

# INSPECTION REPORT

## **WELLOW PRIMARY SCHOOL**

Romsey, Hampshire

LEA area: Hampshire

Unique reference number: 115959

Headteacher: Mr. N Hutson

Lead inspector: Mrs. J. Cousins

Dates of inspection: 17 – 19 January 2005

Inspection number: 268211

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided School
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
Number on roll:	241
School address:	Romsey Road West Wellow
Postcode:	SO51 6 BG
Telephone number:	01794 322201
Fax number:	01794 323819
Appropriate authority:	Governing Body
Name of chair of governor:	Mr. P. Stuckey
Date of previous inspection:	5 June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Wellow Primary is an average sized school in a village on the edge of Southampton. Most pupils live in privately owned homes, and some in rented houses. Pupils come from a variety of social backgrounds but the socio-economic circumstances of most pupils are above average. Overall, pupils' attainment on entry is average although it varies from year to year. In the school as a whole a below average proportion of pupils is identified as having special educational needs and an average proportion has a statement of special educational needs. However, this profile alters from year to year and the present Year 6 has an above average percentage of pupils with special educational needs. Pupils' special needs range from social, emotional and behavioural difficulties to hearing impairment. The school received an achievement award in 2003 for improvements in standards. There is a slightly above average turnover of pupils, an above average percentage of pupils arriving part way through the year. Most pupils originate from England. No pupils speak English as an additional language, are refugees or are in public care. However, a few are from minority ethnic groups or are from travelling communities. Over recent years the school has not had significant problems in filling teaching posts.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Mathematics Music Physical education The Foundation Stage English as an additional language
9958	T Page	Lay inspector	
20534	N Perry	Team inspector	English Art and design Design and technology
30438	R Guest	Team inspector	Science Geography History
22546	J Parsons	Team inspector	Information and communication technology Modern Languages Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wellow Primary is a good school** that provides effectively for its pupils. Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. The school is led well with energy and vision by the headteacher. The deputy headteacher, senior teachers and governors manage the school well. Teachers and teaching assistants are dedicated and work hard to support all pupils. The school receives average funding and provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English are well above average in Year 6 and above average in mathematics, science, information and communication technology (ICT), religious education and history.
- In Year 2 standards are above average in reading, writing, speaking and listening, ICT and religious education.
- Standards are above expectations in the reception class in language, literacy and communication, mathematics, knowledge and understanding of the world, creative and personal development.
- The very strong teamwork between the headteacher and deputy headteacher ensures that the school is always looking at ways to improve standards.
- Staff provide very clear guidance for pupils on spiritual, moral and social development and so relationships are very good and pupils respect others' views and ideas and behave very well.
- Teachers do not make it clear enough to pupils how well pupils are doing in mathematics, science, ICT, geography, history, music, physical education and religious education
- Resources for outside play in the reception class are rather basic.
- Links with the community, parents and other schools are very good.
- Extra-curricular activities are very effective in enriching the curriculum.

Overall, since the last inspection in 1999 the school has made good improvements. The key issues from the last inspection have been addressed well. Pupils' progress is now tracked effectively in English, mathematics and science. Schemes of work in all subjects plan for pupils' good progress from year to year. Subject co-ordinator roles have been developed well. Standards in most subjects are now satisfactorily monitored. High standards in English, mathematics and science have been maintained. The school received an achievement award in 2003 for improvements in standards.

### STANDARDS ACHIEVED

Results in National Curriculum tests and teacher assessments at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	A	B	A*	A
Mathematics	A*	A	A	A
Science	A	A	A	C

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

**Pupils' overall achievement is good** and pupils make good progress while at the school. In 2004 standards in Year 6 tests in English were **very high** (in the top five per cent of schools nationally) and in mathematics and science were **well above average**. When compared with the attainment of Year 6 pupils in similar schools, attainment in the tests was **high** in English and mathematics and **average** in science. Inspection findings are that standards in the present Year 6 are **well above average** in English and **above average** in mathematics and science. Standards in Year 6 are

slightly lower this year than last because there is a higher percentage of pupils with special educational needs. Standards in Year 2 this year are above average in reading, writing and mathematics, and average in science. Overall, pupils' level of knowledge and understanding on entry to the school is average. In the reception class standards are above expectations for the age group in most areas of learning and the children make good progress. Children's personal, social and emotional development is very good in the reception class because of staff insistence on high standards of behaviour.

**Throughout the school pupils' personal development is very good.** Pupils' spiritual, moral, social and cultural development is **very good** overall. Pupils really enjoy coming to school and speak proudly about their achievements. They have very positive attitudes to work and behave very well. Punctuality in the morning is very good and attendance is well above average.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good overall.** Teachers encourage pupils to do their best so that the quality of learning is good overall. Teachers insist on high standards of behaviour and use consistent guidance with pupils. As a result, pupils behave very well in lessons and develop very good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers do not often tell pupils where they are doing well. Assessment procedures are particularly limited in religious education, history, geography, music and physical education.

The curriculum covers all subjects well and is both broad and relevant. It is enriched by very effective provision for pupils' personal development and a very good range of extra-curricular activities, for sports, music and the arts. Care, support and guidance of pupils are good and there are very effective arrangements to settle pupils into the school. Very good links with the community and a very effective partnership with other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher's dedication and clear vision enable him to lead well. All those who work in the school seek to create a caring school. The headteacher receives invaluable support from the leadership of the deputy headteacher. Many teachers with management responsibilities for subjects fulfil them well and other subjects are managed satisfactorily. Governors are very supportive, have a clear understanding of the strengths and weaknesses of the school and fulfil their legal responsibilities well.

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

Pupils have **very positive** opinions of the school. They are **very proud** of and enjoy coming to their school. Parents are supportive of the school and are very pleased with what it does for their children. Even so, a significant percentage of parents expressed concerns about the quality of information they received about the progress their children were making. Inspectors did not feel this point of view was justified since parents receive specific targets in English and mathematics for their child or children in the autumn and summer terms. In addition, the reports parents receive assess pupils' attainment effectively against specific targets.

## **IMPROVEMENTS NEEDED**

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

- Develop assessment further so that pupils are clearly informed how to improve in all aspects of their learning for mathematics, science, ICT, religious education, history, geography, music and physical education.
- Improve resources for the reception class to learn through outside play.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, boys and girls achieve well. In the Foundation Stage standards are above expectations. In Years 2 and 6 overall, standards are above average.

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

- Standards are above average in Years 2 and 6 in English, mathematics, science, ICT, history and religious education.
- Pupils in Years 3 to 6 achieve well overall.
- Children in the Foundation Stage achieve well in language, literacy and communication, mathematical development, knowledge and understanding of the world, and creative development
- Throughout the school attainment in pupils' personal development is very good.
- Pupils with special educational needs make good progress.

#### **Commentary**

1. Overall, when children join the school their attainment is broadly in line with expectations. Most children achieve well in the reception class because of good teaching. Standards are above expectations because a considerable percentage of children are likely to exceed the expected levels by the end of the school year in language, literacy and communication, mathematics, knowledge and understanding of the world and creative development. Pupils' personal, social and emotional development is very good due to teachers' good management skills and high expectations.

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

Standards in:	School results	National results
English	30.2 (28.0)	26.9 (26.8)
mathematics	29.5 (29.7)	27.0 (26.8)
science	30.1 (30.5)	28.6 (28.6)

*There were 37 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2004 tests for Year 6, results were in the top five per cent nationally in English and well above average in mathematics and science. In English and mathematics, the results were well above average when compared with results in similar schools, that is schools where pupils' earlier attainment in Year 2 had been similar. In science, pupils reached average standards in comparison with results in similar schools. Overall, therefore, the pupils made very good progress from Year 2, when their results had been average. There was no significant difference between the progress and attainment of boys and girls. More able pupils did particularly well in English and mathematics, since over half the class reached the higher levels in the Year 6 tests. Overall, in the last five years, Year 6 results have improved more quickly than the national trend of improvement. In 2003, the school was awarded an achievement award for improved standards. The slightly above average percentage of pupils who join the school late do not affect standards significantly because although some have special educational needs many are average or above average ability.
3. Inspection findings show that in the current Year 6 in reading, writing and speaking and listening standards are well above average, and above average in mathematics and science.



The current Year 6 pupils started Year 3 with above average levels of knowledge and understanding in English and average levels in mathematics and science, so they have achieved well. Standards in the present Year 6 are lower than in the 2004 National Curriculum tests because the current Year 6 has an above average percentage of pupils with special educational needs. The school is making good progress towards the targets set for the present Year 6. Pupils from minority ethnic groups are very well included in lessons and achieve well in consequence.

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

Standards in:	School results	National results
reading	15.7 (17.1)	15.8 (15.7)
writing	16.1 (16.7)	14.6 (14.6)
mathematics	16.6 (17.9)	16.2 (16.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

- In 2004 standards in tests in Year 2 were well above average in writing and average in reading and mathematics. Teacher assessments show that attainment in science at the expected level was very high because every pupil in the year group attained this level. However, well below average numbers of pupils reached the higher levels. Standards were lower in 2004 because there were a higher percentage of pupils with special educational needs in this year group.
- Standards in the current Year 2 are above average in reading, writing, mathematics and in line with expectations in science. Speaking and listening standards are well above expectations. Standards are higher this year in reading and mathematics because there is a lower percentage of pupils with significant special educational needs. Pupils started Year 1 with average levels of knowledge and therefore they have achieved well by Year 2.
- Standards in ICT are above expectations in Years 2 and 6. This is because of the good use of the ICT suite. Standards in history meet national expectations in Year 2 and are above expectations in Year 6. This is as a result of teachers' effective uses of practical methods that make learning memorable and enable pupils to achieve well. Standards in religious education are above expectations in Years 2 and 6. Physical education standards meet expectations in Years 2 and 4. Overall standards in art and design, design & technology, geography and music were not judged because of lack of evidence.
- Pupils with special educational needs make good progress towards the targets in their education plans. Pupils who have specifically designed programmes receive good teaching. The more able, gifted and talented pupils achieve well. Some are given additional opportunities to improve their skills through music tuition and extra-curricular activities.

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

Pupils' attitudes and behaviour are very good. Attendance levels are well above average and punctuality is very good. Pupils' personal development is very good.

### **Main strengths and weaknesses**

- Pupils enjoy school, take pride in their work, are willing to take responsibility, and involve themselves in a wide range of extra-curricular activities.
- Pupils are confident, considerate and courteous, and enjoy very good relationships between themselves and with adults.
- Attendance and punctuality are very good.

- Social and moral provision is very effective and so relationships between pupils and with adults are very good.
- Provision for pupils' spiritual awareness and their understanding of others' feelings and values is very effective.

### **Commentary**

8. Pupils hold very positive opinions about their school, show enthusiasm for learning and apply high standards to the presentation of their work. They enjoy participating in a wide range of extra-curricular activities.
9. The overwhelming majority of pupils are very well behaved. This is underpinned by high expectations on the part of the teachers, an agreed code of conduct and respect for the opinions of the pupils. Consequently, there is little disruption to lessons, very good relationships both with peers and adults who work in the school and very little oppressive behaviour. Pupils are polite, courteous and well mannered and pleased to offer help. There have been four recent fixed period exclusions, made in exceptional circumstances, for pupils who require specialist support that the school cannot provide.
10. Pupils' personal development is very good. It is nurtured by trust, positive encouragement, an easy rapport and swift intervention whenever there are concerns. Pupils take responsibility for their own conduct, perform jobs that contribute to the smooth running of the school and show a collective responsibility and loyalty towards the house system. Their opinions are successfully harnessed through the School Council and in classroom discussions.
11. Pupils are very well aware of others' feelings and beliefs. This is because teachers and staff take every opportunity to discuss others' values with pupils in lessons and out in the playground. Pupils' multi-cultural awareness is effectively developed. Pupils learn about Sikhism, Buddhism, Hinduism and Islam. Projects in English only occasionally use texts from other cultures. Pupils learn to sing well many songs from their own and other cultures. History and geography offer many good opportunities for pupils to learn about British and foreign cultures. For example, pupils in Years 3 and 4 are well aware of what everyday life was like in Tudor times.
12. Socially pupils are encouraged very effectively by teachers to play a full part in their own community. For example, pupils in Years 2 to 6 enjoy looking after younger pupils in the playground and act as 'buddies' to others who feel they have no one to play with. Extra-curricular activities enable pupils to develop their social skills very effectively. The School Council allows all pupils' ideas to be discussed in class and then evaluated under the careful guidance of the deputy headteacher. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people and residential trips enable pupils to learn about working with others closely. Very good moral provision means pupils learn about difficult decisions which adults and children make about life. The school enables most pupils to be included effectively in all activities and so they make good progress in their personal development. Pupils are given very effective opportunities to develop self-awareness during reflection and prayer. Collective worship meets statutory requirements and allows pupils to learn effectively about wonders of the world.

### **Attendance**

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

Authorised absence	
School data	3.2
National data	5.1

Unauthorised absence	
School data	0.2
National data	0.4

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

13. Attendance and punctuality are very good, being well above the national average. Good attendance is effectively supported by parents and by the friendly but rigorous first day absence enquiries undertaken by the schools' administrative officer. The benefits of good attendance are reflected in the pupils' well above average attainment.

### **Exclusions**

There have been four exclusions in the last year.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	201	0	0
White – any other White background	2	4	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Black or Black British – Caribbean	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	33	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, mainly because pupils receive effective teaching. The curriculum and pupils' care and welfare are good. Links with other schools, the community and the partnership with parents are very effective.

### **Teaching and learning**

The quality of teaching and learning is good. Overall, assessment procedures are satisfactory.

### **Main strengths and weaknesses**

- Teaching in mathematics, reading, writing, speaking and listening, ICT, religious education and history are strengths of the school and result in above average standards.
- Teachers use questioning very well to challenge pupils of all abilities.
- Most teachers encourage pupils to try hard and insist on high standards of behaviour in the classroom.
- Formal assessment procedures in geography, history, music, physical education and religious education are underdeveloped.
- Teachers do not use assessment consistently in mathematics, science and ICT lessons.
- Tracking of pupils' progress is good in English, mathematics and science.

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	8 (19%)	28 (67%)	4 (10%)	0 (0%)	0	0

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

### Commentary

14. The teaching of children in the reception class is good overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' good management skills and enthusiasm for learning mean that children behave well, are keen to learn and to co-operate. The teaching assistants are used effectively to teach and assess pupils.
15. In Years 1 to 6 teaching and learning are good. There have been good improvements since the last inspection as there was no unsatisfactory teaching during this inspection and teachers have improved their lesson planning. Teachers' planning is effective at focusing on key questions and the use of resources. Most teachers use questioning particularly well and include most pupils in class discussions. This supports lower and higher ability pupils so that they achieve well in relation to their capabilities. All teachers expect high standards of behaviour and most pupils behave very well in lessons as a result. Most pupils concentrate and co-operate very effectively because of teachers' particularly good class management skills. Teachers have good subject knowledge, especially in Years 5 and 6, and cope well with the teaching of complex skills in many subjects. Teachers use time effectively and have high expectations of pupils' learning. For example, in an excellent Year 6 lesson the teacher set high expectations and used questioning very effectively and this enabled pupils to evaluate resources while finding out about everyday life in Ancient Egypt. ICT is used effectively in the ICT suite to teach computer skills, but is rarely used to support learning in classrooms.
16. The tracking of pupils' progress is a good improvement in the school's assessment procedures. Teachers record pupils' attainments well on the new tracking system and assess pupils' work effectively in English, mathematics and science. The senior management team has helped to raise the importance of assessment across the school. The school now holds good quality data on its pupils in these subjects. Teachers' day-to-day marking is good in English and satisfactory in other subjects. However, assessment and its use should be developed further in mathematics, science ICT, religious education, history, geography, music and physical education. At present, teachers either do not have, or do not make enough use of, specific information to explain to pupils what their strengths are and how to plan their next steps in learning.
17. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' Individual Education Plans are specific and measurable. The school identifies pupils who are gifted and talented and provides for them in extra-curricular activities well.

### The curriculum

The curriculum is good overall.

### Main strengths and weaknesses

- The curriculum has been well developed since the previous inspection.
- Provision for pupils with special educational needs is good overall.
- There are very good opportunities for enrichment through a wide range of extra-curricular activities.

- The provision for personal, social and health education is very good.
- Accommodation and resources for learning are good overall but less so in the reception class than other parts of the school.

### **Commentary**

18. The school meets statutory requirements for all subjects and prepares pupils well for their next stage of education. As part of the drive to improve standards the school has widened and strengthened its curriculum planning, which is now good. The school has effectively promoted pupils' literacy development through implementing the National Literacy Strategy. Pupils' standards and achievement have been significantly raised in English as a result.
19. In mathematics the coaching of teachers by a Local Education Authority consultant has helped to improve the consistency of planning and pupils' progression. This has been effective in raising standards, particularly in pupils' mathematical investigation skills. The numeracy curriculum is fully implemented as part of the National Numeracy Strategy. The development of the ICT curriculum has been effective, with additional training for staff including the employment of a well-qualified teaching assistant. The introduction of a computer suite networked throughout the school and connected to the Internet has given pupils greater access to ICT. Pupils' standards and achievement are above expectations as a result of these improvements. The library is well stocked and shares a room with the computer suite, which at times limits use of the library as a quiet place for research. Homework is regularly set and makes a good contribution to pupils' learning in Years 1 and 2 and a very good contribution in Years 3 to 6.
20. The curriculum in physical education has been improved and is good. A combination of additional training for teachers, more time given to the subject and a wider range of extra-curricular activities in sports such as tag rugby, football, rounders, gymnastics/dance and netball have all helped to improve curricular provision.
21. In music the introduction of instrumental tuition and the formation of an orchestra have improved the curriculum and provision in this subject. Extra-curricular activities include drama, recorder and brass lessons. In the parents' meeting one said, "Music provision had been excellent over past years". French has recently been added to the curriculum and the school benefits from the expertise of two visiting teachers from Mountbatten Secondary School which has specialist language school status. This has made possible the effective introduction of French in Years 3 and 4. It is planned that this provision will be extended to all Key Stage 2 classes over the next two years. One of the school's Year 5-6 teachers has introduced Spanish in Year 5.
22. The curriculum for children in reception is good overall. There is a practical approach to the curriculum, which is designed to develop children's basic skills, and it does this effectively. The level of resources for the outside area for reception children's activities is not as well developed as other school resources and accommodation, which are good. However, the school has further improvements planned for outside play resources for the reception class.
23. The curricular provision for pupils with special educational needs is good. The school employs a part-time special educational needs co-ordinator who ensures that the curriculum is relevant to their needs and will support pupils' development and rapid integration into mainstream education.. Individual Education Plans for these pupils are well designed and regularly reviewed.
24. The school has raised awareness of the needs of minority groups such as pupils from travelling communities. Teachers have had training in understanding their particular needs. Pupils whose parents are fairground travellers are given work to do while they are away from school during the travelling season. Teachers' raised level of awareness of minority groups ensures all pupils' good integration and inclusion in the curriculum. The personal, social and health education curriculum supports pupils' learning very well and contributes to the development of the strong and caring ethos in the school.

25. The school has a good range of well-qualified staff. Both teachers and assistants meet the demands of the curriculum and of the pupils. They are receptive to innovation and keen to raise the standards and achievement of all pupils.

### **Care, guidance and support**

Provision for pupils' care, welfare, health and safety is good. The school involves pupils through seeking and acting on their views; and the support, advice and guidance pupils receive are good.

### **Main strengths and weaknesses**

- The school undertakes frequent risk assessments.
- Monitoring of pupils' personal development is very good.
- The school listens to and acts upon the views of the pupils very effectively.
- Induction procedures are very good.

#### **Commentary**

26. The school has effective procedures for risk assessment both on and off-site and provides well for first aid with trained staff. Child protection procedures are secure, and effective links have been established with external agencies. The school gives a useful service by providing a venue for case conferences.
27. The school has satisfactory systems for monitoring pupils' progress in English, mathematics and science, but procedures in some other subjects are underdeveloped. The monitoring of personal development is particularly thorough, so that emerging problems can be promptly addressed. This contributes to the early resolution of problems and supports pupils' consistently positive attitudes. Pupils with special educational needs are generally well supported.
28. Pupils' views are effectively expressed through the School Council and during classroom discussions. Pupils have secured a fairer lunch rota, courtyard refurbishment, Year 6 playground privileges, and the promise of an adventure playground, for which they are helping to raise money.
29. The school has very good induction procedures. There is an informative induction pack for parents and taster sessions for children entering the reception class. There is a significant school entry in other years. Some pupils attend a pre-entry day visit and all have an appointed buddy to help them settle in.

### **Partnership with parents, other schools and the community**

The school has very good links with parents and the community. Links with other schools are very good.

### **Main strengths and weaknesses**

- Parents are very happy with what the school has to offer.
- Links with the community enrich the curriculum very well.
- Very significant benefits come from the school's links with local schools and colleges.

#### **Commentary**

30. Parents are mostly very satisfied with the school. A very small minority say that they are not kept well informed about how their children are getting on. The inspection team does not support this point of view, and feels that the school takes careful steps to involve parents in

the education of their children. Pupils' annual reports include well-explained progress codes, and targets that are expressed as 'priorities'. Parents of pupils who have special educational needs are involved in the framing of their Individual Education Plans. In addition to formal meetings in the autumn and spring terms, the school arranges work sharing afternoons which regularly attract in excess of one hundred parents, meetings to explain the teaching of split classes, and a parents' forum. Parents have been consulted about the homework policy and communications with and from the school, and there are annual reception and Year 6 surveys. An extensive range of written information is provided, in addition to material on an impressive website. Pupils are very positive about contacts with the school, with one Year 1 pupil simply saying, "This is my family" when asked about the school's best features.

31. The school has many links with the local community. Pupils were involved in the production of a CD Rom about the history of the local church. The school provides articles for The Wellow Gazette and villagers were involved in raising money for a new computer suite. The local environment is well used as a learning resource and has recently stimulated pupils to produce impressionist paintings of houses in the style of Van Gogh. The school association organizes a full diary of social events, and organisations such as Southampton Football Club and Totton College provide family learning opportunities.
32. Links with local schools and colleges are very good. The 'after school club' is financed by Romsey Secondary School. Sports provision is supported by Mountbatten and Romsey Secondary Schools. Two specialist secondary teachers teach French lessons to pupils in Years 3 and 4 as part of a programme that links the school with a local language college. These strong links with the secondary schools effectively support pupils when they transfer to secondary school. Good links also exist with a local play group. Placements are provided for teaching students from Southampton University and childcare students from Totton and Eastleigh colleges. This has benefits for teaching and recruitment at the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good overall. The leadership of the headteacher and senior staff is good. Management is effective. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher, ably supported by his deputy headteacher, provides clear and purposeful leadership.
- The governing body is well informed and well led, which enables it to make secure judgements.
- Leadership and management of the Foundation Stage and special educational needs are good.
- The quality of teaching in science and history has not been evaluated recently by co-ordinators.
- Performance management is used effectively to improve standards.
- The school is very thoroughly inclusive so that pupils of all abilities achieve well overall.

### **Commentary**

33. The headteacher is an effective leader. His dedication to the school over the last few years has been instrumental in developing a school where pupils are encouraged to take responsibility and behave maturely. The headteacher is particularly approachable and works hard to be available to parents and pupils. Building on the work started by the deputy headteacher, the headteacher has implemented a range of measures that have led to good improvement in the school's ethos and performance. He and his deputy have established a well-organised management structure that has created a climate of open communication in which there is free exchange of ideas and views. This is used well by almost all members of staff and has led to a strong sense of community in which the school's aims are shared and understood. The school's capacity for further improvement is therefore good.
34. The senior leadership team, consisting of the headteacher, deputy headteacher and the senior teacher, functions well as a unit. Performance management has been developed

effectively. The development plan provides a useful document that successfully informs the work of the school for the coming year. For example, its use at many meetings with staff and governors means they have a very secure knowledge of the school's objectives for improvement. Pupils' tests and assessments are carefully analysed and targets prepared. This allows teachers to develop a good understanding of their pupils' abilities in mathematics, English and science. However, in some subjects not all teachers are using this information as effectively as they might in assessing pupils' abilities. Most subject leaders evaluate pupils' work and teachers' planning effectively. Termly and weekly planning is placed on the school's network, which eases workload and ensures good access for all staff. However, although all staff now have access to shared criteria for good teaching and learning, some subject leaders' knowledge of how their subjects are taught in other classes is relatively limited. This is because there is no systematic plan for subject leaders to carry out evaluative monitoring of teaching through lesson observations, with verbal and written feedback to staff outlining strengths and areas for further development.

35. Leadership of the Foundation Stage is good overall. Planning and development of this age group shows a secure understanding of how young children learn. All staff collaborate well in monitoring children's progress towards achieving the early learning goals.
36. The school is very inclusive and has a good reputation with parents and the community for meeting a wide range of pupils' needs. The induction of new pupils is very effective and their specific needs are assessed quickly, so that they are made to feel positive about being in school. Pupils with specific strengths across the curriculum are identified and encouraged to develop these strengths through the wide range of additional activities provided in lessons and after school activities.
37. Pupils with special educational needs are well supported because provision for them is well managed and co-ordinated. Class teachers and support staff collaborate closely in monitoring these pupils' progress and in preparing work that helps them to reach realistic targets. Pupils' needs are promptly identified and the school readily enlists the expertise of outside agencies when this is required. Staff frequently refer to pupils' useful Individual Education Plans to guide their planning and parents are regularly consulted and briefed about their children's progress.
38. The governing body, under the leadership of an astute and hardworking chairperson, is in a good position to offer the school well-founded advice and support. Governors take a close interest in the performance of pupils and in the ethos of the school. They are very sharp in seeking information and explanation about the school's progress towards further improvement and are not prepared to be complacent about the school's successes. The work of the governing body focuses closely on financial management linked to strategic decisions, so that the budget is managed prudently. Statutory requirements are fully met.

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

Income and expenditure (£)		Balances (£)	
Total income	701 573	Balance from previous year	-7 119
Total expenditure	693 749	Balance carried forward to the next	705
Expenditure per pupil	2 890		

39. Approaches to financial management are good and resources are used directly to enrich pupils' learning whenever possible. The finance committee draws on much expertise to make judicious spending decisions and ensures very effective working practices by involving representatives from all other committees. Finances are closely linked to priorities identified in the development plan and sensible adjustments are made to reflect either changes in income or to maximise the use of funding – as for example in the decision to make the deputy



headteacher non class based. The school monitors budgetary expenditure carefully and the headteacher and governors are well briefed on the school's financial position. The office manager has established thorough procedures for the day-to-day administration of the budget and the school makes good use of 'best value' principles when purchasing supplies or services. The 'overspend' in 2002-2003 was because expected funds were not received until just after the end of the financial year. The school spends all available money for the benefit of its pupils and finished the 2003-2004 financial year with a small 'underspend'. The school provides good value for money.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in most areas of learning for children who are in the Foundation Stage is **good**. Overall, children enter the school with average levels of knowledge in most areas of learning. Arrangements for children starting school are very good. For instance, staff and parents discuss children on many occasions before they start school. Children achieve well in most areas of learning because of good teaching. By the time children start Year 1 standards are above expectations for six year olds in most areas of learning. Leadership and management are good overall. Since the last inspection there have been good improvements in the provision for children in the reception class. For instance, the reception teacher now places a higher emphasis on learning through practical and drama activities. Children are carefully assessed when they start school and the teacher and the teaching assistants regularly note their achievements. Good record sheets assess children's attainment throughout their early years of schooling.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **good**.

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

- The teacher expects children to behave well and care for others.
- The teacher and teaching assistants are quick to establish supportive relationships with children.

#### **Commentary**

40. Children's personal, social and emotional development is on course to be very good by the beginning of Year 1. Teaching and learning are good. Children achieve well in this area because of effective management by teachers. The children speak confidently to adults and other children. In the playground children mix well. The teacher and teaching assistants work effectively to develop positive relationships so that children are confident in discussing their learning and any problems they have. Teachers' high expectations of children and effective organisation mean that children learn how to control their emotions and develop independence. For instance, children learn to put on their own coats when they go outside. The majority of children show a good level of interest in their learning. Children settle quickly

to their tasks and concentrate well for short periods of time. Most children behave very well because of the teachers' high standards of discipline.

## **LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT**

Provision for developing children's language, literacy and communication is **good**.

### **Main strengths and weaknesses**

- Basic skills of speaking and listening are taught effectively.
- Reading is taught well because teachers have high expectations.
- The teacher's expertise develops pupils' writing skills effectively.

### **Commentary**

41. Overall, standards in language, literacy and communication are on course to be above expectations by the beginning of Year 1. Children achieve well in acquiring these skills as a result of good teaching and learning overall. Teachers provide a wide range of opportunities for children to talk purposefully to adults and to each other. Staff take every opportunity to discuss moral issues such as being fair and sharing things. This means that children share the toy trains and equipment fairly and take turns happily. A significant strength is in the teaching of reading. The reception teacher captures children's interest well when she uses a large display and points to key sounds. The teacher's planning means that children are taught effectively to recognise the letters and sounds of the alphabet. Effective methods are used when children learn to recognise words with opposite meanings. Basic writing skills are taught well when children learn to write for a variety of reasons. The teacher and teaching assistants often use their assessments to make sure that weaknesses in children's writing and reading are revisited and corrected.

## **MATHEMATICAL DEVELOPMENT**

Provision for children's mathematical development is **good**.

### **Main strengths and weaknesses**

- Practical methods are used well to develop children's understanding.
- The teaching assistant uses time and resources well.
- The teacher does not tell children consistently enough what they have done successfully.

### **Commentary**

42. Standards of mathematical development are in line to be above expectations by the beginning of Year 1. Most children in the reception class count orally to twenty accurately. Children achieve well in the reception class because of good teaching and learning overall. The teacher plans plenty of practical activities to promote children's mathematical development. For instance, children learn to use words to describe two and three-dimensional shapes such as pyramid and sphere. The teacher's use of questioning allows pupils to learn effectively about the properties of these shapes. Children are encouraged to recognise numerals in a variety of contexts. Through well-directed questions the teacher and teaching assistants take many opportunities to reinforce children's counting skills and to check their mathematical understanding. Basic skills are developed well when pupils learn to compare shapes. However, after children have completed a task the teachers rarely explain what has been done well. Therefore children do not know what they excel in.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for developing children's knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Effective use of resources brings learning to life.
- Basic skills of observation are taught well.
- The teacher's feedback does not consistently inform pupils how they could improve their work.

#### **Commentary**

43. By the end of the reception year standards are on course to be above expectations in this area of learning. Teaching and learning are good. Overall, children achieve well. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Good lesson planning means that the teacher is clear about the learning focus. Basic skills are taught well when pupils learn to make observations about objects found in the school's conservation area. Effective methods are used when pupils learn to sketch and label objects made of wood. Good teacher expertise allows children to learn about the birth of Jesus through drama activities. Children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. Oral feedback to pupils does not often inform children how they could improve their work. Therefore, children are not clear about ways to develop their skills.

### **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The hall is used well to develop children's body control.
- Outside resources are rather limited.

#### **Commentary**

44. Most children develop physical body control satisfactorily and attainment meets expectations for their age. Overall, teaching and learning are satisfactory. Children achieve satisfactorily and enjoy regular opportunities to be active in sessions in the hall. Effective use of warm up activities means children learn to skip carefully. Basic skills are taught effectively, which means that children learn to control their movements when they stop safely in various shapes. Pupils enjoy learning to control balls due to the teacher's enthusiasm and good use of resources. Good organisation and planning mean that pupils learn to work with partners and co-operate. Teachers provide good opportunities for children to develop their hand control when they cut materials and stick down objects. Children have opportunities for outdoor play in their own area, but can use bikes only to go up and down on a small patio area. Pupils cannot explore climbing frames or turn them into a pretend cave or circus tent. The outside play area has no shade and so pupils are not protected from the sun's rays while they play and learn.

### **CREATIVE DEVELOPMENT**

Provision for children's creative development is **good**.

### **Main strengths and weaknesses**

- Mouldable materials are used effectively to develop children's creativity.
- Indoor resources for imaginative development are well thought out.

#### **Commentary**

45. Children's creative development is good. The majority of children are likely to reach expected levels by the end of their reception year. Teaching and learning are good. Inside the classroom the teachers ensure that a good range of activities is planned to develop children's creativity. Children paint and draw confidently due to the teachers' good development of basic skills. For example, children paint lovely pictures of dinosaurs. Effective use of the teachers' knowledge and understanding ensures that children learn to use their observation skills when they make models of dinosaurs using recycled materials. Good methods are used when children are allowed to experiment with a computer and learn to draw using the mouse. Resources are used well when children explore ways to make sound using percussion instruments. Most children can sing simple songs from memory satisfactorily. Overall, pupils achieve well because of the use of imaginative play activities by the teacher and teaching assistant.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

The quality of provision in English is good overall.

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

- Standards are above average in English in Year 2 and well above average in Year 6.
- Pupils achieve well in all year groups because teachers' expectations are high and support learning effectively.
- Teachers motivate pupils very well by forming very good working relationships with them.
- Good leadership since the last inspection has ensured that the presentation, development and use of writing to support learning in other subjects are very good.
- The current subject leader's action plan does not comply with the whole school model and does not demonstrate a secure understanding of how to improve the subject further.

#### **Commentary**

46. Results in Year 6 tests in 2004 were in the top five percent nationally. Over half the pupils attained the higher levels. In Year 2 standards were well above average in writing and average in reading. Standards were particularly good in writing because for several years the school has placed a high emphasis on developing pupils' writing skills.
47. In Year 2 standards are above average overall. The Year 2 pupils entered Year 1 with broadly average standards in both reading and writing and have achieved well in Years 1 and 2. Pupils' achievement in Years 3 to 6 is good because teachers have high expectations for pupils' success. By the time they leave the school the current Year 6 pupils are likely to reach standards that are well above average. The presence in Year 6 of a higher than usual proportion of pupils with special educational needs means that standards are not quite as high this year as they were last.
48. Standards of writing are well above average in Year 6 because pupils have rich opportunities to develop their skills and complete extended writing activities. Most lessons, especially those with pupils in Years 5 and 6, focus particularly well on practising and improving written work. Pupils rise to the challenges they are set and have a clear understanding of how to meet them. Progress accelerates in Years 5 and 6 because pupils respond very well to yet higher expectations and increased momentum in their work. The pride pupils show in their writing is outstanding. Expectations for the quality of pupils' handwriting and presentation are equally high and these are reflected in all books and in work displayed around the school. Standards in writing are well above average across the school. Younger pupils practise joining their handwriting and in most cases readily transfer the skills they learn to everyday work. Standards of spelling are good throughout the school. Pupils with special educational needs achieve well because teachers thoroughly understand their learning needs and because additional adults in classrooms offer good support.
49. Standards of speaking across the school are well above average. In most lessons teachers use a wide range of questions skilfully to support the learning of all pupils, including those with special educational needs. In the most successful lessons teachers' use of open-ended questions is highly effective because they allow pupils plenty of time to think about their responses and express their views. The quality of discussion and debate in lessons is very good because pupils know how much teachers value their responses. This results in pupils of all abilities being prepared to 'have a go'. Pupils throughout the school display well above average listening skills. Even younger pupils listen patiently while others are speaking because the school instils the virtues of courtesy and tolerance at an early stage. Pupils discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views.

50. Standards of reading are above average in Year 2 and well above average in Year 6. Pupils attain very well in reading because they receive a thorough grounding in learning letter sounds and because they are expected to practise regularly at home and at school. Almost universally pupils heard reading in lessons were confident enough to attempt complex words and use various strategies to work out unknown words. By Year 6 pupils are enjoying reading from a range of material that includes non-fiction texts, newspapers and books.
51. Teaching is good across the school with teaching in Years 5 and 6 being consistently very good. Lessons are varied, well organised and include all pupils effectively in their learning. Tasks offered to more able pupils are very appropriate and objectives offer good challenge. Lessons for older pupils are very well paced with very high expectations regarding independence for their own learning. This shows good improvement since the previous inspection where there was a small amount of unsatisfactory teaching. Pupils respond very well to interesting work. Plenty of time is allowed for independent writing so that pupils have ample opportunities to achieve well. Across the school teachers develop a close working relationship with their pupils that make them eager to learn and achieve. ICT is now used well in English.
52. Since the last inspection, with support from the deputy headteacher, leadership of English has been good. The subject has been developed well and standards have been maintained effectively. Assessment procedures have been improved and pupils' progress is now tracked well by the senior management team. Teachers' marking and pupils' targets are effective in explaining to pupils what they need to do to improve. However, the present co-ordinator's action plan does not comply with the agreed whole school approach and, as such, does not include sufficiently tight timescales, and monitoring arrangements that are measurable or accountable.

### **Literacy across the curriculum**

53. English contributes very effectively to learning in other subjects across the curriculum. Pupils' writing, reading, speaking and listening skills are very well developed in all subjects. Opportunities to develop pupils' extended writing skills are used whenever possible and this is reflected in standards reached across the school.

## **MATHEMATICS**

The quality of provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Years 2 and 6 are above average.
- Pupils' achievement is good because of effective teaching.
- Since the last inspection standards in Year 6 have risen faster than the national trend of improvement.
- The results of the 2004 Year 6 tests show that pupils made very good progress between Years 2 and 6.
- Effective use is made of the National Numeracy Strategy.
- Teachers' spoken and written feedback to pupils is not as detailed or informative as it should be.
- Very good links between mathematics and other subjects make lessons interesting.

### **Commentary**

54. Standards in the Year 6 tests in 2004 were well above average compared with those in all schools. In relation to schools whose pupils attained similarly in Year 2, attainment by these Year 6 pupils was also well above average. This is a significant improvement since the last inspection. Standards in Year 2 tests in 2004 were average. The Year 2 pupils had achieved satisfactorily in Years 1 and 2.

55. Pupils in the present Years 1 and 2 achieve well. Work in pupils' books and folders shows there is an effective emphasis on developing pupils' basic number skills. Less than half way through the academic year average and more able Year 2 pupils can add up amounts of money and find change from fifty pence accurately. Less able pupils and those with special educational needs make good progress, partly due to the effective support they receive in the main part of the lessons from well briefed teaching assistants.
56. In the present Year 6 standards are above average. Standards are not as high as last year due to the above average percentage of pupils with special educational needs in the present Year 6. Pupils' achievement in Years 3 to 6 is good because of teachers' high expectations of effort, and the pace of the pupils' work. Only half way through the academic year average and more able mathematicians can find the area and perimeter of complex shapes using systematic methods.
57. Standards are above average as a result of good teaching from Years 1 to 6. A significant strength of provision across the school is the consistent and effective use teachers make of the National Numeracy Strategy. Lesson plans are detailed and thorough and cover all aspects of the mathematics curriculum. The mental 'warm up' sessions at the start of lessons are handled especially well, involving all pupils in lively and enjoyable activities. There are some consistently good features to teaching across the school. All teachers manage their pupils very well and present lessons in a lively and interesting way. This means that pupils' attitudes to mathematics are very positive. Teachers develop basic skills and explain complex concepts clearly using correct vocabulary carefully and this enables all pupils to take a full part in lessons. Teachers' use of the white boards to discuss methods sustains pupils' interest effectively. These factors have an especially positive impact on the engagement of pupils with special educational needs and these pupils achieve as well as others throughout the school. All pupils including those from minority ethnic groups are integrated effectively in lessons because of teachers' use of resources.
58. The assessment and marking of pupils' work is satisfactory overall. Pupils' progress is now tracked effectively from Years 1 to 6. End of unit assessments are carried out and information from these is used to plan future pieces of work. Specific targets are set for pupils and shared with parents at parents' evenings. However, teachers' marking and oral feedback to pupils is rather basic and does not often inform pupils what they have done particularly well or say how they could improve. This means that pupils do not receive enough specific information about their strengths or how to develop their work in the future.
59. Teachers use ICT effectively to support learning in mathematics. Good use is made of the computer suite to help develop pupils' knowledge and understanding. For example, Year 6 pupils talk informatively about their use of spreadsheets and formulas to calculate the cost of a party.
60. Leadership and management are good and have brought about effective improvements since the last inspection. This is partly because standards are rising faster than the national trend at the end of Year 6. The subject leader has a clear picture of the school's strengths and weaknesses. The monitoring of standards is good and useful guidance is provided for colleagues about National Curriculum levels of attainment. The quality of teaching has been monitored effectively in some classes by the co-ordinator.

### **Mathematics across the curriculum**

61. A strength of provision across the school is the creative and often inventive manner in which numeracy skills are developed in other subjects. For example, science data are displayed in line graphs, block graphs and Venn diagrams. There are many examples of pupils measuring accurately as part of their experiments. Good quality displays around the school indicate the importance the school attaches to mathematics.

## SCIENCE

The quality of provision in science is **good**.

### Main strengths and weaknesses

- Standards are above the national average in Year 6.
- Pupils have good attitudes towards the subject.
- The recent strong emphasis on scientific enquiry is being successful in raising standards.
- Too few pupils in Year 2 reach higher levels.
- The use of assessment is underdeveloped.
- Some science lessons are rather long.
- Science is well led and managed.

### Commentary

62. The results of the 2004 Year 6 tests demonstrate standards that are well above average. Over half the year group reached higher levels. This is because teachers have high expectations of pupils. Teacher assessments show that all pupils in Year 2 reach expected levels of attainment, but few gain higher levels.
63. Despite a higher than average number of pupils with special educational needs in the present Year 6 standards remain above average. This represents good achievement. Standards in the present Year 2 are in line with expectations, and fewer pupils than is usual are reaching higher levels.
64. Observation of lessons and a review of pupils' work confirm the school has placed strong emphasis on scientific enquiry and thinking. Pupils have begun to carry out good investigations, requiring them to observe, predict and evaluate. The pupils are being given opportunities to change factors in constructing their own fair tests. Given the acquisition of scientific knowledge from lessons there is a broad and balanced curriculum, which results in raised standards in all aspects of science. Pupils with special educational needs are included in lessons and supported well in undertaking class tasks.
65. The quality of teaching is good overall. This applies to lessons of both a factual and investigative nature. Significant strengths in teaching are that teachers plan well, challenge pupils effectively and have good subject knowledge. Teaching and learning are further supported by the positive attitudes of pupils towards the subject. They are eager to learn, sustain concentration and demonstrate, orally and through writing, good scientific knowledge and investigational techniques. Within lessons there is a good emphasis on correct use of scientific vocabulary and classification. Teaching and learning in science are enhanced by the visit to the school of a science focused drama group. Pupils' writing and ICT skills are used well to support the subject. There are many examples of good data handling in pupils' books, for example tally charts, classification procedures and observations. However, writing skills are not often being used to record conclusions or predictions. Science sessions tend to be very long which sometimes adversely affects the pace of lessons.
66. Science is well led and managed by an appropriately qualified co-ordinator. The school now has an appropriate scheme of work, which was lacking at the time of the last inspection. The co-ordinator monitors provision effectively to ensure all pupils have equal access to the school's rolling programme of themes. She monitors standards of pupils' work through pupil interviews and work sampling, but has not monitored teaching directly recently. Procedures for tracking pupils' attainment and end of unit assessments are satisfactory. Teachers use of marking as a tool to develop pupils' understanding of how to improve remains underdeveloped. As a result, pupils have too little idea of what they need to do to improve in the subject. The subject leader has, however, clearly identified that the use of assessment



data needs to be the next focus within the subject. The requirements of the last inspection have been met. The subject shows good improvement and is now resourced well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The quality of provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils' standards across the school are above expectations. Achievement is good.
- Teaching and learning are good.
- Teachers make good use of ICT to support learning in other subjects.
- Resources are good.
- Leadership and management are effective.
- Teachers' use of assessment varies too much in effectiveness across the school.

### **Commentary**

67. At the time of the previous inspection provision in the subject was broadly satisfactory, but with weaknesses. The school has made good improvement since the arrival of the present headteacher. The co-ordinator has led the subject well and introduced many innovations. These include raising teachers' expectations and expertise and consequently pupils' standards and achievement to a good level. The effective improvement in the provision for ICT includes significant development of the level of resourcing for the subject by the implementation of a networked computer suite. This gives greater access to ICT for pupils enabling teachers to develop the skills, knowledge and understanding of pupils well.
68. Overall, teaching and learning are good. Teaching was never less than good and one lesson was very good. Teachers have good subject knowledge and motivate pupils well. This illustrates the effectiveness of recent training. This good teaching has a positive effect on pupils' learning and their standards and achievement. The use of a very knowledgeable teaching assistant has been an effective innovation and improved subject provision significantly. Lessons are well-planned and planning shows consistency in its format across year groups. The use of computers as a tool in other subjects is particularly effective. Teachers include pupils with special educational needs and those from minority ethnic groups well because of their high expectations. In one good lesson in Years 2 and 3, for example, pupils learned to navigate the official website of St Lucia as part of their geography studies. They learned to copy and paste photographs into a presentation, answered questions about the island and used the computer's thesaurus to find alternative words for the text.
69. Pupils have the opportunity to cover a broad curriculum in ICT following national guidance. In Year 2, for example, they use a robotic device, which they program to move in different directions. In Year 3, linked with design and technology, they learn to program a model house to turn the lights on and off at different times. Pupils in Years 3 to 6 present their work well using a commercial software package that includes words and pictures.
70. During lessons the great majority of pupils are very confident, enthusiastic and very well behaved. They show good keyboard skills. They log on and off the computer efficiently and save their information in a personal folder held electronically. All computers are networked to enable access to the Internet and due care is taken to ensure safe access for pupils.
71. The network and Internet access enables pupils to use the computers to research topics through various websites and, of all the facilities, pupils said they found this the most useful. The school has recently introduced procedures for checking pupils' progress and this was in evidence in some but not all lessons. When it does occur teachers effectively record pupils' progress in different aspects of the subject on a sheet. However, the introduction of this assessment is too new to have had an impact on pupils' overall performance and is not consistently used.



## Information and communication across the curriculum

72. ICT is used effectively as a tool and cross-curricular links with other subjects are good. Pupils use ICT well in English, science, history, and art. Planning for the future shows that the school intends to develop the range of these links further. However, computers are not often used in the classrooms to support learning.

## HUMANITIES

73. Four religious education lessons and three history lessons were observed, but only one geography lesson and one French lesson. Therefore it is not possible to judge the overall quality of provision in geography and French.
74. The **geography** portfolio of work and photographic evidence reveal that fieldwork is a strong aspect of the subject. Some good use of resources means that many pupils' knowledge of the Isle of Wight is good, especially with regard to coastal erosion work. Evidence suggests appropriate geographical opportunities are being provided by the school and that the subject is secure in the curriculum.
75. Discussions were held with Year 3 and 4 pupils about **French**, and teachers' planning was analysed. Pupils in Years 3 and 4 are taught by well-qualified teachers from a local secondary school that has specialist status in modern languages. This school also funds provision for the subject through a government grant and, eventually, all pupils from Years 3 to 6 will be taught French. The class teacher reinforces what pupils have learned with the specialist teacher in follow up lessons. Effective planning enables the teachers involved to develop progressively pupils' oral skills, using simple vocabulary and linking words and sentences to everyday situations. For example, by Year 4 pupils count to 40 or more, say the days of the week and months of the year and answer questions about their name, parts of the body and the weather. They play games like 'Simon says' in French and sing French songs. Planning shows basic skills are thoroughly covered by the visiting specialists. Pupils enjoy French and many are confident in speaking simple sentences. They have given a presentation in assembly, showing their skills in French conversation.

## Religious education

The quality of provision in religious education is **good**.

## Main strengths and weaknesses

- Standards in religious education are above expectations in Year 6.
- Teaching and learning are good.
- Resources are used effectively to make learning exciting.
- Pupils have positive attitudes to their learning and behave well.
- Teachers' spoken feedback and assessment procedures are not well developed.

## Commentary

76. Year 6 pupils talk about various aspects of Christianity and other faiths convincingly. Such discussions demonstrate the importance the school places on learning about different religions as well as Christianity. The portfolio of pupils' work shows good coverage and positive attitudes to learning. Spiritually uplifting poems about God's personal qualities demonstrate some Year 6 pupils' deep understanding of Christians' beliefs. The teachers integrate pupils from minority ethnic groups well in lessons because of effective use of resources.

77. Good teaching means that pupils achieve well. Strengths of teaching include effective use of resources, which ensure that pupils learn to analyse images and texts. Pupils have appropriate opportunities to discuss beliefs and knowledge in pairs. Teachers have high expectations of pupils and include those with special educational needs well in sessions. This is seen when teachers ask pupils to infer meaning from pictures they are studying. The teaching of religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development. ICT is used very well when pupils use the Internet to research religions, using identified websites, or when they word process their own newspaper article about the festival of Eid.
78. Assessment procedures in religious education are underdeveloped. End of unit assessments are not recorded effectively so teachers do not have specific information about pupils' areas of strength or weakness. Teachers' oral comments to pupils and marking are inconsistent, which does not help pupils know how to improve.
79. The subject leaders' file shows a good understanding of the subject, and improvement since the last inspection is good. Monitoring of the curriculum is well developed through the religious education portfolio and discussions with pupils. The provision meets the requirements with the locally agreed syllabus.

## **HISTORY**

The quality of provision in history is **good** overall.

### **Main strengths and weaknesses**

- By Year 6 pupils reach above average standards.
- Some teaching is very good and excellent.
- Pupils have very positive attitudes towards the subject.
- Teachers' use of assessment is rather limited.
- Interpretation of evidence from primary sources is a strength of provision.
- Overall, management of the subject is effective.

### **Commentary**

80. Work seen in lessons, pupils' books and as part of wall displays demonstrates standards to be above expectations. A significant number of older pupils show increasing depth of factual knowledge about aspects of the history of Britain since the 1950's and the wider world. For example, Year 6 pupils know about various aspects of the Ancient Egyptian civilisation. Older pupils are evaluating information critically and demonstrating good use of evaluative skills appropriate to historians. Younger pupils are developing an appropriate sense of chronology and were making comparisons between old and new forms of transport.
81. Overall, teaching and learning are good. The characteristics of particularly effective teaching seen included very good planning for pupils of all abilities, which means that very effective use is made of primary sources of evidence. Teachers' very high expectations and their specialist expertise result in lessons moving at a good pace, which holds pupils' interest. This leads to good learning with pupils exhibiting positive attitudes towards the subject and behaving very well in lessons. Literacy skills are used well in history. For example, written work reporting the execution of Guy Fawkes was presented very well by older pupils in the form of a newspaper article.
82. History is led and managed effectively, and the new co-ordinator shows a determination to raise the subject's profile further. History is well resourced and this is a good improvement since the last inspection. The co-ordinator is well aware of the requirements of the subject and has effective expertise in the subject. There is a good scheme of work. Her monitoring of standards has been through sampling of pupils' work and pupil interviews. The subject leader

has not yet reviewed teaching with a view to spreading good practice and evaluating curriculum coverage. Assessment procedures are developing but are rather basic. This means that pupils do not receive enough specific information about how to improve their work.

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

83. No overall judgement of the quality of provision was made in art and design, design and technology and music. No design and technology lesson, and only one art and design lesson and one music lesson were observed. Four physical education lessons were seen.
84. Evidence from one **music** lesson seen in a class with pupils from Years 5 and 6 indicates that standards are above expectations. The school places a strong emphasis on the teaching of music. In the lesson observed pupils recalled previous work on different scales and sang them in tune effectively. Most pupils in the Year 6 group seen demonstrated above average attainment when they identified sections and bars in musical scores and recognised melodies by graphics and symbols. The co-ordinator demonstrates particular strengths in her musical expertise when she teaches classes and leads extra-curricular activities. A specialist teacher comes to the school on a weekly basis and shares her expertise with staff, teaching all classes. Pupils have good opportunities to learn to play various musical instruments such as brass and wind instruments. Assessment procedures are underdeveloped because teachers rarely record their findings and explain to pupils how they can improve in future.
85. Good improvement has taken place in **art and design** as well as **design and technology** since the previous inspection. The curriculum for both subjects has been effectively rewritten so that pupils are being taught appropriate skills systematically. As a result, pupils are now beginning to develop appropriate knowledge, skills and understanding of how they can apply these skills to their art and design work. Assessments are now made at the end of units so that teachers have a satisfactory knowledge of how pupils are performing and monitoring is carried out annually at the end of the summer term. Delightful portfolios have been established, although the design and technology example lacks the very detailed annotation included in the art portfolio. Both subjects are well resourced and teachers and pupils make creative use of these resources.
86. In design and technology most pupils can generate ideas and create designs, and pupils' planning is generally well developed in all classes. In the lesson seen pupils were very keen to share their ideas and work. They talked knowledgeably about what they were doing and explained clearly how they were approaching their activity. There is good development of basic literacy skills when pupils write lists, label diagrams and write instructions for recipes or evaluations of their designs. Pupils' writing skills are developed effectively in their evaluations of products. Mathematical skills are developed well when pupils make precise measurements for diagrams or graphs.
87. Teachers' subject knowledge and confidence are being fostered well through opportunities to share ideas and seek advice and support from the co-ordinators. Work is effectively displayed and well annotated so that teachers are providing good role models for pupils. Evidence from displays around the school and sketchbooks indicates that the quality of teaching is at least satisfactory across the school. In the art lesson observed teaching was very effective, leading to very good achievement. Pupils' work seen in this Year 6 lesson indicated that standards are above expectations.

## Physical Education

The quality of provision in physical education is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils achieve well.
- Pupils enjoy physical education and try hard.
- There is a good range of extra-curricular sporting activities.
- There is good support from a local secondary school in developing this subject.

### Commentary

88. Teachers' good subject knowledge and the brisk pace of well-planned lessons help pupils achieve to their capabilities. The majority of pupils reach standards that match those expected for their age in Years 2 and 6. The school effectively follows national guidance in all aspects of the subject, including the provision of a 10-week swimming course in the summer for Year 5, after which most pupils can swim at least 25 metres. The training of teachers with help from a local secondary school in dance and gymnastics means that teachers' expertise has improved significantly. The subject is well managed and improvement since the previous inspection is good.
89. Good teaching engages and motivates pupils. They are kept active during lessons. For example, after a warming up session the teacher in a good Year 5 and 6 lesson progressively developed pupils' skills in netball and their understanding of the rules of the game. Pupils ran and passed the ball in pairs and groups and were kept active by taking part in a series of small games. In a good Year 4 and 5 dance lesson pupils learned to warm up by gently stretching their muscles to avoid injury. There were good links with history as pupils studied pictures of the Ancient Egyptians before striking their own poses and developing their own style of dance based on these poses. Pupils' movements were dynamic as they twisted and moved to the music at different levels and with good control. Most pupils, including those with special educational needs and those from minority ethnic groups, do well because of teachers' high expectations.
90. Pupils enjoy physical education very much and in discussion they said that they particularly enjoy gymnastics, especially using the apparatus. However, no gymnastics was seen during the inspection. Pupils have the opportunity during lunchtime to take part and keep active in organised games called 'Huff and Puff', with equipment provided by the Physical Education and School Sport organisation. There is a good range of extra-curricular activities and pupils have opportunities to participate in a good range of sports such as football, rugby, gymnastics and rounders and take part in competitions such as mini-athletics and area rounders. There is some monitoring of pupils' progress in this subject. In swimming, for example, pupils' lengths are recorded and a monitoring system called '10 step' is used effectively to assess their athletics performance. Termly assessment has been introduced recently in this subject in swimming and athletics. However, assessment is not fully effective in physical education overall and does not have an impact on standards achieved. This is because pupils only receive rather limited information on their attainment in gymnastics and dance and are not consistently told how to improve their movements.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. No lessons were seen where **personal, social, health and citizenship education** was being taught directly. However, weekly lessons are very well established. Discussions with pupils from Years 1 to 6 suggest that standards are above expectations and teaching and learning effective. The majority of pupils in Years 2 to 6 demonstrate above average maturity when they discuss the ways they support other pupils. The teachers take every opportunity to

discuss aspects of personal and social development with pupils at the start of morning and afternoon sessions. A good programme of study ensures that pupils learn about others' values and beliefs effectively. As a result, pupils throughout the school are learning what it is to be a good citizen. Sex education and drugs awareness are covered satisfactorily in Years 1 to 6.

## 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	2
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	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	3
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).*