

# INSPECTION REPORT

## SHOLING JUNIOR SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116107

Headteacher: Mr C Nourse

Lead inspector: Mr D Manuel

Dates of inspection: 14<sup>th</sup> to 17<sup>th</sup> March 2005

Inspection number: 267659

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	256
School address:	Middle Road Southampton Hampshire
Postcode:	SO19 8PT
Telephone number:	023 80447448
Fax number:	023 80421340
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Ann Milton
Date of previous inspection:	25 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Sholing Junior School is a community school for pupils aged between seven and eleven years. The school is situated on the eastern side of Southampton in Hampshire. The school mainly serves the local area. In the past year, thirteen pupils joined the school and eleven departed at other than usual times. The local area is below average overall in socio-economic terms.

Distinctive features of the school include a strong commitment to establishing a whole learning approach to embody excellence and enjoyment. As a result of its successes the school has recently gained a School Achievement Award, a Basic Skills Quality Mark Award and Investor in People status.

The school is slightly above average size for a school of this type, with 256 pupils on roll, 120 boys and 136 girls, organised into ten classes, two in each of Years 3 and 4 and three in each of Years 5 and 6. There are 71 pupils on the register for special educational needs (28 per cent) which is above average, eleven are at School Action Plus stage and one pupil has a Statement of Special Educational Need. The proportion of pupils identified as being eligible for free school meals is above the national average. Pupils' attainment on entry varies from year to year but is below average overall. Most pupils are from a white British background except for 19 pupils from minority ethnic groups, very few of whom speak English as an additional language with none at an early stage of acquisition.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	English Information and communication technology Art and design Music English as an additional language
9880	Mr A Comer	Lay inspector	
24019	Mr K Parry	Team inspector	Mathematics Design and technology Physical education Special educational needs
2911	Mr E Steed	Team inspector	Science History Geography Religious education PSHCE

The inspection contractor was:

Altecq Inspections Limited  
102 Bath Road  
Cheltenham  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Sholing Junior School is a good school with many very good features and provides good value for money.** Under the exceptionally clear vision of the headteacher, the school has made good improvement since the previous inspection. Pupils achieve well and, by the end of Year 6, attain levels which are above average in English, mathematics, science, information and communication technology (ICT), art and design, history and music.

The school's main strengths and weaknesses are:

- The headteacher has high aspirations for the work of the school.
- The very good care and support provided for pupils lead to their very good personal development, attitudes and behaviour.
- The quality of teaching is good overall and inspires high levels of interest from all pupils.
- There is very good provision and support for pupils with special educational needs.
- The governing body is effectively involved in the development of the school's priorities.
- Links with parents and the community are very good.
- There is a lack of consistency in teachers' marking and the use of assessment information.

The school was previously inspected in January 1999. The weaknesses identified at that time have now been improved. Provision and systems for monitoring the progress of pupils with special educational needs have been greatly improved. Provision for pupils' spiritual development has been greatly improved. Governors are now far more involved in the planning and evaluation of school improvements. Standards in English, music and design and technology have improved from the below average levels judged at that time. The headteacher's very good leadership and strong staff team commitment have also brought about improvements in a number of other areas since the previous inspection. These good improvements have been to the benefit of pupils' personal and academic development.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	D	C
Mathematics	D	E	C	B
Science	C	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with the same range of free school meals entitlement.*

In the most recent national tests of 2004, at the end of Year 6, pupils attained well above average standards in science, average standards in mathematics and below average in English. When compared with similar schools, standards were well above average in science, above average in mathematics and average in English. Inspection evidence shows that pupils are achieving well in all subjects due to improvements in leadership, management and teaching which are bringing about notable improvements in standards and achievement. Standards are above average in English, mathematics and science. In other subjects, standards are above average in ICT, art and design, history and music and

average in all other subjects inspected. Gifted and talented pupils are supported well in their specialist areas and achieve well. Pupils with special educational needs achieve well in relation to their capabilities. The very small proportion of pupils from minority ethnic groups also achieve well. Boys and girls achieve equally well. By Year 6 pupils have made good progress compared with their attainment when they entered the school. The quality of pupils' spiritual, moral, social and cultural development is **very good**. Relationships throughout the school are **very good** and pupils' attitudes and behaviour are **very good**. Attendance is in line with the national average.

## **QUALITY OF EDUCATION**

The quality of education provided is **good** overall. The quality of teaching is **good overall** and promotes good learning by pupils throughout the school. Well-planned activities encourage pupils to work with high levels of interest and enthusiasm. Assessment procedures are good, tracking pupils' progress regularly and setting targets to help pupils know how to improve. Teachers use assessment opportunities in lessons well to adjust their teaching to meet pupils' needs. However, there is a lack of consistency in teachers' marking and the use of assessment information. The curriculum is **good**, offering a broad and balanced range of interesting learning activities which successfully meet the varying needs of groups of pupils of different capabilities and backgrounds. Provision is regularly monitored and the agreed changes have helped raise pupils' standards. There is a **very good** range of extra-curricular activities. The school provides **very good** levels of care, support and safety for pupils. There is very good support for pupils with special educational needs. The school works very well with parents, providing good information about events and their children's education. The school has developed very good links with the local community.

## **LEADERSHIP AND MANAGEMENT**

The headteacher provides **very good** leadership and is committed to raising standards through improved provision and the quality of teaching. He ensures good management by all staff in their respective roles. Improvements have been managed well by a strong team approach and are effectively overseen by the headteacher, deputy headteacher, subject co-ordinators and governors, using good procedures to monitor and evaluate the school's progress. The quality of governance is **good**. The governing body contributes effectively to the increasing strengths of the school. The result is that the school provides a stimulating learning environment which inspires pupils to learn. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are extremely supportive of the school. In their responses, they unanimously agreed that the school was well led and managed and staff expected their children to work hard. Very high proportions of parents agreed with most other points, particularly that their children like school, make good progress, enjoy the good range of activities provided, that teaching is good and that arrangements made to help pupils settle when they start school are good. However, a very small proportion of parents feel that their children are sometimes bullied or harassed. No incidents were observed during the inspection but the inspection team is of the view that, when such incidents occur, they are managed very well. Pupils agree that teachers deal with any problems very quickly. Pupils are very positive, saying that they like school and have to work hard. Teachers listen to their ideas and help them when needed.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- improve the consistency of teachers' marking and the use of assessment information to plan the next steps in pupils' learning.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Pupils' achievement is **good** overall. By the end of Year 6, standards are above average in English, mathematics, science, ICT, art and design, history and music. Standards in all other subjects inspected are average. Standards in religious education meet the expectations of the locally agreed syllabus. Significant improvements over the past two years have resulted in good achievement by pupils.

#### Main strengths and weaknesses

- As they progress through the school, pupils achieve consistently well.
- Pupils make good use of cross-curricular skills in literacy and numeracy to support learning in other subjects.
- Pupils with special educational needs are very well supported, enabling them to achieve their full potential.
- Pupils achieve very well in developing their personal and social skills.

#### Commentary

1. Standards have improved in many subjects since the previous inspection, reflecting the significant impact of the various initiatives that the school has introduced since then. Pupils' achievement throughout their time in the school is good. By the end of Year 6, standards are above average in English, mathematics, science, ICT, art and design, history and music. There is a clear trend of rising standards and continuing improvement from the time of the previous inspection when English, science, music and design and technology were below average and progress was only satisfactory in four other subjects where standards were not judged. Boys and girls achieve equally well due to the focus on planning tasks which inspire all pupils.

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

Standards in:	School results	National results
English	26.4 (25.3)	26.9 (26.8)
Mathematics	27.0 (25.2)	27.0 (26.8)
Science	30.2 (28.8)	28.6 (28.6)

*There were 78 pupils in the year group. Figures in brackets are for the previous year.*

2. The school's trends in national test results over the previous five years are above the national trends, with little difference between girls and boys. Most improvement has been since 2003, reflecting the focus on better provision and teaching over this period.
3. Inspection evidence shows that, during their time in the school, pupils achieve well overall and very well in some subjects and in their personal development. These are significant improvements from the time of the previous inspection. Pupils achieve well in response to good teaching and the enriched and well-balanced curriculum. Good links are made between subjects to make learning more meaningful. All pupils achieve very well in personal and social skills. Gifted and talented pupils are supported well to extend their talents in a range of subjects. Higher attaining pupils are achieving as well

as they should and most lower attaining pupils and those of average capability also achieve their full potential. Throughout the age range, pupils with special educational needs achieve well due to the very good support they receive from teachers and teaching assistants. This support helps them to reach their potential and, in some cases, to attain average standards by the time they leave the school. A minority of pupils with particular difficulties attain below and sometimes well below average standards. However, in relation to their prior attainments, very good provision enables them to make good progress towards their targets and to achieve just as well as other pupils. This includes in-class support to ensure they are fully integrated into class activities as well as sessions when they are withdrawn for specific help. The very small number of pupils from minority ethnic groups are fully integrated into the school and achieve equally as well as other pupils.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and personal qualities are **very good**. Behaviour is **very good**. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have high expectations of pupils' behaviour and involvement.
- The very good relationships between staff, pupils and parents help pupils to develop a strong sense of belonging to the school community.
- Pupils behave very well and are always willing to help each other in activities.
- Pupils enjoy school and are keen to exercise responsibility.
- Important elements of personal development are promoted very well.
- Attendance is improving and punctuality is good.

### **Commentary**

4. Teachers create a very stimulating working atmosphere in lessons, setting clear guidelines for pupils' behaviour and work levels. As a result, during lessons, pupils develop very good attitudes, co-operate very well and carry out tasks thoughtfully, as observed in English, science and physical education. Pupils with special educational needs have the same positive attitudes to their work. All staff work hard to promote the self-esteem of these pupils with special educational needs. As a result they enjoy the same very good relationships with adults as other pupils. Pupils respect and support each other well and this encourages those who are less confident. A small minority of pupils has behavioural as well as learning difficulties. Skilful and sensitive management by the staff minimises any adverse impact on their own learning and that of others. Pupils enjoy school and talk with real enthusiasm about their work and achievements.
5. All adults in the school set high standards for pupils' conduct and these are consistently reinforced. The result is a positive, supportive and inspiring learning environment for pupils, who gain increasing confidence and skills as they progress through the school. Very good relationships between adults and pupils are evident in lessons and around the school and demonstrate the strong community spirit which is very evident.
6. Pupils' behaviour in lessons is very good. There are a few occasions when the behaviour of a very small number of pupils, outside lessons, is unacceptable but all incidents are managed very well, as observed during the inspection. In discussions,

pupils confirm that teachers deal with matters very fairly. Pupils are very polite to each other, adults and visitors. Parents confirm that their children are very keen to come to school.

7. All pupils are keen to learn and enjoy their time in school and are very willing to help each other. A number of pupils in Year 6 have been appointed as monitors and willingly undertake helpful duties and tasks around the school. Elected pupils represent their classes on the school council and demonstrate good levels of initiative, independence and personal responsibility.
8. Pupils' spiritual, moral, social and cultural development is promoted very well. Spiritual development is promoted very well through literature, music, art and religious education. Pupils appreciate opportunities for prayer and reflection in whole-school and class assemblies. Pupils have a strong sense of empathy and compassion towards the needs of others and support numerous charities. This is a significant improvement from the time of the previous inspection when provision was unsatisfactory. Pupils respond very well to the school's very supportive approach and develop their moral and social skills considerably during their school life, learning right from wrong. Staff and other adults are very good role models and their consistent reinforcement of positive moral and social standards is reflected in pupils' understanding and respect for the values and beliefs of others. Pupils' cultural development is good and enables them to understand the importance of the beliefs and traditions within their own culture and those of other countries. Stimulating experiences and a good range of visits to learn about their own and other cultures contribute effectively to provision that prepares pupils well for life in a diverse multicultural society.

## Attendance

9. Attendance is **satisfactory** and punctuality is **good**. Attendance has significantly improved since the previous inspection and is now in line with the national average. This improvement is being maintained in the current school year. The school has good procedures in place to monitor and follow up on pupil absence. Unauthorised absence is rare. Pupils arrive punctually at school and lessons begin on time. There was one fixed-period exclusion during the last school year and none so far this year - a significant reduction since the previous inspection.

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.1
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

No of pupils on roll
234

### *Exclusions in the last school year*

Number of fixed period exclusions	Number of permanent exclusions
1	0

White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	14	0	0

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is **good**. Teaching is **good** throughout the school. Assessment is **good**. The curriculum is **good** and is effectively enriched by a **very good** range of additional learning activities. The school provides **very good** levels of care, support, welfare and guidance. Links with parents, the wider community and with other schools are **very good**.

## Teaching and learning

The overall quality of teaching and learning is **good**. The quality of assessment and its use are **good**.

### Main strengths and weaknesses

- Good teaching inspires pupils to achieve well.
- Very good planning provides stimulating learning activities.
- The school extends pupils' literacy and numeracy skills in good links across other subjects.
- Teaching assistants are used very well to support learning.
- There is a lack of consistency in teachers' marking and the use of assessment information.

### Commentary

10. The quality of teaching overall is good. In most lessons, particularly the excellent and very good lessons, teachers inspire pupils to achieve well and develop a love of learning. The main factor in their success is their imaginative approach, firmly based on expertise in particular subjects. This was very evident during very effective lessons in English, science and history, where children were eager to learn because teachers brought the subjects to life. Since the previous inspection, the proportion of good and better teaching has improved and there was no unsatisfactory teaching in this inspection, which there had been previously. Very good monitoring and evaluation of teaching and learning by the headteacher, deputy headteacher and subject co-ordinators have contributed to the improvements.
11. Teachers' planning is very good and provides a good range of activities that interest and stimulate pupils to learn. Teachers are very good at identifying links between subjects and, as a result, pupils find learning meaningful and related to experiences in other lessons. There are strong links with literacy, numeracy and ICT, particularly in science, history and design and technology. Pupils often develop their creative interests and work well in drama, music and art and design thus extending their knowledge, understanding and skills. Teachers have high expectations of pupils' work and conduct. As pupils develop a wider range of knowledge and skills, teachers introduce very good strategies and ever-increasing challenges to stimulate pupils and extend their learning even further.
12. Another consistently good feature of teaching is the use of support staff. Teaching assistants provide good guidance to pupils with whom they work as a result of the thorough briefing they receive from class teachers. Such staff are vital to the good progress of pupils with special educational needs in particular, whether in class or when withdrawn in small or booster groups. Targets in individual education plans are precise and this helps teachers to set tasks that match their needs. There is a strong sense of teamwork based on very effective liaison between the special educational needs co-ordinator, teachers and support assistants. As a result support for pupils focuses sharply on their individual needs and therefore helps them to make good and often very good progress towards their individual targets. This is another significant improvement from the previous inspection when provision for these pupils was unsatisfactory. Good progress is also evident in the very few pupils from minority ethnic groups, who also have positive attitudes to learning. A small number of gifted and talented pupils are identified and they, with higher attaining pupils, are given

suitably challenging learning activities. The good standards that they attain are a sign of their continuing good achievement.

13. The school's formal arrangements for assessment are good. Teachers test pupils' progress regularly in all subjects and keep detailed records that provide a ready source of reference to check on standards and achievement. In English, mathematics and science this provides a clear picture of pupils' progress from Year 3 to Year 6. Some of these arrangements are relatively recent initiatives as in ICT, for example, and therefore not yet fully embedded within teaching and learning. The headteacher and senior staff make good use of the information gathered in these ways for whole school planning, including the performance review and deployment of teachers and support staff. They identify those pupils who are not making enough progress and organise additional support to help them catch up. However, more consistent use could be made of the data by class teachers and subject co-ordinators to set more rigorous targets.
14. During lessons teachers make good use of questioning to check pupils' understanding as they go along and provide helpful and encouraging oral feedback. However, the quality and consistency of the marking of pupils' work are variable. In a few classes it is very good but few teachers comment on whether pupils have learned what was expected in a particular lesson or series of lessons and what they should do to improve. The use of individual and group targets to provide a focus for teaching and learning and motivate pupils is inconsistent. This has a particular impact in this school where the pupils' approaches to learning are already mature and enthusiastic. There is insufficient involvement of pupils in self-assessment.

#### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (9%)	6 (18%)	19 (58%)	5 (15%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; (percentages are only shown where 30 or more lessons are seen).*

#### **The curriculum**

The curriculum is **good**. Curriculum enrichment is **very good**. The use made of accommodation is **good** and resources are **good**.

#### **Main strengths and weaknesses**

- There is very good provision for pupils with special educational needs.
- Effective links are made between subjects and this enables pupils to gain a greater understanding of their learning.
- A carefully planned programme of visits and visitors, which is closely linked to work undertaken in class, enriches pupils' learning.
- Provision for all curriculum subjects is at least good.
- The development of the school grounds has much increased available teaching accommodation and resources.

#### **Commentary**

15. The broadly satisfactory curriculum that was in place at the time of the previous inspection has been improved well, with the weaknesses in art and design and design and technology being resolved. The curriculum meets all statutory requirements and pupils of all capabilities and backgrounds enjoy equal access to all activities within a very inclusive environment. In accordance with the locally agreed syllabus, the school provides religious education and daily acts of worship.
16. The governors have a satisfactory policy for teaching sex and relationships education and members of staff supported by the school nurse undertake this. A good quality programme for countering the misuse of drugs is well supported by the community police liaison officer.
17. The provision for pupils with special educational needs was identified as a significant weakness at the time of the previous inspection. It is now very good and is one of the strengths of the school. Teachers and support assistants carefully adapt work to meet the specific needs of individuals, giving them access to all subjects and greatly improving their attitudes to learning. Targets in their individual learning plans are precise and this helps teachers to set tasks that match their needs.
18. Provision for pupils from minority ethnic groups is good. They are valued and take full part in the life of the school. In every respect, this is an inclusive school for all pupils.
19. The curriculum is carefully planned to give pupils good opportunities to explore links between subjects. For example, in a history lesson where Year 6 pupils were studying the Ancient Egyptians, their knowledge of human anatomy, gained during science lessons, was used to very good effect for understanding the embalming process.
20. The school's provision for the enrichment of the curriculum is now very good, an improvement from the time of the previous inspection. The programme of regular educational visits has increased since the acquisition of a school mini-bus. Residential visits are planned very effectively to include not only subject matter, but also controlled opportunities for pupils to practise social skills with strangers in a safe environment. Arrangements for the good range of extra-curricular clubs mentioned in the previous report have expanded since that time and now include clubs that are run by pupils with the presence of an adult. These arrangements enable pupils to collaborate effectively and to display initiative. Whilst some clubs are still over subscribed, boys and girls of all ages do receive opportunities to take part over time.
21. There has been good development of the school grounds, to include prize-winning garden areas and an outdoor classroom. This rich additional resource is put to good use and consequently is much appreciated by the pupils, who are keen to describe how the areas contribute to their enjoyment, and has a positive impact on their learning.
22. The internal accommodation is satisfactory and plans are in place for improvements as falling numbers release classrooms for other purposes, such as a dedicated ICT suite. The use made of the currently available accommodation is good. Resources for learning are good and their carefully planned use makes a considerable contribution to pupils' learning. The headteacher audited resources following his appointment and removed all but relevant stock. Since that time purchases have resulted in the current range of good quality, relevant resources available for all subjects. Each classroom is equipped with an interactive whiteboard and the good use of these by teachers is another example of the enrichment of the curriculum.

## Care, guidance and support

The school ensures that pupils are **very well** cared for. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school involves pupils in its work and development **very well**.

### Main strengths and weaknesses

- The very good care that the school provides helps pupils to mature considerably.
- Pupils have very trusting relationships with adults.
- There are very good health and safety procedures in place.
- Pupils are fully involved in the life of the school and their views are highly valued.

## Commentary

23. Policies and procedures for child protection and for promoting the general welfare of pupils are very good and have been improved since the previous inspection. The school's strong emphasis on health and safety has been maintained since that time and security measures have been significantly improved. The school's provision for pastoral care is very good and is exemplified by the work of the school counsellor and the provision of a breakfast club. The school has also gained agreement for it to become an 'extended school' so that the level of care can be improved still further. All staff know pupils and their families and cater for their needs very well. All pupils have very trusting relationships with one or more adults in the school. Adults provide very good role models for the pupils.
24. The advice, support and guidance that pupils receive throughout their time at school are good. The personal, social and health education curriculum is effective. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are good. The school council provides very effective pupil consultation and ensures that all pupils are directly involved in the life and development of the school. Pupils who were interviewed have very positive views of their school.
25. Teachers are alert to the needs of all individuals and this helps to ensure that pupils with particular difficulties are identified early in their school lives. The special educational needs co-ordinator meets regularly with her colleague in the infant school to ensure no time is wasted for pupils on entry to Year 3. Individual learning plans are reviewed and updated regularly and all staff keep a close watch on progress with a clear awareness of pupils' strengths and weaknesses.

## Partnership with parents, other schools and the community

The school's links with parents and with the community are **very good**. Links with other schools and colleges are also **very good**.

### Main strengths and weaknesses

- The school consults parents about, and involves them in, the life of the school very effectively.
- The very good general information that parents receive keeps them well informed.
- The very strong links with the local and extended community enrich pupils' learning.
- The school benefits from very effective links with other schools and colleges.



## Commentary

26. Parents who were interviewed or who responded to the pre-inspection questionnaire and those who attended the parents' meeting have very positive views of what the school provides and achieves.
27. The general information that parents receive, through meetings, newsletters, noticeboards, the school website and reports, is very good. Newsletters are regular, informative and celebrate the school's and the pupils' achievements and successes. Pupil reports provide good information about their progress. The governors' annual report to parents and the school prospectus are examples of very effective communication and now meet statutory requirements. This is an improvement from the time of the previous inspection.
28. The school makes very good efforts to encourage parental involvement in the life of the school and in their children's education. Parents are consulted regularly. There is a supportive Friends of Sholing Junior School group and a committed group of parent governors. Attendance at meetings arranged for parents is very high and the home/school diaries provide an effective means of two-way communication that is appreciated by parents and teachers.
29. The school's links with the local community are now very good. There are links with the local business community that enhance many school activities and a variety of educational visits and visitors involving individuals and groups within the wider community. Links with other schools and colleges, particularly through the Sholing Heads Cluster, are very strong and the close working relationships with the local infant school and Weston Park Secondary School provide the school with significant benefits, for example, shared skills and resources. Students from local secondary schools come to the school for periods of work experience. All of these links provide challenging opportunities for both pupils and staff as well as benefits for the whole school.

## LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are good overall. The headteacher provides **very good** leadership. The leadership of other key staff is **good**. Management is **good**. The quality of governance is good.

### Main strengths and weaknesses

- The headteacher's exceptionally clear vision provides a very clear agenda for school improvement and shapes a caring and supportive ethos.
- He is well supported by the deputy and other key staff who make good contributions to the leadership and management of the school.
- There is a strong and committed team of teachers and support staff who work well together.
- Arrangements for the support and professional development of staff are very good.
- There is a very strong commitment to ensuring that all pupils achieve equally well.
- The good procedures for monitoring the school's work have been used effectively to improve the quality of education and raise standards.

## Commentary

30. The headteacher is an inspirational leader and is well supported by the deputy and other senior staff. He provides very good leadership that is firmly rooted in raising standards, meeting the needs of individual pupils and ensuring a stimulating and interesting environment for learning. 'Achieving Together' is far more than simply a motto in this school. It encapsulates the headteacher's philosophy, underpins everything that goes on in the school and forms the basis of a vision that is shared by staff, governors and pupils. All sectors of the school community have been involved in the very good improvements that have taken place under his leadership. These place the school in a very strong position from which to continue to move forward by building on the significant strengths now seen in many areas of the school's work. He works closely with colleagues as part of a committed and enthusiastic team of staff. Everyone is determined that all pupils should achieve equally well. This is recognised and valued highly by parents and pupils.
31. Among the weaknesses at the time of the previous inspection was the management of the provision for pupils with special educational needs. This provision is now very good and the co-ordinator has been instrumental in bringing about this improvement. It makes a powerful contribution to the school's commitment to raise standards in English and mathematics in particular, as well as the very good personal development of pupils.
32. There are good systems to check how well the school is doing and to plan for the future. These have been key factors in improving the quality of education and standards of attainment. Senior staff make good use of assessment data to compare classes and check pupils' progress and of classroom observations to check the quality of teaching and learning. Evidence gathered during the inspection confirms the accuracy of their judgements. Subject co-ordinators play an important part in the development and oversight of their subjects and work closely with the headteacher to share information with colleagues. This helps to create the cohesive approach that is evident in all aspects of the school's work. The headteacher actively supports and encourages the commitment of staff to the very good programme of staff development which is efficiently organised by the deputy. Together with regular reviews of staff performance, it contributes very effectively to the vitality of the curriculum and the range of opportunities offered to pupils.
33. Governors have a good understanding of the strengths of the school and the areas for further development. They know the school well and share the vision for its future development and raising of standards. They visit the school regularly and report on activities and learning. They have a good appreciation of the need to apply the principles of best value in the school's work, including comparing how well the school is doing with schools nationally and locally. They ensure that, in identifying spending priorities, judgements are made about the benefits and impact on children's learning and on continuing improvements in provision. This is a significant improvement from the time of the previous inspection when their involvement in these areas was judged to be unsatisfactory. All legal requirements are fully met.

## Financial information

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	823,493	Balance from previous year	21,753

Total expenditure	806,152
Expenditure per pupil	2,900

Balance carried forward to the next	39,094
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34. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities and the efficient use of resources. Very good use is made of new technology in all aspects of school life. Specific funding, such as that for special educational needs and national funding for ICT, has been used efficiently and resources acquired are used very effectively to support teaching and learning. The school office is run very efficiently. Financial planning and controls are very effective. All relevant personnel are involved where necessary and fully support the areas of improvement identified in the school's development plan. The most recent audit by the local authority confirmed the good financial management, raising minor issues which have since been dealt with.
35. The school applies the principles of best value for money very well and regularly consults and involves all those concerned in decision-making about spending, including staff, parents and pupils. As a result, money is spent efficiently. Taking into account the good achievement by pupils, the good teaching and learning which take place and the good quality of education provided, the school provides good value for money.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Pupils achieve well, inspired by enthusiastic teaching.
- Good and very good teaching provides constant challenge which extends pupils' skills.
- Very good links with other subjects successfully enrich pupils' learning.
- Very good leadership and management have a very positive impact on the improvements.

#### **Commentary**

36. Pupils in the current Year 6 entered the school with average levels of skills and have achieved well to reach above expected levels in all aspects of the subject. This is due to the very good subject knowledge that teachers have and to the high quality provision and leadership and management of the subject, all of which have a very positive impact on learning. The work seen during the inspection indicates that there has been very good improvement in provision since the previous inspection when standards were below average. Pupils of all capabilities enjoy learning and achieve well. Those with special educational needs are well supported and benefit from modified tasks and help from teaching assistants so that they successfully achieve their targets and improve their skills. Pupils of higher attainment benefit from suitable extension activities which offer further challenge. The most recent national test results confirm standards are just below the average for all schools but average when compared with schools with similar circumstances.
37. Standards in writing have improved significantly following a focus on improving skills. This has led to good responses and learning in a wide range of different writing styles, and good spelling and punctuation. Pupils are proud of their achievements and enjoy sharing their ideas with others. Good quality marking of their work, with clear targets for improvement, helps pupils to understand how they can improve their work. Thoughtful and lively pieces have also been developed from research into a range of other subjects. For example, in the history topics on the ancient Egyptians and ancient Greeks, Year 6 and Year 5 pupils wrote some very interesting and well presented factual accounts about events and characters from those times.
38. Standards in speaking and listening are above average because of the importance teachers place on making objectives clear at the start of lessons and ensuring that all pupils are involved in contributing ideas. These opportunities encourage pupils to express themselves, explore different situations and help them to practise and improve their communication and language skills on a daily basis. They also benefit from good questioning as they take part in various stimulating activities. A good example of this was seen in Year 3, when a pupil took on the role of the Jolly Witch and answered pupils' questions very imaginatively. Standards in reading are above average. The good home/school links, including homework, help pupils to practise and improve their reading regularly. Together with daily reading in class, these strategies help to develop a love of books. Pupils in Year 6 talked excitedly about some of the

books they had read, their favourite characters and their favourite texts. They showed very high levels of enthusiasm for reading.

39. The quality of teaching and learning is good overall. Teachers are very skilled and show high levels of enthusiasm for the subject. Particularly good questioning keeps pupils focused and extends their learning and understanding. Lessons are very well planned to meet the needs of all pupils in the class. Because of these factors, pupils enjoy lessons and gain confidence and self-esteem. Planning to create cross-curricular themes is another strength, which brings English to life and stimulates pupils' learning. Learning is strongly enriched by visiting authors, a Book Week, a Writing Week and a Booster Club. Assessment procedures are good and there is constant reference in lessons to individual and group targets to ensure pupils self-evaluate and reach their targets which are recorded and updated in their books.
40. The co-ordinator provides very good leadership and management of the subject. He has carried out very thorough analyses of standards and has introduced new strategies which have helped to improve pupils' achievements further. Regular monitoring of lessons, and particularly of pupils' work, ensures that new priority areas are being responded to. His great enthusiasm and support have improved teachers' own levels of subject knowledge and expertise. There is a clear vision for the future development of the subject and very effective action planning to maintain improvements.

### **Language and literacy across the curriculum**

41. Literacy skills are used very well across many other subjects of the curriculum. Very good planning ensures that teachers identify many opportunities for the development of speaking, reading and writing skills. This is particularly evident in links with ICT where Year 6 pupils created their own scripts in a 'Movie Maker' presentation of various scenes from Macbeth. Other good links are made with history and science when writing good quality narrative and instructional sequences.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in response to challenging tasks.
- Teachers have high expectations of pupils.
- Pupils' very good attitudes to learning in mathematics have improved achievement.
- The use of ICT to support pupils' learning is developing well.
- Pupils are not sufficiently involved in checking their own progress.
- The co-ordinator provides good leadership and management.

### **Commentary**

42. Standards in Year 6 have improved since the previous inspection and are now above national expectations. When pupils enter the school, standards are average overall so this represents good achievement. Apart from a slight dip in the national test results in 2003 as a result of variations between different year groups, standards are rising year on year.

43. The school successfully targets higher attaining pupils as well as those who are just below average in order to raise standards further. At the same time very good support is provided for pupils with special educational needs. Older pupils benefit from being taught in sets of broadly similar capability. This has a positive impact on the self-esteem of less confident pupils and helps to explain why higher attaining pupils are now doing better. Pupils make more rapid gains in Year 6 as a result of particularly good teaching. There are no significant differences between the achievements of boys and girls.
44. Teaching and learning are good overall, ranging from satisfactory to very good in the lessons seen. Teachers know exactly what they want to achieve in each lesson and this is based on their secure knowledge of mathematics. They make good links with earlier learning to build effectively on what pupils already know and can do. They have high expectations and set challenging and interesting tasks that capture pupils' interest. As a result pupils learn quickly and become engrossed in their work, achieving well and gaining new knowledge and skills. Their very positive attitudes and their enthusiasm for mathematics make a powerful contribution to the quality of their learning. Good use of praise and humour helps to promote the very good relationships seen throughout the school.
45. Teaching and learning are supported well by the use of ICT, as demonstrated by the confident use of the recently acquired interactive whiteboards, to stimulate pupils' interest and to enhance their learning. This was particularly effective in Year 6 where the teacher had prepared his own slides to ensure that tasks were relevant and purposeful. In a very small minority of lessons, the pace of teaching slows, sometimes because teachers talk for too long. As a result some pupils are not sufficiently involved in their learning. The quality of marking is variable and does not always enable pupils to learn from their mistakes and move on to the next steps in learning. However, oral feedback in lessons is good.
46. In all classes there is a strong emphasis on developing pupils' numeracy skills. As a result their knowledge of number and confidence in exploring a variety of strategies for calculation are particular strengths. Teachers make good use of the National Numeracy Strategy to ensure a consistent approach and the systematic development of skills and understanding. In Year 4 and Year 6 this is supported well by the careful adaptation of the linked Unit plans. Teachers reflect thoughtfully on progress in each lesson and amend their plans to match the particular needs of their pupils. Pupils' work is sometimes poorly presented in their books and in these cases is not a true reflection of their good levels of knowledge and understanding.
47. The co-ordinator provides good leadership and management of mathematics and of the school's ongoing drive to raise standards. Thorough analyses of test results combined with regular lesson observations give her a clear overview of strengths and areas for improvement in provision for the subject. There are effective procedures for checking how well pupils are doing as they move through the school. However, insufficient use is made of this information. There is need for setting and regularly reviewing individual targets.

### **Mathematics across the curriculum**

48. Teachers make good use of opportunities for pupils to use and practise their mathematical knowledge and skills in other subjects. For example, in Year 6 pupils use tables and graphs to record the results of a science investigation, while in Year 5

their accurate measuring contributes to the good quality of their finished products in design and technology. Good links are made with ICT when pupils learn to use formulae when using spreadsheets.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Achievement is very good and this has raised standards significantly since the previous inspection.
- Teachers' good knowledge of the subject enables them to place good emphasis on learning through practical investigation.
- Assessment information is gathered effectively and it is used well in planning, but it is not used consistently to set individual pupil targets.
- Pupils' actual knowledge and understanding of science are not recorded sufficiently in their workbooks.
- The subject is led effectively, but the recently appointed co-ordinator has not yet had opportunities to monitor the quality of teaching and learning in classrooms.

## Commentary

49. In the national tests in 2004, standards were well above the average for all schools and for similar schools. A high percentage of pupils in Year 6 are attaining above the national average, although predictions for the tests in 2005 suggest that fewer pupils will attain the expected or higher levels. This due to the differences in the capabilities of pupils in the respective year groups. Pupils' knowledge and understanding given orally are significantly better than work recorded in their workbooks.
50. Pupils achieve very well throughout the school. The strong emphasis that teachers place on learning through practical investigations provides good opportunities for pupils to use and extend their scientific knowledge. The good practice of starting each lesson with a revision quiz enables teachers to assess areas where further work is needed. Pupils generally display secure knowledge of important scientific ideas so that by Year 6 they devise a fair test and carry it out, often independently of their teacher. This strength was evident during an excellent lesson in Year 6 when pupils investigated, observed and recorded friction as a force. Younger pupils used the idea of similarities and differences to good effect when investigating their own teeth. Good insistence on the use of scientific vocabulary within whole sentences much enhanced the clarity and pace of the lessons. ICT is used very well to present relevant ideas and images through interactive whiteboards and as pupils confidently access databases to search for information.
51. Interest levels are high because all pupils are fully included in lessons. Consequently, they are very well behaved and display very good attitudes. The provision for pupils with special educational needs is good because they are well supported by well-informed teaching assistants. Science supports pupils' spiritual, social and moral development very effectively. In conversation, pupils mention excitement and pleasure caused by their discoveries, how they co-operate and collaborate during investigations and the need to respect the creatures with which they come into contact.
52. Teaching is consistently at least good and is sometimes very good and excellent. Teachers use their good knowledge of the subject to plan activities that capture pupils' imagination. The pace of lessons is brisk, leaving no time for off-task activities. There is good insistence on the use of correct terminology and pupils take pride in finding and introducing new words to the class. Pupils are encouraged to measure, collect and record data accurately in a range of ways. Resources are of good quality, relevant and sufficient and used very well to promote learning.
53. The work in pupils' books does not reflect their actual knowledge and understanding of the subject. Insufficient time is devoted to recording what has been learned so that pupils may refer back for revision purposes. This is a skill that will be required to prepare them for the next phase of their education. Marking of work is carried out regularly, but is often either a tick or a general complimentary comment. Insufficient attention is given to telling individual pupils how their current work may be improved. The quality of assessments made by teachers is good and they are used effectively to target and plan future work for the class. The information is not used to set individual targets to inform pupils of how personal standards may be improved.
54. Leadership and management of the subject are currently satisfactory. The knowledgeable co-ordinator has been recently appointed and has the potential to develop her role effectively. She has not yet had chances to monitor teaching and learning within classrooms, but has already carried out a range of other monitoring



activities. There are good links with the local authority adviser for science, whose advice is welcomed by the school, and visits outside the classroom both enrich and broaden pupils' experiences. There has been very good improvement overall since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- ICT and its use have a high profile in the school.
- Pupils achieve well because their learning is purposeful.
- Teachers structure lessons well so that pupils apply and extend what they have learned.
- The good use of resources is raising pupils' levels of basic ICT skills quickly.

### **Commentary**

55. Since the previous inspection, a high priority has been placed on the use of ICT throughout the school to improve teaching and learning. New equipment and software have been purchased and updated and stronger links have been made with other subjects to improve pupils' knowledge and understanding. Improvements have also been made in the training of staff to improve their expertise. As a result, all pupils achieve well. Records show that the current Year 6 pupils have made very good progress in their learning from below average levels on entering the school and now attain standards which are above expected levels. Boys and girls achieve equally well and with high levels of interest.
56. Teaching is consistently good and inspires good learning, with pupils acquiring new skills and knowledge at a good rate from previous low levels. Pupils also develop the capacity to become more independent users of ICT. By Year 5 pupils' good learning is very evident as they use graphs to record their science investigations and gather information from a range of data sources. The main characteristic of the good teaching is the strong emphasis on using ICT for a purpose, not just to acquire skills. This was demonstrated very well in Year 6 when pupils wrote scripts and filmed their own scenes from Macbeth. As a result of these very good strategies, pupils see the relevance of their learning, are well motivated, apply themselves well to their tasks and achieve well. Teachers give clear instructions and use important vocabulary accurately and consistently. In lessons in the computer suite and in the classrooms, teachers make good use of interactive whiteboards in introductions, in review sessions and to support pupils' learning. When necessary they provide helpful demonstrations of systems and program functions to help pupils understand the tasks ahead of them. As a result, pupils settle to tasks quickly and with enthusiasm, work productively, share ideas and enjoy the successes they achieve. Pupils are also encouraged to review and evaluate their work.
57. The leadership and management of the subject are very good. Building on the successes of his predecessor, the new co-ordinator has already introduced new assessment procedures which place a strong emphasis on pupils' self-evaluation. An amended programme of learning is in place and resources are used very effectively in lessons. The co-ordinator's monitoring of teachers' plans and pupils' work has enabled him to confirm that the full requirements are being taught and this is borne out by work seen during the inspection. The decisions taken to improve teaching and learning have been effective in raising standards and improving staff knowledge and confidence in teaching ICT.

### **Information and communication technology across the curriculum**

58. Some good examples were seen during the inspection, where ICT was effectively linked with other subjects to extend pupils' skills and understanding. These links included the use of data handling and spreadsheets to extend learning in numeracy and the use of word processing and research into various subjects to extend pupils' knowledge and skills in ICT and other subjects such as art and design, history and science. Cultural development is also promoted well through research into Hindu gods and temples.

## **HUMANITIES**

No **geography** lessons were seen during the inspection. Evidence from pupils' completed work shows that pupils in Year 3 undertake studies of rivers and local features. Older pupils learn about homes, cultures and climates of locations different from their own. Analysis of teachers' planning, pupils' workbooks and interviews and conversations with groups of pupils show that requirements for the subject are met.

### **History**

Provision in history is **good**.

#### **Main strengths and weaknesses**

- Good achievement results in standards which are above expected levels.
- Teaching is well planned overall, with an excellent lesson seen in Year 6.
- Resources are good and are used well, especially in ICT.
- Good opportunities are provided for pupils to collaborate in researching information.
- Work in pupils' books does not reflect their actual knowledge and understanding.
- The subject makes a good contribution to pupils' personal development.

#### **Commentary**

59. Improvement has been good since the previous inspection. The achievement of boys and girls, including those with special educational needs, is good. Standards have risen and are above expected levels by Year 6. Pupils display a very high level of interest in the work presented to them and collaborate well in searching for information from books and databases. In this respect, good links with reading and reference skills are very evident. History makes a good contribution to pupils' cultural development through the studies of lifestyles in other civilisations and through the very well planned field trips. Because history is made interesting, pupils have much to talk about and teachers use this knowledge effectively to develop language and to expand vocabulary.
60. Teaching and learning are good overall, with an excellent lesson, based on the Ancient Egyptians, seen in Year 6. Good planning, coupled with the effective use of resources, motivates learning. A feature of the lessons seen was the use of concepts to aid pupils' understanding, for example when Year 5 pupils used their knowledge of modern athletics to compare and contrast the methods used by Ancient Greek Olympic Games competitors.
61. Good quality resources are used well to support pupils' learning and help them understand conditions and events from different periods. This was very evident in Year 3 with resources and photographs about World War II. ICT information sources

are used well to enable pupils to research and gather information about the past. In these sessions, pupils work very well together, sharing ideas.

62. Pupils' writing in workbooks does not always reflect their actual historical knowledge and understanding. In some cases too much time is spent on the colouring in of commercial worksheets rather than recording information in their own words. The library contains a good array of history texts and the Internet is used well to promote reference skills. A very good range of educational field trips, for example to the Normandy Landing Beaches and Hampton Court, and visiting speakers, including a D-Day veteran, greatly enriches the curriculum. Very special spiritual moments were observed by teachers when pupils visited the Normandy Landing Beaches and thought about the soldiers who had died.
63. Leadership and management include some very good features and are overall good. There is, however, a need to carry out additional monitoring of pupils' writing and illustration tasks in order to improve presentation of work.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils by Year 6 have a good knowledge of Christianity but know less about other world faiths.
- Good links are established with learning in personal and social understanding.
- Pupils are encouraged to understand the need to belong to a variety of groups and to tolerate the beliefs and viewpoints of others.
- There is no formal assessment arrangement aimed to match work to the needs of individual pupils.
- The part-time co-ordinator uses her time effectively in planning and arranging visits and visitors and in supporting her colleagues.
- Pupils show good attitudes to the subject.

### **Commentary**

64. Pupils by Year 6 have a good knowledge of Christianity. Their knowledge of Hinduism and Judaism is satisfactory and is developing quickly under the guidance of the co-ordinator. The previous report stated that insufficient use was made of visitors to the school. This weakness has been addressed with regular visits from members of the Hindu and Jewish faiths to explain both religious festivals and aspects of culture and family life. Pupils gain sound knowledge of the structure and symbolism within Christian churches during visits. The introduction of interactive whiteboards into every classroom has promoted the good practice of using virtual tours, for instance to a synagogue, where access to such places of worship is not possible.
65. Standards throughout the school are in line with those expected by the locally agreed scheme of work for knowledge and understanding of Christianity. There is less knowledge shown of Hinduism and Judaism, although this is currently being successfully developed throughout the school. Improvements have enabled pupils in Years 3 and 4 to acquire the required knowledge and understanding. Older pupils have gained a good degree of understanding that the differences between the religions studied are much fewer than the overall similarities between them. Learning

about Christianity is effective. In the lessons seen, pupils' knowledge of stories and events from the Old and New Testaments was often good. In conversation, pupils in Year 6 were able to draw similarities with events in modern times and to draw parallels with their own lives. Pupils are clear about the importance of their families and their group of friends. In Year 5, pupils used their own experiences to discuss how the disciples must have felt when Judas Iscariot betrayed Jesus. Achievement in this respect is good.

66. The quality of teaching seen was at least satisfactory and, more often, good. This shows good improvement since the previous inspection when instances of unsatisfactory teaching were seen owing to the use of ideas which were too difficult for pupils to understand. During the current inspection, the use of well-planned ideas, interesting content and resources enabled teachers to deliver lessons which held pupils' attention and interest. The well-organised use of circle time (a strategy which ensures that all pupils have regular opportunities to speak) and discussion in groups ensure that pupils with special educational needs receive opportunities to participate fully in activities.
67. Leadership and management of the subject are currently satisfactory. The enthusiastic co-ordinator has good subject knowledge and, despite being part-time in the school, works hard to support her colleagues and is raising the standing of religious education in the school. She is aware, for example, that, although assessment information is collected at the end of each topic, there is a need to use this data to focus learning on the needs of individual pupils. Resources for learning are good because there is regular consultation about what is required to fill gaps in provision.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision in art and design is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well, enjoy the subject and attain standards which are above expected levels.
- The school provides a good range of activities that inspire pupils' creative and practical skills.
- Teachers create good links with other subjects.

#### **Commentary**

68. By the end of Year 6, pupils achieve well and attain standards which are above expected levels. This is good improvement since the previous inspection when progress was judged to be satisfactory and standards were not judged. Pupils achieve well because the subject is highly valued and because of the contribution it makes to their understanding of other subjects through well-developed curricular links. Provision for art and design also makes a major contribution to pupils' spiritual and cultural development, particularly through links with Indian and Aboriginal art and with different periods in the past. As a result, pupils enjoy the subject immensely and this makes a significant contribution to the good progress made in learning by all pupils, including those with special educational needs.

69. The quality of teaching and learning is good. Teachers plan a good range of activities and good emphasis is placed on attention to detail in initial sketch work to develop and improve ideas. Pupils are also encouraged to experiment with colour tones. Teachers have good subject knowledge and use skilful prompts to encourage pupils to look analytically at their own work and the work of others. Inspired by good teaching and the good range of resources, pupils try out ideas and experience a variety of media. Pupils' learning develops well as they move through the school in response to the good teaching. Boys and girls achieve equally well. Resources are good and are used effectively to stimulate pupils' interest. Good links are made with ICT when pupils create their own designs and extend their knowledge of famous artists, such as Van Gogh and Matisse, in order to study their different styles and develop their own good creations in the styles of such artists. Three-dimensional work is also promoted well in the use of clay, weaving and collage. Pupils have created sculptures for the garden area at the front of the school.
70. Good cross-curricular links enhance pupils' learning well. For example, pupils in Year 3 produced creative designs use tie-dying techniques when looking at fashions from the 1930s onwards in history. Year 6 pupils designed attractive posters in links with healthy eating in science. Pupils' work is celebrated and displayed in classrooms, corridors and in the art gallery and is much appreciated by teachers, pupils and parents. This encourages pupils always to do their best. Another feature which stimulates interest is the display of work by famous artists, some modern, with explanations about them. Pupils also make visits to the art gallery in Southampton to learn more about the subject and appreciate the skills of others.
71. The subject co-ordinator provides good leadership and management. She has developed a carefully planned programme of learning for each year group which has contributed greatly to the enjoyment of the subject and the good quality of work around the school. Progress is monitored effectively in order to provide further challenges when necessary.

## **Design and technology**

Provision in design and technology is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in response to interesting tasks.
- Pupils' skills develop well as they move through the school.
- There are good links made with some other subjects.
- There is limited evidence of the use of ICT to support pupils' learning.

### **Commentary**

72. Attainment by Year 6 is in line with the levels expected for pupils of this age. They are better now than the below average standards judged when the school was previously inspected. The main weakness identified then was the lack of sufficient guidance for teachers. This has been dealt with and, as a result, teaching has improved and standards have risen. All groups of pupils, including those with special educational needs, achieve well.
73. Teaching and learning are good overall. In the two lessons seen, good subject knowledge was a key feature of both lessons. In Year 5 pupils shared ideas well and checked their measurements carefully when constructing a chassis for their moving toys. The brisk pace of teaching led to high levels of interest among pupils as they enthusiastically gained new knowledge of materials and methods of joining to improve their learning. In Year 3 pupils investigated a range of sandwiches and explored how different ingredients can affect the taste, texture, smell and appearance of the product. They made good use of their scientific knowledge of healthy foods in a lively question and answer session. They made good gains in learning how to make carefully considered judgements and how to use this information when planning their own sandwiches. In both lessons good support by the teaching assistants ensured that the range of individual needs within the classes were catered for well.
74. It is clear from discussions with pupils in Year 6 that they have a secure understanding of the key elements of design and technology as a discrete subject. There is clear evidence also of good links with other subjects such as science. However, there is little evidence of the use of ICT to enhance pupils' learning. Pupils showed good recall of their work with a broad range of materials, techniques and tools to produce a wide variety of products, including different working mechanisms and food. Their work shows a strong emphasis on the skills of making and the quality of finish. They have a secure understanding of the purposes of evaluating their designs and amending them as they proceed.
75. Although the co-ordinator was absent during the inspection, it is clear from monitoring records that leadership and management of the subject are satisfactory. New arrangements for assessing pupils' work are at an early stage of development.

## **Music**

Provision in music is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and participate with great enjoyment.

- The school has made very good use of the local authority's support scheme.
- Very good resources are used effectively in practical sessions.
- Pupils show high levels of interest in the subject and are keen to perform in productions.



## Commentary

76. All pupils achieve well and by the end of Year 6 attain standards which are above average. This is a significant improvement on the below average standards, particularly in singing, judged at the time of the previous inspection. Pupils with special educational needs also enjoy the subject greatly and make good progress. Boys and girls achieve equally well and with the same high levels of interest and those with particular talents are given every opportunity to excel in the subject.
77. In response to recent national initiatives, the local authority has developed a support scheme, a 'Wider Opportunities Programme', which this school among others has taken advantage of with great success. Each week, as many as nine peripatetic music teachers visit the school to teach all Year 3 pupils. They bring with them sufficient brass, string, wind and percussion instruments for all pupils to be able to participate in small groups, each with its own specialist teacher. Pupils learn quickly and develop an early enthusiasm for music, as demonstrated very effectively in the session observed during the inspection. All pupils practised and performed ostinato (repeated patterns) in their small groups and combined them together well in a whole-group performance at the end. From Year 4 onwards, pupils are given the option of continuing individual tuition and an increasing number choose to do so. Many of these would not have done so without their experiences in Year 3.
78. The quality of teaching and learning is good overall. Resources are of very good quantity and quality and are used regularly by pupils of all ages and capabilities. In a Year 4 lesson, good challenges and stimulation encouraged pupils to play tuned and untuned percussion, creating different accompanying phrases, with good control and rhythmic accuracy. As pupils pass through the school, they develop their learning well. They effectively extend their listening, appraising, composing and performing skills in response to the good and very good teaching. These higher skills were demonstrated well in Year 5 when pupils created their own lyrics to different well-known tunes, fitting syllables well to match the rhythm of the music. Pupils are encouraged to evaluate their own work and also to suggest sensitively how others might improve their performances. These strategies improve the quality of work well.
79. Pupils in general show high levels of confidence and pleasure that they are gaining from the subject. This is evident in singing assemblies which are very spiritual celebrations as individuals and groups demonstrate their skills. Pupils' singing is very tuneful and varied in its speed and volume to match the mood required. Pupils benefit from a good range of extra-curricular activities. There is a very strong desire by pupils to participate in school productions. Current rehearsals are preparing the next production of 'Fiddler on the Roof'. The enthusiastic and stimulating efforts of teachers highly motivated all pupils in the session observed. These performances are strongly supported and greatly appreciated by parents. Strong contributions are made to developing pupils' spiritual and cultural development through links with geography, history and religious education.
80. The subject is led and managed well by the subject co-ordinator. Although not a music specialist himself, he has introduced new activities to make learning more stimulating, with good effect. The programme of learning is broad and enriched with good, relevant links to other subjects. Pupils' progress is tracked carefully and adjustments made in lessons to set challenges at the correct level.

## Physical education

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Teachers are very good role models.
- Pupils are highly motivated and enjoy their lessons.
- The school provides a good variety of experiences.
- The co-ordinator provides enthusiastic and knowledgeable leadership.

### **Commentary**

81. It is not possible to make overall judgements about standards as the only lesson observed in Year 6 was a games lesson. In this lesson very good teaching led to standards that are above expected levels. In a dance lesson in Year 4 and gymnastics in Year 3, pupils attained standards that are in line with the levels expected for their respective ages. The overall achievement of pupils, including those with special educational needs, is good. Teachers ensure that all pupils are fully and actively involved in learning. Both boys and girls respond with great enthusiasm and there is no difference in the standards they attain.
82. A broad and well balanced curriculum provides a wide variety of experiences for all pupils including outdoor and adventure activities. It also includes an intensive programme of swimming for pupils in Year 4 and most pupils reach or exceed the expected 25 metres before leaving the school. A good range of extra-curricular activities allows pupils to follow their particular interests and provides well for higher attaining pupils. Good links with neighbouring schools and colleges support the subject well.
83. Throughout the school pupils show good understanding that exercise has a positive effect on the body. In Year 6, they enjoyed creating their own warm-up routines, demonstrating a good awareness of the need to prepare for vigorous exercise. In Year 3 the teacher made effective use of digital images displayed around the hall of higher attaining pupils modelling a series of stretches to target the main muscle groups.
84. The quality of teaching and learning is good overall and has improved since the previous inspection when teaching was satisfactory. In the lessons seen, it ranged from satisfactory to very good. In the most effective lesson, pupils in Year 6 made rapid gains in their understanding of tactics as well as the basic skills of netball. The teacher's excellent subject knowledge enabled him to maintain a very brisk pace as he skilfully challenged pupils with well-chosen tasks. All teachers have high expectations of behaviour and establish very clear routines to ensure a safe learning environment. They are very good role models and this helps to establish the very positive relationships seen in all lessons. Assessment procedures are satisfactory and track the development of pupils' skills.
85. The co-ordinator is knowledgeable, enthusiastic and provides good leadership and management of the subject. He gains some insight into standards across the school through his involvement in extra-curricular and other activities but there has been no opportunity to carry out any formal monitoring of teaching and learning.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education and citizenship is **good**.

## **Main strengths and weaknesses**

- There is a good whole-school plan for developing these aspects of pupils' learning.
- The school council gives pupils a regular insight and voice in the running of the school.
- Pupils are given planned opportunities to discuss their views and beliefs during dedicated lessons and in other subject areas.

## **Commentary**

86. There has been good improvement since the previous inspection when some aspects of personal development were unsatisfactory. Planning and provision for pupils' personal, social and health education and citizenship are good. The school properly views this as an important aspect of its work and as an area for continual development. There is good practice in planning both dedicated weekly lessons and also weaving the subject into any other lessons, school assemblies and educational visits where it is meaningful.
87. The quality of teaching and learning is good. Good examples were observed when health education was considered in science and design and technology lessons. This approach helps pupils achieve well and to understand that they are able to raise related topics as the need arises. In conversation, pupils state that they feel that their views are welcomed and that they are never ridiculed for their ideas. Sex and relationships education and drugs awareness are taught effectively and there is a good involvement of external agencies, including the school nurse and the community police, together with members of staff. All pupils take the deliberations of the school council very seriously because they receive regular weekly feedback from their elected representatives. During class discussions, pupils with special educational needs are encouraged to speak and to offer their ideas. Their contributions are sensitively acknowledged by teachers and appreciated by other pupils.
88. The very recently appointed co-ordinator has made a good start in her new role. Leadership and management are satisfactory and, once she has had time to implement her well-laid plans for future development, both leadership and management are set to improve. Visits by members of other ethnic groups and faith members have strengthened provision since the previous inspection and are valued by pupils and recognised as part of their education for citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).*