively to make the subject enjoyable. Marking of pupils' work across the school is very good. It celebrates pupils' efforts and gives good suggestions for improvement.

59. The leadership and management of English are very good. The leader provides a very good role model for teaching. Her skills are also recognised by the local education authority as a lead professional and she supports other schools. She has introduced effective and efficient methods of assessment, which help all teachers to judge what to teach next. There is very good teamwork and the whole school aims to improve. Due to the leader's initiatives and study, good ways are provided to do this, such as 'Plan, do and review time' where pupils develop their own ideas.

Language and literacy across the curriculum

60. Provision across the curriculum is good. The school is successfully seeking to improve the promotion of literacy across the curriculum, and so a new curriculum plan is being developed. The aim is to make the curriculum even more interesting and relevant to young children's needs. The co-ordinator is well aware of the need to improve the quality of presentation across the curriculum and has plans in hand to address this.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The emphasis on developing pupils' thinking skills has a very positive impact on learning.
- Very good relationships enhance learning in mathematics.
- Pupils' behaviour, attitudes and interest in mathematics are very good.
- Pupils' written work is not always presented as well as it could be.

Commentary

61. In 2004, test results in Year 2 were in line with the national average. Standards seen during the inspection are average. This represents an apparent decline since the last inspection report. However, during this period, a significant number of pupils in some year groups have entered the school with below-average attainment in numeracy; in other year groups there has been a higher proportion of pupils with special educational needs. This has meant a reduction of the number of pupils attaining the higher Level 3. The school has analysed test data carefully to identify reasons for lower results and taken appropriate action to improve them. Mathematics has been a major focus for development and there are indications that standards are beginning to rise. Overall, pupils achieve well during their time in school. Pupils with special educational needs have individual education plans for mathematics and are very well supported by teachers and classroom assistants. As a result, they make good progress in line with their prior attainment. Teachers make sure that all pupils are fully included in lessons and there is no significant difference between the attainment of boys and girls.
62. The quality of teaching is good overall. This is a direct result of the current focus on different approaches to teaching, investigative work and problem solving. Teachers have a good understanding of mathematics and a high level of awareness of the importance of oral mathematics and the development of thinking skills. As a result, this aspect of mathematics is strong throughout the school and pupils are developing good reasoning skills. This makes a good contribution to pupils' progress in mathematics and pupils achieve well. Teachers establish very good relationships within their classes. They work very closely with teaching assistants and their example of teamwork has a very positive impact on the working atmosphere in lessons. Pupils are interested, keen to learn and work very well together, showing an enjoyment of solving mathematical problems. Work in all areas of mathematics is planned well. Teachers make sure that the work is relevant and suitably challenging for pupils of all ability groups in their class. The variety of approaches to lessons ensures that pupils are interested and stimulated. As a result, they work hard and make sound, and sometimes good, progress. Unfortunately, the high standard of oral and practical work is not always reflected in

the written work in pupils' books. These can sometimes be untidy and this obscures the reasoning behind the work. The mathematics leader is aware that presentation is not as good as it might be and is addressing the problem. Information and communication technology is used well to support work in mathematics, with both teachers and pupils making good use of the computers and interactive whiteboards as a routine part of lessons.

63. There are good systems to record and assess pupils' progress in mathematics. These are used well to track pupils' progress and to identify quickly any problems that arise. Higher-attaining pupils are also identified and given appropriate work to challenge them. Teachers mark work very well and use questions well to help pupils understand errors and extend their thinking. Mathematics is moving in a positive direction and this is a result of the whole school focus for mathematics and the very good direction, leadership and management by the subject leader. The subject leader is knowledgeable and enthusiastic with high aspirations for the standards of mathematics in the school. She provides very good support and leadership for other staff and is very well supported by the headteacher. Resources for mathematics are varied and interesting and provide good stimulus for pupils. Improvement since the last inspection has been satisfactory.

Mathematics and numeracy across the curriculum

64. Mathematics is used well across the curriculum, for example, estimating and measuring in science and in design and technology. Pupils complete and interpret tally charts in science and good links are made with literacy when they use the pet sale in a story to learn about coins, shop and give change. Pupils use computers routinely and competently to support work during lessons. Pupils confidently explain their work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average across the school.
- A strong practical and investigative approach is taken.
- Tasks are challenging.
- Speaking and information and communication technology skills are used well.

Commentary

65. Standards in science in Year 2 exceed national expectations, reflecting the results in national tests in 2004 and also the findings of the last inspection. Pupils achieve well, especially in scientific enquiry because of the school's practical and investigative approach. Pupils confirm that they regularly carry out scientific experiments. Pupils in Year 2 test different magnets to find which attracts most balls or paperclips, reinforcing their learning on the computer. They understand that sound can be made in different ways such as plucking, scraping or banging. Through careful listening, they identify different types of sound, mostly accurately, and record their findings competently on tally charts. They interpret the results overall. As at the time of the last inspection, pupils' confident speaking skills across the school make a significant contribution to scientific understanding, through discussion, explanation and prediction, for example. Pupils develop their writing skills appropriately, as when recording experiments, but work is sometimes untidy or unfinished.
66. The quality of teaching and learning in science is good. Teachers provide interesting, imaginative and challenging tasks that motivate pupils well. A Year 1 teacher's lively demonstration of fair testing, including her effective use of deliberate mistakes, engaged pupils' thinking well, enabling them to offer reasonable predictions and make accurate observations. As a result they gained a secure basic understanding of fair testing, reinforced

later through their own experiments. Teachers encourage pupils' thinking skills effectively in regular 'challenge' times by providing exciting practical and investigative opportunities, such as using prior learning to make complicated electrical circuits in Year 2. They link work from other subjects well to encourage pupils to make connections, as when learning about sound through making musical instruments. They make good use of information and communication technology. New interactive whiteboards, for instance, enabled pupils in Year 1 to better understand a chart about dissolving. Other constructive links between subjects include mathematics and design technology.

67. Planning is good, an improvement on the last inspection when lesson plans were over-complex. Teaching points are clear with questions sometimes identified for pupils with differing abilities. Teachers emphasise correct terminology such as 'predict' and 'fair testing'. Teamwork is good. Support staff make a valuable contribution to teaching and learning.
68. The leadership and management of science are good overall. The temporary co-ordinator is currently overseeing the subject appropriately for two terms pending a new appointment. Effective assessment and monitoring systems are in place and action points have been identified as part of the school's strategic planning. The positive status of science reported at the last inspection has been maintained well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership is very good.
- Good resources are used well.
- Pupils enjoy this subject as they are challenged and parents give very good support.

Commentary

69. Standards are above national expectations. The high standards noted during the last inspection have been maintained due to the knowledge and enthusiasm of the subject leader.
70. Pupils in Year 1 quickly learn to import pictures into word documents and are delighted at their success. By the time that they leave the school, they have above-average skills in many areas of the subject. They control a robot to move in different directions and to play a tune. They create pictures and different graphs to enhance their work in mathematics and art and design. They also use the Internet to research historical subjects such as Florence Nightingale. Pupils use a mouse competently and save and retrieve their work. Most use word processing skills effectively, including different fonts and colours. Pupils with special educational needs are included well and use their skills to demonstrate to the whole class.
71. Very few lessons were observed during the inspection but in those seen the quality of teaching was good and in one lesson very good. Teachers have good expertise and are keen to take pupils forward rapidly. They are flexible and build on what their pupils are able to do to quickly take them forward. For instance, pupils learnt to reduce the size of their pictures and to import them without support.
72. Leadership of this subject is very good. Her skills are also recognised by the local education authority and she leads on professional development and leadership issues. Due to the leader's very good work and research, parents now play a very important role in developing their children's skills in this subject. The majority of Year 1 parents helped their children learn through a homework project. Now the project is being extended to Year 2 so that the whole school will benefit. This leader has also ensured that pupils as well as adults use the good new resource of 'interactive whiteboards' very well. These give pupils the opportunity to 'shine'

and show what they can do to the whole class. As a result, pupils learn from each other. Achievement is good and sometimes very good. Regular practical assessments show what pupils need to learn next.

Information and communication technology across the curriculum

73. Work in information and communication technology increases pupils' interest and enthusiasm for other subjects. Good links have been established and are being increased. Information and communication technology is used to research historical topics and to produce graphs in mathematics, and word processing is used effectively to improve presentation of English work.

HUMANITIES

Due to timetabling arrangements, it was not possible to observe any lessons in geography or history. It is not possible, therefore, to make overall judgements about provision in these subjects. Judgements for geography and history are based on work sampling, and other evidence available. Judgements in religious education are based on the observation of two lessons the scrutiny of pupils' work and of teachers' planning.

Geography

74. There was insufficient evidence during the inspection to form a secure judgement about standards, pupils' achievements or the quality of teaching and learning in geography. Limited evidence from talking to pupils and teachers and from planning shows that statutory requirements are met. School documents show that good use is made of the local area to develop pupils' skills, knowledge and understanding in geography. Boys and girls remember what they have done, for example, a visit to the local shops, and they show an interest in and enjoy their work.

History

75. There was insufficient evidence during the inspection to make a secure judgement about standards, pupils' achievements or the quality of teaching and learning. Evidence from planning and pupils' work indicates that statutory requirements are met and that standards are likely to be at least in line with expectations. Good use is made of artefacts, local museums and celebrations of local historical events. These make history meaningful and interesting for the pupils and, as a result, they recall their work and can discuss it well. Good use is made of information and communication technology in history to research topics on the Internet and word processing is used to write about characters such as Florence Nightingale.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Story telling is lively.
- Reverence and respect are encouraged.
- Written work in Year 2 is insufficient.

Commentary

76. From the two lessons observed, both in Year 1, from looking at limited samples of work, planning and other documents, and from talking to pupils in Year 2, indications are that standards are in line with the expectations of the Local Agreed Syllabus. This is lower than at the time of the last inspection when standards were above expectations. Pupils in Years 1 and

2 know about aspects of Old Testament stories such as The Creation and Moses. They are building up knowledge about aspects of Judaism and Year 1 pupils know about the Torah.

77. Teaching and learning are good overall and as a result pupils achieve well particularly in Year 1. A strength of the teaching is when stories are particularly well told. For example, Year 1 pupils became totally absorbed during a lively exposition of the story of Noah. They were especially intrigued by the teacher's use of charming resources - Noah, complete with animals and Ark. Teachers foster a reverent and respectful atmosphere well and challenge pupils to relate learning to their own lives, for example keeping promises. As at the time of the last inspection, teachers use a range of practical ways to encourage pupils' understanding and experience of different religions, including discussion, drama, art and design and music. Visits such as to the local church and visitors from other religions further enhance religious understanding. However, in Year 2 in particular, teachers do not make good enough use of pupils' developing writing skills.
78. Leadership and management of religious education are good. The competent and well-qualified co-ordinator is working hard to manage curriculum change, from Judaism to Sikhism, drawing up new plans and assessment procedures in a measured way. Monitoring is informal including through discussion and looking at work samples on display.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled. No lessons were observed in art and design, four were observed in design and technology, one in music, and two lessons in physical education. Other lessons were sampled and assemblies provide further evidence. Display and the scrutiny of work and planning support the judgements that follow.

Art and design

79. There was insufficient evidence during the inspection to make a secure judgement about standards or pupils' achievements. No art and design lessons were timetabled during the inspection. During the 'plan, do and review', and 'challenge time' sessions, it was possible to sample some art and design activities. The quality of teaching and learning was good and the standards achieved were at least in line with expectations. All pupils achieved well including those with special educational needs. Evidence from pupils' work and planning shows that statutory requirements are fully met. Opportunities to link with a variety of other subject areas are utilised well. For example, Year 1 pupils draw pastel monsters to support English work for 'Where the wild things are'. In science, they make small monster models to test pushing and pulling forces, and they make links to the natural environment when creating natural form compositions. In information and communication technology, pupils confidently use the interactive white boards and computers to draw monsters. In history, Year 2 pupils use observational skills and digital photographs to record a visit to a local church, and make musical instruments. Work on display demonstrates opportunities to experiment with different media through mark making. Year 2 pupils look at photographs and use their imagination to extend their own visual compositions. They use an information and communication technology program to produce 'splish' visuals. There is a very good range of resources. Each classroom has an area for practical activities and the opportunity to use the shared areas outside of the classroom.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- The pupils are enthusiastic, interested and enjoy their work.
- Very good teamwork enhances good teaching.

- Where written work occurs, the presentation is not always as good as it might be.

Commentary

80. Standards are in line with national expectations. Pupils with special educational needs make sound progress and there is no significant difference between the attainment of boys and girls. They plan and make puppets with hinged parts very purposefully. They follow their designs carefully to make sure that pivots are in the right places. Older pupils evaluate some well-made musical instruments against the criteria they have been set and take their work very seriously whilst displaying great enjoyment in what they are doing. However, a scrutiny of pupils' work shows very little evidence of any formally recorded designs or evaluations of work, and where it does occur, the standard of presentation is not as good as it should be.
81. The quality of teaching and learning are satisfactory. Teachers and learning support assistants create a good learning environment by demonstrating very good teamwork and injecting a sense of fun into their lessons. As a result, relationships are very good and the subject makes a good contribution to pupils' social development as they work together, sharing ideas and resources very well. Teaching encourages independent learning. The school is aware that more attention should be paid to the presentation of work in order to further raise standards and is addressing this. Pupils have a very good attitude towards their work.
82. The curriculum planning is thorough and ensures that all the statutory requirements are met. Activities are well chosen to interest the pupils and complement work in other subjects such as science and music. Leadership and management are satisfactory. There is a good range of resources which pupils access with growing independence. Improvement since the last inspection has been satisfactory.

Music

83. There was insufficient evidence during the inspection to make a secure judgement about standards or pupils' achievements. One Year 2 lesson was observed and during the 'plan, do and review' and 'challenge time' sessions, it was possible to sample some musical activities. The quality of teaching and learning was satisfactory and the standard of work was at least in line with expectations. All pupils achieved appropriately including those with special educational needs. Pupils listened to the 'Waltz of the snowflake' and identified different sounds in terms of pitch, listened to instruments, and looked at illustrations of the story. In response to this stimulus, they composed short musical phrases depicting appropriate pitch, tempo and dynamics, to represent a story character. Some used instruments that they had made. Pupils listened intently and took turns to be the conductor and performer. They successfully played a gathering drum to represent a giant, small drums for goblins, cymbals for hissing dragons and triangles for knights. They enjoyed exploring musical sounds and sharing ideas together. In a 'challenge time' session linked to science, pupils consolidated their knowledge of how sound can be made by hitting, shaking, scraping and plucking different instruments. They thoroughly enjoyed the 'Meg and Mog' story read by the teacher and recorded how the accompanying sounds were made when the teaching assistant played different instruments hidden behind a curtain. Evidence from pupils' work and planning shows that statutory requirements are fully met. There is a very good range of resources. Pupils are given daily opportunities to listen and appraise music during assembly, currently classical scores from films. Pupils' multi-cultural awareness has been raised through learning a Sikh song in religious education. The Bournemouth Symphony Orchestra has held workshops at the school and the 'Wheezy Anna' band has performed recently.

Physical education

84. There were only two physical education lessons observed during the inspection. Although there was insufficient evidence to form a secure judgement about standards and pupils' achievements, the lessons seen indicate that standards in games and dance are at least in line

with expectations. Although no gymnastics were seen during the inspection, talking to pupils and looking at timetables and planning indicates that it is a regular part of the school week and that all statutory requirements are met. There is a good range of extra-curricular sporting activity to extend and enrich the curriculum. For example, karate and a multi-sports and football club are offered. The quality of teaching is good overall and one very good lesson was observed. Teachers make good use of praise and encouragement to help pupils make progress and develop skills and co-ordination, for example when using bat and ball, as well as enjoying themselves in dance and games. Pupils have a sound understanding of the value of physical exercise for their health, and lessons include appropriate warm up and cool down elements. Pupils with special educational needs are fully included, and they are active participants in all lessons. Resources and accommodation for physical education are good, with ample space in the hall, and grassed and hard areas for outdoor activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Insufficient evidence was gained to form a secure judgement about standards, achievement or the quality of teaching and learning. Evidence from pupils' work, planning and discussions with pupils suggest that the provision for personal, social and health education is very good. Citizenship, positive relationships and the promotion of cultural diversity are given high priority. The school's work and planning documents for 'Paths' (enabling pupils to develop self-esteem and self-control) and 'Healthy Schools' (raising awareness about a healthy working environment and health matters) are key components of this programme. The school places significant importance on personal, social and health education. Circle time plays a vital role and has developed into a whole school activity at the same time throughout the school so that all participate. Teachers work hard to ensure that the programme is delivered clearly and consistently. Teachers keep abreast of training such as for High Scope (which focuses on developing independence for all pupils) and the use of "Persona" dolls to introduce an inter-cultural bias. 'Paths' is helping pupils to develop empathy and self-control. They are well supported in the development of their self-esteem. The use of the 'Edward De Bono' six thinking hats is embedded in the school culture and supports the many opportunities for pupils to problem solve successfully. Pupils develop responsibilities and their social skills from opportunities such as Health Week, visits to the locality and through the very good cross-curricular links. Pupils explore citizenship themes through surveys and research, selecting playground equipment, resources for the library and meeting visitors from the local community. The school is currently engaged in reviewing the travel plan with parents and pupils.

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	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	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).