

# INSPECTION REPORT

## **WESTON SHORE INFANT SCHOOL**

Weston, Southampton

LEA area: Southampton

Unique reference number: 116133

Headteacher: Miss Fiona Mackle

Lead inspector: Mrs Julie Hooper

Dates of inspection: 16 – 19 May 2005

Inspection number: 268239

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	105
School address:	Foxcott Close Weston Southampton Hampshire
Postcode:	SO19 9JQ
Telephone number:	023 80390399
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Appropriate authority:	Governing body
Name of chair of governors:	Mr John Martin
Date of previous inspection:	11 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Weston Shore infant School is a relatively small school situated in the Weston area on the outskirts of Southampton. It is a popular school and currently with 105 pupils on roll it is almost filled to capacity. The school is situated in an area of high socio-economic deprivation and is a targeted Sure Start area – there is a high proportion of high rise flats and other authority housing.

A higher than average proportion of pupils join the school after the normal time of entry, mainly because of the rehousing of families. When they enter school, children's attainment is well below average. At 36 per cent, the proportion of pupils known to be eligible for free school meals is well above the national average. In the main school, 27 per cent of pupils have special educational needs, which is much higher than that nationally; no pupils have a statement of special educational need. The pupils' special needs are mainly related to learning difficulties, although some have behavioural problems. Almost all pupils are from white British backgrounds. Although two pupils speak English as an additional language they are not at an early stage of learning English. The school was awarded a Basic Skills Quality Mark in 2002, a Health Schools' Award in 2004 and a Schools' Achievement Award in 2003.

The school runs an Early Years Speech and Language Unit that serves the Southampton area. Twenty children aged between three and four years attend on a part-time basis. The children, although of about average ability, have been identified as having speech and language difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Julie Hooper	Lead inspector	Art and design Design and technology Foundation stage Physical education
19322	Judi Bedawi	Lay inspector	
27240	Tony Hooper	Team inspector	English English as an additional language Geography History Information and communication technology Mathematics Music
27243	Ian Tatchell	Team inspector	Pupils' personal, social and health education Religious education Science Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is effective.** It provides a good education for its pupils, with some very good features. It gives good value for money. The positive ethos supports learning in a warm and friendly environment. The headteacher's leadership is very effective, management is good and governance is sound with some good aspects. The quality of teaching is good overall, with some very good teaching enabling pupils to achieve well. Most pupils behave well, are very keen to learn and take full advantage of the broad and balanced curriculum enriched by a good range of out-of-school activities, visits and visitors to the school.

The school's main strengths and weaknesses are:

- The very good provision for pupils' personal, social and health education ensures very good relationships between pupils and between adults and pupils in a totally inclusive environment.
- The content of pupils' writing is above average; however, its presentation is not neat enough.
- By the time pupils leave school, standards are well above average in science.
- The very good leadership has led to good improvements since the last inspection.
- The children have a good start to their education in the reception class; induction procedures are very good.
- There is very good support for pupils with special educational needs both in the main school and the Early Learning Group and they achieve well.
- A team of very effective teaching assistants supports teachers and pupils very well.
- Pupils' learning is enhanced through the very good links the school has with parents and the community.
- The school development plan is not detailed enough.
- Attendance and punctuality are unsatisfactory.

Since the last inspection improvements have been good. The school has maintained the strengths identified. Most of the issues raised for improvement have been addressed satisfactorily although attendance, punctuality and pupils' handwriting have not improved. Assessment procedures are better and the curriculum has better balance so pupils have more time in art and design, design and technology and geography lessons. Pupils are given good opportunities to be independent in their learning and use them well. The role of the governing body is continuing to develop soundly.

### STANDARDS ACHIEVED

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

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

**Pupils achieve well in their learning.** Last year, pupils in Year 2 attained standards that were average in mathematics and below the national average for all schools in reading and writing. When compared to similar schools, standards were above average. Teacher assessments in science showed that pupils attained average standards. The results were much lower than in previous years mainly as a result of a higher than usual number of pupils with special educational needs in the year group and staffing changes. Currently, there is an improving picture and standards are beginning to rise again.

Children enter the reception class with well below average standards. Their achievement is good and often very good. When they move to Year 1, standards in personal, social and emotional development, and physical and creative development are as expected for their age. In communication, language and literacy, mathematical development and knowledge and understanding of the world children's skills are below those expected despite the good progress they make.

Throughout the rest of the school, pupils achieve well, and standards attained by the current Year 2 pupils are average in reading and mathematics and above average in writing. Standards in science are well above average. Pupils' standards in information and communication technology and art are average and in religious education they meet the expected standards of the local agreed syllabus. Pupils who have special educational needs in the main school and those in the Early Learning Group attain standards that are appropriate for their age and ability and achieve well due to the good support they receive. There is no significant difference between the performance of boys and girls.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils' very good attitudes and good behaviour make a significant impact on their achievement. Attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good,** with some very good features. **The quality of teaching is good throughout the school.** Teaching in the reception class is good overall and often better so that children learn and achieve well and often very well. Teachers provide very well for pupils with special educational needs, so that they achieve well and make good progress. The expertise of the learning support assistants is used well to provide very effective support for pupils' learning. The curriculum is broad and well balanced and is enhanced by a wide range of out-of-school activities, visits and visitors to the school. The accommodation and resources for learning are very good overall. The quality of the care of pupils, their guidance and support is good. There are very good links with parents and with the community and the school enjoys good communication with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall. The leadership of the headteacher and senior management is very good, governance is satisfactory and the overall effectiveness of the management is good.** The headteacher has developed a very good team spirit in the school so that staff understand the school's priorities and work hard towards achieving them. However, the school development plan is not detailed enough and does not give a clear overview of the management of school developments. The role of the subject co-ordinators is developing well. Governors are very supportive and meet their statutory duties. They are well informed about the school and have developed a clear understanding of its strengths and weaknesses. Control of the school's finances and the day-to-day management of funds are good.

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

Parents are extremely happy with the education the school provides for their children and are highly supportive of the school. They appreciate the 'open door' approach of the school and the way in which they can be involved in their children's education. They like the good teaching and the good attitudes and behaviour the school promotes. They feel they are well informed about what their children are learning and how they are getting on in their work. Pupils thoroughly enjoy school and are very keen to participate in the interesting and stimulating activities the school provides.

## **IMPROVEMENTS NEEDED**

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

- Ensure that the school development plan has sufficient detail to indicate how future developments are to be implemented.

- Improve attendance and punctuality.
- Improve pupils' handwriting and the presentation of their work.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils throughout the school achieve well. Standards in writing are above average and are well above in science by the end of Year 2.

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

- The vast majority of pupils achieve well because teaching is good and often very good.
- Pupils with special educational needs make good progress and achieve well.
- Standards of handwriting are not good enough.

#### **Commentary**

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

Standards in:	School results	National results
reading	15.5 (17.8)	15.8 (15.7)
writing	14.3 (16.7)	14.6 (14.6)
mathematics	16.3 (19.3)	16.2 (16.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year.*

1. Standards in the national tests in 2004 showed that pupils in Year 2 attained below average standards in reading and writing and average standards in mathematics. When compared to similar schools, standards were above average. Teacher assessments in science showed that pupils attained average standards. Overall these results were much lower than in previous years mainly as a result of a higher than usual number of pupils with special educational needs in the year group and staffing changes. Currently, there is an improving picture and standards are beginning to rise again.
2. Over the years 2000 to 2004 the trend in the school's National Curriculum point scores for reading, writing and mathematics was below the national trend mainly because of the big drop in the 2004 scores.
3. Children enter the reception class with very low levels of ability. During their time in reception they achieve well and often very well due to the good and very good teaching and the wide variety of learning opportunities offered to them. The school places a high priority on developing the children's personal, social and emotional development and most achieve the expected standards in this area of learning. Children also achieve the expected standards in their creative and physical development. However, in their communication, language and literacy, mathematical development and their knowledge and understanding of the world overall standards are below those expected.
4. Pupils in the rest of the school achieve well. The standards attained by the current Year 2 pupils are above average in writing and well above average in science. In reading, mathematics, information and communication technology and art standards are in line with expectations; in religious education standards are as expected in the local agreed syllabus. However, the pupils' handwriting and the way pupils present their work are poor. This was an issue raised at the last inspection which has not improved. Other subjects were not a foci for the inspection so no judgements are made on standards. Overall, there are no significant differences between the performance of boys and girls.

5. Pupils with special educational needs in the mainstream school achieve as well as their peers and make good progress in lessons, as they receive very good support from the experienced learning support assistants. They are identified appropriately and make good progress in terms of the targets contained in their individual education plans.
6. The Early Learning Group provides very good support for the 20 pre-school children who have speech or communication difficulties. These children make very good progress and achieve very well, overcoming many of their difficulties through the specialist teaching and the support provided. The children enter the unit with about average ability and are on line to attain the expected standards in all areas of learning by the time they are five. However, currently their speech and language problems inhibit their social skills and their development in communication, language and literacy.

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

Pupils have very positive attitudes to their work and their behaviour is good. Their spiritual, moral and social development is very good, and their cultural development is good, making these aspects of personal development very good overall. Attendance and punctuality are unsatisfactory. Monitoring is unsatisfactory because it has not had sufficient impact on improving overall attendance.

### **Main strengths and weaknesses**

- Pupils' very good attitudes to learning help them to make good progress because they enjoy lessons and want to learn.
- Many opportunities help pupils to develop confidence, the ability to reflect and a sense of responsibility.
- The school prepares pupils well for life in a culturally diverse society; they can identify with the feelings of others of different backgrounds.
- Attendance is improving slowly as parents become more aware of its importance.
- Significant lateness affects pupils' learning.
- Monitoring of attendance, despite some good strategies, is not having sufficient impact to secure improvement.

### **Commentary**

7. The pupils listen attentively and enjoy their learning. When lessons are lively and stimulating, they respond with real enthusiasm and joy in their work across all areas of the curriculum. A very good example of this was when pupils in Year 2 were in role-play, working with their teacher as Joshua to bring the walls of Jericho down, using musical instruments and voice. At the end of the lesson teacher and pupils were delighted with their achievement. In the very few lessons where attitudes and behaviour are only satisfactory, this is usually because teachers do not maintain a sufficiently high level of interest. Nevertheless, the pupils continue to try hard to do the work they are set.
8. Pupils respond very well to the school's provision and there is much evidence that this leads to greater maturity in pupils as they move throughout the school, becoming familiar with its expectations and strong community ethos. This is an improvement since the last inspection. A few pupils can be challenging and find extended periods of concentration difficult, particularly in Year 2, but staff work well together to consistently reinforce good behaviour. Behaviour is exemplary when pupils come together for assemblies. The pupils themselves say that other children are generally well behaved and friendly. Whilst there have been isolated incidents of bullying, pupils report that the school's handling of these is prompt and effective. There were no exclusions in the last school year.

9. Children in the Early Learning Group settle to their tasks quickly and concentrate very well. They work well with other children and staff and take turns and share equipment sensibly. Pupils with special educational needs in the main school have a positive attitude to learning. When working individually or in a small group with the support of a teacher or learning support assistant they show an improved level of confidence. They persevere with challenging tasks and enjoy the sessions.
10. Pupils have a very good understanding of right and wrong. Staff are very good role models, showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the subjects of the curriculum. For example, Year 2 pupils discussed their opinions on school rules and knew how to cope with any bullying. Pupils are encouraged to undertake responsibilities both in class and around the school, and respond very well. Almost all said they felt trusted to do things on their own. The school council, an improvement since the last inspection, provides a very good opportunity for pupils to take an active and much-appreciated part in how their school develops. Pupils take their responsibilities very seriously and with great pride. In an assembly on the theme of saying sorry pupils shared their experiences with a partner and two pupils responded well to the invitation to share their experiences with the whole school. Carefully prepared acts of collective worship allow pupils to reflect and pray. Music is used very effectively to provide a spiritual uplift for the beginning and end of assemblies. Pupils' spiritual awareness is also raised in a range of lessons.
11. Pupils are provided with a curriculum that promotes a good understanding of their local culture. In literacy, history, art, religious education and music the pupils are also helped to develop an awareness of the multi-cultural nature of their society. In their writing they demonstrate a developing knowledge and an understanding of different cultures. Visitors include professional sportsmen and musicians from the pupils' own and different cultures; for example, they recently had a visit from an Indian dancer.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.9
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.*

12. Attendance is well below other schools, a similar picture to the last inspection. Progress to secure and sustain improvement is too slow. Childhood illness and increasing term time holidays cause most authorised absences. The school works steadily to promote the impact of good attendance on pupils' progress. This is starting to change entrenched expectations and is encouraging parents to work with the school to improve attendance.
13. Too many pupils arrive late. A significant number are repeatedly late, missing lessons mainly due to oversleeping. This affects these pupils' learning considerably. Registers stay open longer than is usual. The school is aware that more work is required to improve punctuality.
14. It is clear that monitoring procedures are not yet effective enough. Despite the introduction of a number of good strategies, attendance remains well below average. The attendance policy is good, as are the parents' attendance handbook and the very good attendance newsletters. Pupils like the 'Sam' stickers and certificates. Office staff telephone pupils' newsletters. The head regularly updates her monitoring file, but information and practices developed are not

always shared with or used consistently by staff. Instances of very good daily and weekly attendance occur, but are not sustained.

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

The quality of education is good overall, with some very good features. The good range of out-of-school activities, school visits and visitors to the school enhance the curriculum. The quality of teaching and learning is good overall and often very good. The school provides a caring learning environment. The needs of pupils with special educational needs are catered for very well. Parents are very supportive of the school. The school has developed very good links with parents and with the community and has good links with other schools; these have a positive effect on pupils' learning.

### **Teaching and learning**

The quality of teaching and learning is good throughout the school. Assessment procedures are effective and manageable and used very well to track pupils' attainment, achievement and progress in reading, writing, mathematics and science and are developing well in other subjects.

### **Main strengths and weaknesses**

- Teachers have a good knowledge of the subjects they teach and impart it well.
- Teachers in the reception classes clearly understand the needs of the children.
- The school has thorough assessment procedures in place in English, mathematics and science.
- Pupils' capacity to work independently and collaboratively is well developed.
- Learning support assistants are used very effectively to support pupils' learning, especially those with learning difficulties.
- The teaching of pupils with special educational needs is good overall and often very good.
- Teachers insist on high standards of behaviour.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 21 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	9	4	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

15. During the inspection the quality of teaching was never less than satisfactory. This is a similar judgement to the last inspection although many of the teachers have changed. Teachers plan and work well to meet the demands of the National Curriculum and the agreed syllabus for religious education.
16. Teaching and learning in the nursery and reception are consistently good and frequently very good and, as a result, children are achieving well in all areas of learning. There is very good teamwork between all adults and this ensures effective support for children's learning. Lesson planning is detailed and provides effective learning opportunities for the range of children's abilities. Good assessment practices mean that all adults keep detailed records of children's development in each area of learning that provide secure information for the next steps. The smaller steps for learning outlined in the curriculum guidance for this age range are highlighted in the day-to-day lesson planning which enables adults to record progress against them throughout the year.
17. The teaching and learning of English and of mathematics is good. Throughout the school, areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught progressively and are built on systematically as pupils move through the school so that they make good progress. In mathematics, teachers are careful to ensure

that pupils' learning is based on sound mathematical understanding. Teachers frequently use good questioning techniques to challenge pupils' thinking and direct their questions skilfully to challenge pupils of different abilities.

18. Teachers have high expectations of behaviour and the mutual respect that exists between the teachers and their pupils creates a keen and fruitful learning environment. Due to the school's very positive approach to promoting pupils' personal, social and health education as they move through the school, pupils develop the confidence to work independently and collaboratively as the situation arises. This is an improvement since the last inspection. Teachers have a good knowledge of the subjects they teach and use this effectively to support learning. In all classes there are good teaching and learning aids to which pupils can refer to help them with their work.
19. Teachers plan their lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson. Although in the best cases, teachers challenge pupils at the end of the lesson to demonstrate that they have achieved this learning, this plenary session is not always used to good effect. Marking is variable but at least satisfactory. Most teachers make supportive comments in their marking and in the best cases they give pupils a further focus for improving their work.
20. The school has good assessment procedures in English, mathematics and science and these are applied consistently by all teachers. Information from tests taken by different year groups, together with an analysis of the Year 2 national assessment test results, is used to identify areas for development and to set whole school targets. Pupils have group and individual targets for improvement in English and mathematics and so are involved in making their own assessments. Although assessments are made in other subjects, in general, these are not so formal and the school is continually working to improve these.
21. Teachers use the information gained from evaluations and formal and informal assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. The information is used to group the pupils according to attainment in English and mathematics lessons as well as to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, achieve well and make good gains in their learning. There were some good examples of the learning support assistants performing a monitoring role for the teacher, by feeding back assessments on how pupils have responded to particular tasks and any problems that have arisen.
22. One of the reasons why the quality of teaching is so good is because of the high level of support that teachers receive from learning support assistants. Most are very experienced and know the pupils well. They are skilful at managing pupils who have behaviour problems so that lessons move smoothly and there are very few disruptions.
23. The standard of teaching of pupils with special educational needs in the main school is good and often better. When pupils are given appropriate support within well planned lessons much is achieved. In classes or ability groups pupils with special educational needs who receive additional support and work related to their ability make good progress. The teachers and support staff involved build up a good relationship with these pupils and by gentle encouragement they take every opportunity to extend their knowledge and understanding. In lessons seen, pupils with special educational needs were being supported well so that they completed tasks successfully alongside other pupils. A similar use of assessment information is used to identify gifted and talented pupils and to devise strategies to meet their needs.
24. Within the Early Learning Group, the quality of teaching and learning is very good, and sometimes excellent, the most important factor leading to the good progress made by pupils.

The 20 children take part in two or three morning sessions containing no more than ten children; they spend the other mornings integrated into their local pre-school group working alongside their peers. A key strength of the teaching is the commitment of the whole team of teacher, therapist and learning support assistants working together to ensure that all the pupils are confident, enthusiastic learners who are helped to reach their full potential.

### **The curriculum**

The curriculum is good, and meets all statutory requirements. A very good range of activities and visits enriches it. The accommodation and resources are very good.

### **Main strengths and weaknesses**

- Very good provision for pupils with special educational needs ensures that they achieve at least as well as other pupils.
- The very good programme of visits and visitors to the school makes a valuable contribution to the educational experience of the pupils.
- Good professional development of teaching assistants increases their effectiveness in lessons.
- Planned links between subjects help to use time efficiently.

### **Commentary**

25. There is a good curriculum for the Foundation Stage. It is well planned to deliver all of the areas of learning. Throughout the rest of the school there is a broad and relevant curriculum that covers all subjects of the National Curriculum. This is an improvement since the last inspection, when the balance and range of opportunities for pupils was found to be inadequate, especially in art and design and technology. Linking work in different subjects develops learning and uses time effectively. Religious education is appropriately planned to meet the requirements of the local agreed syllabus and there is a very effective programme of personal, social, and health education. This helps pupils to make informed decisions about their personal lives.
26. The school has good links with the junior school, so that pupils are well prepared for the next stage of their schooling. Pupils in Year 2 visit the junior school before transfer and there is good liaison between staff at the schools. There are also good procedures to ensure that the transition from the Foundation Stage to Key Stage 1 is smooth.
27. Pupils enjoy a very good range of visits that enhances the curriculum. These include the local environmental centre, HMS Warrior and museums. Visitors to the school, for example drama groups, storytellers and local clergy, widen the horizons of the pupils. Pupils have the opportunity to participate in a range of out-of-school clubs, including football and gardening. The Christmas productions develop pupils' interest in the performing arts, as do the visits by musicians and Indian dancers.
28. The curriculum is very well organised to cater for pupils with special educational needs and learning support assistants play a large role in supporting them. Pupils with special needs in the main school have individual educational plans, which are discussed and agreed with pupils and parents. These pupils are fully involved with their peers in all lessons, receiving additional support when required to ensure they make good progress towards the individual and group targets set. The use of additional support works particularly well during literacy and numeracy hours and is a very efficient use of the learning support assistants. Pupils' individual education plans match the needs of individual pupils and targets set are generally sufficiently specific and easy to measure. There is also appropriate support for the few pupils with English as an additional language.

29. The Early Learning Group receives a balanced curriculum based on the early learning goals and their individual educational plans designed to develop their speech and language. Together with learning support assistants and therapists, the teacher successfully creates a learning environment that is warm and caring, offering pupils a good quality curriculum with a full range of activities matched to their needs.
30. Staff have good qualifications and experience and the school is successful at recruiting and retaining teachers and support staff. There is a good programme for developing the skills of all staff through in-service training. This helps to create an effective team in which all understand their own roles and the roles of others. The school has good induction procedures for new members of staff, as well as taking part in initial teacher training programmes. The accommodation of the school is well planned and is in very good condition. The classrooms are attractive and provide a stimulating learning environment. There are also several rooms and spaces that can be used flexibly for teaching and other activities. There is an attractive covered outdoor area for the children in the reception class to develop physical skills in an informal setting and in all weathers. The school has ample outside space, including a green area that is well used. Much of the school is accessible to those with physical handicaps. However, there are one or two areas that are not and there are well-advanced plans to make the necessary alterations. Resources are very good in many subjects, and these contribute well to the effective teaching of the National Curriculum.

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

The care, welfare, protection and safety of pupils are good and have been maintained since the last report. Very good relationships help pupils to feel valued. Academic and personal monitoring is good overall. Pupils' induction procedures are very good.

### **Main strengths and weaknesses**

- Teachers nurture pupils well, building their confidence.
- Pupils like and trust the staff, knowing that their views are considered important.
- Academic progress is well documented, but monitoring of pupils' personal development remains informal.
- Pupils settle securely into school routines.

### **Commentary**

31. The staff give high priority to pupils' academic and welfare needs, so that effective learning can take place. Teachers know the importance of building confidence, nurturing each pupil so that they can achieve well. The school successfully provides an environment that makes pupils' learning an interesting and fun journey. Welfare procedures and practices are well known, so that pupils receive prompt care and attention if they feel sad, or have a minor tumble in the playground. The school uses its good links with external agencies and professionals, like the school nurse and speech therapists, to provide specific support when needed. Child protection arrangements are secure and known to parents through the school prospectus. Governors are involved in regular health and safety reviews.
32. Very good relationships between pupils and school adults enhance pupils' self-esteem and ability to succeed. Pupils are valued and know that staff really want to listen, help and hear their views, individually or in the school council. Pupils' ideas and work enhance outside play areas and led to some exuberant colour schemes in the library and toilets.
33. Academic progress is well supported. National test results and previous predictions are carefully analysed. Pupils' assessments are matched to national learning levels and used to judge progress from entry to school. This is particularly effective in the Foundation Stage. Lessons are planned to suit different groups of pupils. In the best cases, pupils know what they must do to improve their work because their teachers tell them. Targets are set in

English and mathematics but not in other subjects. Pupils' personal development is monitored informally, based on teachers' good pupil knowledge. There is formal personal, social and health education, involving pupils in the 'Healthy Schools' initiative.

34. Pupils with special educational needs in the Early Learning Group and in the main school receive very good support from teachers, therapists and learning support assistants. Systems are in place to enable pupils to cope with difficult situations. The national Code of Practice is met in the identification and assessment of pupils' special educational needs and continuing assessment is good. Their progress is monitored and specialist support from a variety of external agencies is sought when needed and used effectively. Pupils also participate in the regular reviews of progress with their parents or carers.
35. Induction procedures are very good. There are good entry programme links with pre-school groups and close liaison between staff. Home visits are sensitively offered, providing friendly first contact. Parents enjoy group sessions with their children, meeting additional staff like the community worker or the school nurse. Parents believe the school is very successful at enabling their children to settle happily and quickly, whatever their ages or previous experiences. Pupils confirm this view.

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

There are very good links with parents, who are very satisfied with the school's work. The quality of information provided is good. Community involvement is very good. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- The school is welcoming to parents and approachable
- Pupils' reports are now satisfactory
- Families benefit from the strong community links
- There is well established contact with other schools

### **Commentary**

36. The school sees parental interest and involvement as a vital part in educating children. All staff support the headteacher in the aim of making the school parent friendly and approachable. Parents express glowing views of the school's work. They like the support that is available and the warm welcome received. Staff are accessible, doing their best to resolve any queries over pupils' progress. The school has a number of well established initiatives to ensure parental involvement in children's learning; the 'Share' scheme is a good example, enabling parents to enjoy reading books and other shared learning activities with their children. Only a very few parents regularly help in classrooms, but the school welcomes their involvement and offers of help, that may be short or long term. As at the last inspection, there is no formal parent fund-raising group, but the school asks for and gets parental support when it arranges functions like the Christmas Bazaar or family discos.
37. The quality of information that parents receive is good, overall. The prospectus and governors' annual report meet statutory requirements. Newsletters are regular and very readable. The school provides good information on educational, health and community issues, through leaflets and notice boards. Pupils' annual written reports are now satisfactory, improved since the last inspection. They meet statutory requirements. Targets for pupils' progress are provided for English and mathematics but not for science or other subjects. Comments are individual to the child, concentrating on what was taught and what the child can do. There is little about areas needing improvement. This would be helpful in the subjects or areas that do not have targets, so that parents get an overall picture of their children's progress. There is good practice in the provision of pupils' comments about their own progress.



38. Parents of pupils with special educational needs are involved and informed at all stages of a pupil's assessment and review; contact is maintained at other times on an informal basis. Parents have access to the Early Learning Group unit manager and the class teachers, who have good links with the special educational needs co-ordinator. Parents are involved at all stages and receive regular reports on their child's progress.
39. Community links are very good and continue to thrive. The school puts much emphasis on ensuring that parents can be fully involved in their children's learning, whilst developing their own skills and interests. The community worker runs many groups including a toddler drop-in and a dads' group. Parents get to know each other and share ideas about parenting. There is a children's clothing 'swap shop', a simple but very effective idea. Workshops and classes are a regular feature in the well appointed school community room. They include courses run by partners including Sure Start, Learning Links and the South Neighbourhood Partnership. Visits and visitors widen pupils' awareness of their own and the wider community. Local businesses sponsor school events.
40. The school has good relationships with other schools and colleges in the area. This aids the smooth transfer of pupils to the local junior school. There is a well-established programme of mutual visits. Year 2 pupils link up with Year 3 pen pals, writing letters and then meeting their 'buddies' before they start in September. At Christmas, Year 2 pupils attended the junior school's Christmas concert. Staff and the headteachers meet to discuss individual pupils with additional needs so that any resources are put in place for them. There is good contact with other schools through community workshops, curriculum projects and other events. Students regularly do work experience in the school. Recently students worked with parents who were participating in community room groups. The school is continuing to develop its links with other schools and pre-school providers.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good and the management is effective. The governance of the school is satisfactory with good features.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the future of the school and provides strong and very effective leadership.
- She has developed a very good team spirit in the school.
- The headteacher is extremely successful in ensuring that the school has a highly caring and inclusive ethos.
- The school development plan is not detailed enough and does not give a clear overview of the management of school developments.
- The role of the co-ordinator is developing well.
- Financial management is good and funds are used well to achieve the school's priorities.
- The leadership and management of the provision for pupils with special educational needs are very good both in the main school and the Early Learning Group.

### **Commentary**

41. As at the last inspection the headteacher provides very good leadership. She creates an atmosphere in which staff work together as a fully committed and enthusiastic team and ensures that the aims of the school are clear and the staff work hard to achieve them. The deputising teachers and key staff who are fully involved in the management of the school support her very well. All systems and routines run efficiently and effectively and the school operates as a well ordered community.

42. The headteacher is very effective in using the expertise of the staff to the best advantage. She is very successful in ensuring that all groups of pupils in the school are fully included in all activities. She achieves this by rightly placing a high priority on pupils feeling happy and secure at school and having a wide range of opportunities to develop not only their academic skills, but also their social and moral awareness and understanding. In this way she promotes an atmosphere in which the whole of the school community works together with a 'family' ethos. She helps the pupils to feel included and to develop as individuals by placing a strong emphasis on the provision of a good quality education which includes personal, social and health education activities and by encouraging pupils to involve themselves in these areas.
43. Although the school development plan clearly outlines the school's intentions for improvement over the next three years, the scope of the plan, especially for the current year, is too narrow. For example, success criteria of initiatives are set out but there are no detailed action plans indicating deadline dates, detailed funding and how and who is going to monitor the initiatives. Although improving attendance is an identified priority, little mention is made of how this is to be achieved in the school development plan. There are good detailed action plans for subjects on line for development this year and a clear indication of how those subject areas that are not priority areas for improvement will be developed and maintained.
44. The role of the co-ordinator is developing well. There are some good assessment procedures in place for English, mathematics and science and for other subjects they are developing well. Time is set aside for monitoring and evaluating teaching and learning and the curriculum. In addition, all teachers have a half day each week out of the classroom for planning and preparing work. The induction programme for staff is very good and this has a significant impact on the strong team spirit in the school. Performance management procedures, which identify any training needs, are good and staff undertake training to develop both their own professional needs and those of the school priorities for development.
45. The governing body has its full complement of governors, which is an improvement since the last inspection. There is a strong working partnership between the long standing chair of governors and the headteacher. Governors are very supportive and many are regular visitors to the school. The governing body meets its responsibilities fully and all statutory policies are in place. Governors are kept well informed by the headteacher about current developments but their role in leading the school and holding it to account is not yet fully developed. For example, there are no clear procedures as to how they are to monitor issues for improvement identified on the school development plan. However, they have developed with the headteacher a detailed action plan of how they can become 'a more informed and effective governing body'.
46. Since the last inspection the school has developed and maintained the very good provision for special needs pupils in the speech and language unit and the main school. The teacher in charge of the speech and language unit, with the headteacher and governors, provide very good leadership and give the unit a positive identity and purpose. Special educational needs in the main school are very well managed by the headteacher in line with the Code of Practice for special educational needs pupils. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. There is good day-to-day organisation of pupils, with the involvement of class teachers. Teachers check that targets set in pupils' individual education plans are clearly linked to pupils' needs and part of lesson planning. The governing body supports and monitors the provision for pupils with special educational needs, and reports the school's provision for these pupils, in its annual report to parents.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	463,214	Balance from previous year	30,594
Total expenditure	466,551	Balance carried forward to the next	27,257
Expenditure per pupil	5,071		

47. Control of the school's finances and the day-to-day management of finance continue to be good as at the last inspection. Detailed analysis of spending is carried out regularly. Best value is sought by the governors at all times when considering the purchasing of goods or services. Financial planning is related to the school's educational priorities. Governors are aware of the high level of help needed for pupils with special educational needs to achieve well. As a result, they are committed to providing a good number of well-trained support staff to ensure this level of support and commit the appropriate funding to this.

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

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

Provision for children in the Foundation Stage and its leadership and management are **good**. The children achieve well and often very well, from starting points which are well below average, because of good teaching, a well-planned curriculum and good liaison with parents. Accommodation and resources are very good and all staff work together very well as a team. Assessment procedures are effective and are used well on a day-to-day basis to match work to the individual needs of the children. The school has maintained this strength since the last inspection.

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

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

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

- Children are encouraged to work independently.
- Supportive relationships promote respect for adults and children in a secure, happy environment.

#### **Commentary**

48. A high priority is placed on the development of children's personal, social and emotional development. Many children have poor skills on entry to the reception and the staff work hard to instil confidence and to provide suitable role models for good social skills. The teachers and learning support assistants have very good relationships with the children, who are given a supportive structure in which they learn how to interact together and with adults. Children are taught to respect and accept the differences between them and this is evident with children with special educational needs. Children learn to take turns and to collaborate well in group situations and there is a consistent approach to behaviour management. Praise and encouragement are used effectively by all adults, who are good role models as they show children the importance of considering the views and opinions of others as well as their own. In all activities staff develop children's self-esteem by openly showing that they appreciate and value children's contributions. They encourage children to be independent in their choice of activities and ensure that they help one another, for example, when putting on aprons for messy activities. Teaching is good overall and often very good and the teacher's knowledge of individuals and observations made by support staff lead all children to achieve well so that many reach the standards expected by the end of the reception year.

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

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

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

- Speaking and listening skills are developed well across the curriculum.
- Opportunities for reading and writing are planned well.

#### **Commentary**

49. All children achieve well, despite their low starting points, with a large proportion entering the reception with speech and language difficulties. Standards are still below average when they enter Year 1, despite the good teaching and an imaginative curriculum. Children make at least good progress towards the expected standards by the end of reception, but only a minority are likely to achieve these. Teachers and learning support assistants work hard at developing opportunities for speaking and listening, for example through 'talking partners', and

their thorough approach helps all children to understand and speak with growing confidence. The emphasis on clear instructions and open-ended questioning sets challenges for the children and encourages their participation whilst developing their vocabulary. A wide range of activities helps children to attain early reading skills and they enjoy sharing books and learning new words. More able children have a good understanding of the 'title' and 'author' of a book. They read simple texts; others can recognise some key words or tell a story using the pictures as a guide. Phonics (letter sounds) are taught systematically and more able children often use this knowledge to work out simple words. However, for most children, their lack of knowledge affects their ability to write and their early writing skills are less well developed. Role-play areas are used well to develop language skills across the curriculum.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers use questioning well and a range of activities supports learning.
- Opportunities across the curriculum are planned to develop mathematical thinking.

#### **Commentary**

50. On entry to the reception, children's attainment is well below average. By the time the children enter Year 1, despite the good achievement they make, the standards are below that of children of that age nationally. The quality of teaching and learning is good and often very good. All staff are aware of the need to count and focus on number values from the outset; games and practical activities are used to develop skills and staff are very effective in asking questions that promote thinking and reinforce learning. Appropriate mathematical language is used when children build and construct or take part in creative activities. In one lesson the children were looking at symmetrical objects and the teachers continually used the word 'symmetry' and 'symmetrical' so by the end of the lesson the children were very familiar with the words and their meaning. Children are taught songs and rhymes and they are encouraged to count in many situations. Most children count to ten or beyond and they are learning to order numbers to ten and to write the digits correctly. A wide range of activities with very good resources is offered to support number value and recognition. Learning support assistants play a very important part in helping children with special educational needs to count items in play situations and be fully involved in lessons.

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

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

### **Main strengths and weaknesses**

- Teachers plan a wide range of interesting experiences.
- Opportunities for learning about different cultures and beliefs are developed well.

#### **Commentary**

51. Most children achieve well despite their lack of knowledge on starting school. Teaching and learning are good and the curriculum is planned imaginatively so that children can develop skills through play and creative activities. Resources are very good and story packs and artefacts are used very well to stimulate and interest children. The attractive display of Chinese artefacts and costumes relating to activities associated with the Chinese New Year and stories such as 'Handa's Surprise' demonstrate the commitment to learning about different cultures and celebration of their festivals. Christian festivals such as Christmas and Easter are celebrated. Children develop scientific knowledge and inquiry as they watch the

seeds and beans they plant grow. Through very good questioning teachers help children to understand what animals, for example rabbits, need for healthy growth. The children develop their mapping skills through drawing maps of the route Goldilocks took to the Three Bears' House. They use the computers and programmable toys confidently and operate the digital camera and remote controlled cars with ease. Many children find it difficult to verbalise their knowledge and understanding, so most will not attain the expected standards by the end of the reception year despite the significant progress they make.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Opportunities for developing manipulative skills are good.
- Children move with growing confidence and awareness of space.
- The area for reception children's outdoor activities is very good.

### **Commentary**

52. Children achieve well and, by the end of reception, most are likely to attain all the expected standards. Teaching and learning are good and teachers' planning is effective. The children are developing a good awareness of space and learning to move with control and co-ordination when using the apparatus. They are beginning to understand the importance of 'warm up' and 'cool down' sessions before and after their dance and gymnastics lessons. A wide range of practical activities in the classrooms encourages children to use puzzles, play-dough, pencils, tools and small building equipment well. Children with special educational needs are guided towards success by the skilful intervention of the support staff. The children have the advantage of a large, covered, well-resourced outdoor area which can be used in all weathers for riding, pushing and pulling large wheeled vehicles. They use the hall for gymnastics and dance lessons. The topic about healthy eating was reinforced through interesting activities such as identifying healthy foods and making fresh fruit salad.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children have experience of a wide range of materials and media.
- Opportunities for music and drama are good.

### **Commentary**

53. Most children achieve well and overall standards are as expected by the end of reception. Teaching and learning are good and teachers and support staff work together to provide a range of exciting experiences to further children's development. Children experiment with a wide range of materials, such as paint, pastels, fabrics and clay, to make colourful pictures, collages and models. They look at flowers and paint them, matching the colours well. Drama and role-play activities are successful mainly because of children's good personal, social and emotional development; children work together in harmony developing their creative play in a meaningful way, for example in the 'Vet's Surgery'. Musical activities are directed very well and the children can tap rhythms and explore sounds with confidence. They sing tunefully and the children are given the opportunity to sing at various times during the day.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

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

- Standards in writing are above average.
- Pupils achieve well as a result of good teaching.
- There is very good support that enables pupils with special educational needs to achieve at least as well as all other pupils.
- A good system of assessment gives teachers a clear idea of the progress made by individuals and groups.
- Standards of handwriting and presentation are low.

#### **Commentary**

54. Pupils enter Year 1 with lower than average language skills so their achievement through Years 1 and 2 is good. Pupils with special educational needs achieve very well as a result of the high quality support that the school provides. It is evident from both lessons and written work that teaching is good. Teachers use questions well to develop pupils' skills in speaking and listening. The school takes advantage of opportunities to extend listening skills, for example by reading stories to pupils during snack times. In lessons in Year 1, pupils acted out the roles of the characters in the story. This contributed well to their social and moral development as it made them think about the feelings of the characters. It also gave them confidence in speaking in front of an audience. Pupils in Year 2 prepared an expressive reading of 'The Owl and The Pussycat' which they then recorded. As a result of the good development of these skills pupils talk confidently to visitors and can explain their work in other subjects clearly.
55. The standards in reading in Year 2 are average. Some pupils read expressively, often as a result of good teaching. Pupils enjoy reading and talk about the characters and events in their reading books. Most pupils in this age group use their knowledge of letter combinations and recognition of simple words to help them read. They are familiar with terms such as 'index' and 'contents'. However, fewer than usual were secure about the difference between 'fiction' and 'non-fiction'.
56. Standards in writing are above average. Many pupils are working at the more demanding Level 3. Pupils are encouraged to be imaginative in their use of language and produce passages like 'I'll follow you through the humid rainforest, I'll follow you over the gushing waterfall'. This shows that they have thought carefully about their vocabulary choices. The written work in pupils' books covers all the areas required by the National Curriculum. The last inspection report mentioned that handwriting and presentation were poor. The school recognises that this is an area that needs improvement, and this was confirmed by the written work seen during this inspection. Letters are often of inconsistent sizes and the guidelines in exercise books are not followed. Written work is regularly marked and the marking contains helpful comments to guide future improvement. All pupils have clear targets in their books and they say that these are a very helpful way of helping them to improve their work. The school has a very thorough system of recording how well individuals and groups are doing, and this is effective in raising standards.
57. There are attractive displays to celebrate pupils' work in classrooms and other areas of the school. Some of these are word-processed and illustrate pupils' ability to use different fonts and styles. Pupils use computers regularly in class to draft and redraft work, as well as using programs to support specific areas, for example, spelling.

58. Members of the management team support the co-ordinator for the subject. They have a clear grasp of what needs to be done to improve standards and manage the subject well. Resources for English are very good and enable the subject to be taught effectively. There are enough good quality reading books in classes for all pupils. The library is centrally situated and has a good stock of suitable books. A straightforward indexing system helps pupils to improve their library skills. There has been satisfactory improvement since the last inspection as standards are at a similar level and the school has developed the use of reading and writing across the curriculum well.

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

59. The last report identified the need for pupils to use their reading and writing skills in all appropriate subject areas. This is now happening consistently. For example, pupils write factual accounts in science and geography. There are examples of descriptive writing in subjects like history and religious education, and the regular development of listening and speaking skills in all areas contributes well to the development of language competence.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- All pupils achieve well as a result of good teaching.
- There is a strong focus placed on developing pupils' problem solving skills.
- The system for recording pupils' achievement is very thorough.
- Presentation of work is untidy.

### **Commentary**

60. Standards in mathematics in the current Year 2 are average and similar to those at the last inspection. Pupils enter Year 1 with under-developed skills in mathematics and achieve well throughout Key Stage 1 as a result of good teaching. This includes pupils with special educational needs, who are very well supported by teachers and learning support assistants.
61. The overall quality of teaching is good. During the inspection there was one very good lesson. Teachers plan lessons carefully and tell pupils about the objective of the lesson, so that they have a clear idea of what they are learning. Learning support assistants play an important role in lessons. They have a good grasp of the focus of the lesson and support individuals and groups, as well as helping in general ways such as distributing materials. Teachers use questions effectively to check pupils' understanding and stimulate development of alternative ways to solve mathematical problems. There is a strong emphasis on developing all areas of numeracy. Pupils in Year 1 developed their understanding of the difference between two and three dimensions and three-dimensional shapes. Many of the class could identify cuboids, spheres and pyramids. Teachers are careful to use technical terms, for example 'subtract' and 'cylinder', and this develops pupils' literacy effectively. In the very good lesson for a Year 2 class, the teacher challenged pupils to develop strategies for solving mathematics problems expressed in words. This is an area that the school has identified as needing development. The pace was stimulating and the teacher's expertise enabled pupils to get a secure grasp of how to tackle these problems more effectively. During this inspection pupils used computers during mathematics lessons to support their learning. They also use them to represent numerical information as graphs.
62. The National Numeracy Strategy is the basis for planning in the subject. This ensures that all areas of numeracy are fully covered. Marking is good and suggests how pupils could improve their work. Teachers know their pupils well and there is a system of assessment that tracks



the achievement of individuals in the long and short term very thoroughly. Resources are very good and help teachers to teach numeracy effectively. The co-ordinator is knowledgeable and enthusiastic and manages the subject well.

### **Mathematics across the curriculum**

63. There is effective use of numeracy in most areas of the curriculum. Pupils often use mathematics in other subjects and develop an appreciation of its practical use. In science pupils record data and create graphs. Numeracy skills are also developed in other lessons, for example, measurement in design and technology. Teachers also develop numeracy in everyday ways, for example counting, adding and subtracting during registrations.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Year 2 and pupils achieve very well because the quality of teaching is good and sometimes very good.
- The pupils have many opportunities to investigate for themselves and this contributes to the high standards.
- The subject is well led by the subject leader.
- Teachers do not always tell pupils what they have to do to improve their own work.

### **Commentary**

64. The emphasis that the school now places on practical and investigative activities is a key factor leading to the high standards. The development of investigative activities was an issue raised at the previous inspection. Standards have further improved since the previous inspection because of the very good use of regular curriculum reviews by the subject leader. The good and sometimes very good quality of the teaching also enables all pupils to achieve well. Samples of work seen show that, by the end of Year 2, pupils have conducted many experiments; for example, to find out how ice cubes melt, what happens to materials when they are mixed with water or heated, and which conduct electricity. They make predictions and record their results in their work books; some are then presented as a graph using the computer.
65. This emphasis on learning through first-hand experiences was also evident in the lessons seen during the inspection. In a very good lesson for pupils in Year 1, they planned and carried out an investigation to test which materials were magnetic. This was an imaginative choice and motivated them very well because the majority had had little previous experience of using magnets. The pupils worked well in groups, deciding harmoniously who would record the results and taking turns to try the test. Pupils with special educational needs are given good support by learning support assistants. Skilled questioning by the teacher ensured that the test was fair. In a discussion with pupils in Year 2, they were very proud of the class 'science laboratory' equipped with a range of equipment used to conduct experiments. Dictaphone and digital cameras are used very effectively to record the results of their investigations in the 'science laboratory' or out in the school grounds or adjacent woodlands. Pupils used the digital cameras to record the mini-beasts found on a recent investigation in adjacent woodlands; the photographs of all the creatures found were used as evidence in work books and displays. These opportunities give pupils pride in their work and contribute to the very good curriculum.

66. The science co-ordinator provides very good leadership and management, she has regular review meetings with each class teacher discussing achievements and identifying where further improvements can be made. She is committed to continuing the enrichment of the subject through visits such as the successful day that pupils spent at a working farm, studying such topics as cheese and bread making.
67. Good assessment procedures are in place and pupils' progress is closely monitored to ensure sufficient challenge for all pupils. As a result, tasks are well matched to their needs. However, although there are some good examples in marking where teachers help pupils to improve their work, this is not consistent. Pupils do not have their own small targets to work towards to give them a better understanding of their own learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good teaching means that pupils achieve well.
- Resources have improved since the last inspection.
- Pupils use a wide range of equipment.
- The small number of computers in classrooms limits pupils' opportunities to develop their skills.

### **Commentary**

68. Standards are in line with the national expectation at the end of Year 2. The majority of pupils have a secure grasp of appropriate skills. Pupils achieve well as a result of good teaching. There are separate lessons in ICT for each class. The well-planned scheme of work covers all areas required by the National Curriculum. Teachers are confident about teaching the subject and lessons are effective. Pupils learn how to change fonts and colours when writing text, and know how to save and retrieve their work. In a lesson for pupils in Year 1, they planned sequences of movements for robotic vehicles. Pupils with special educational needs achieve as well as other pupils as a result of the very good support given by teachers and learning support assistants.
69. Pupils have access to the Internet under supervision and have begun to realise how search engines can help them find information. They regularly use digital cameras to record trips, school events and their work. Pupils have been taught to treat the equipment with respect and this has enhanced their social and moral development. There is no computer suite in the school but the ratio of pupils to computers meets government recommendations. Nevertheless, the small number of computers in the Year 1 and 2 classrooms means that pupils' opportunities to use these to improve their skills are limited.
70. The co-ordinator manages the subject well. She has expertise and enthusiasm and has developed an effective assessment system so teachers will have a clearer idea of the achievement of pupils. There are now more good quality computers and a wider range of equipment in the school than at the time of the last inspection. This, together with the improved assessment system, means that there has been satisfactory improvement since the last inspection.

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

71. There is a well-planned programme to encourage the development of ICT skills across the curriculum. Computers are regularly used in lessons, especially numeracy and literacy. Pupils use an art program to create lively pictures. They construct graphs to illustrate their

work in science and mathematics. Some work in English is word-processed, and research is done, for example, in history and geography, with the aid of the Internet and CD-ROMs. Pupils use digital cameras in all areas of the curriculum to record their work in lessons.

## **HUMANITIES**

72. During the inspection there were no geography lessons taught. One history lesson was seen in Year 1. As a result, there is not enough evidence available to make an overall judgement for the provision for **history** and **geography**. Evidence from pupils' books and other written work shows that there is satisfactory coverage of the requirements of the National Curriculum. The schemes of work for each subject follow national guidance. Both subjects have a straightforward assessment system to record the achievement of pupils. The wide range of visits that pupils make to places of interest, for example, the environmental area next to the school, HMS Warrior and the Netley military hospital museum, enriches their learning in both subjects. There are good resources for each subject and the local authority loan service provides artefacts for the teaching of history. In the lesson that was seen, good use was made of artefacts such as flat irons and buttonhooks to stimulate pupils' awareness of how things were different in the past. Pupils use the Internet to research topics such as Mexico in geography and Florence Nightingale in history.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Achievement is good in Years 1 and 2.
- Religious education continues to be well taught and enjoyed within the school.
- Very good links exist with the local church.

### **Commentary**

73. Although it was possible to see only two lessons during the inspection, evidence from these, from assemblies, from talking to pupils and looking at pupils' work indicates that standards overall are in line with those in the local agreed syllabus. Achievement is good in Years 1 to 2, an improvement on that reported in the last inspection.
74. The main focus is on learning about Christian teaching as set out in the local agreed syllabus. Additionally, pupils learn about Hinduism, which is compared and contrasted with Christianity and differences explained and valued. The teaching seen and evidence from work scrutiny and pupils' interviews indicate that the teaching is good overall and often very good. In a Year 2 lesson, pupils enjoyed the story of Joshua, acting out part of the story led by their teacher. Pupils can retell a number of Biblical stories, which they have learnt from school and parents. The small amount of work in pupils' books is a result of the good use of time to enable pupils to take part in discussions, role-play and drama to capture their imagination.
75. The school celebrates harvest, Christmas and Easter. The vicar regularly takes assemblies and good opportunities are made to explain the significance of Christian symbols and to explore artefacts when visits to the church are made. The leadership of the subject is good; the subject leader, the headteacher, monitors the teaching and standards in the subject, helping to maintain pupils' good achievements. She has provided staff with the information and training needed to effectively implement the revised syllabus from the beginning of next term. Schemes of work are in place and assessment strategies are being adapted and developed to reflect the new programmes of study.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Work in design and technology, music and physical education was sampled, because too few lessons were observed to make reliable judgements on provision, standards, achievement and teaching.
77. Although no lessons were observed in **design and technology**, planning indicates that pupils' skills are built on progressively as pupils move through the school and that standards have improved since the last inspection and are broadly in line with expectations. Year 1 pupils have made designs for a playground structure and as part of the school's Healthy Schools' project have designed and made fruit salads. In Year 2 pupils have designed and made colourful puppets and vehicles, for example, to help pick up hay. Planning is based on national guidelines which have been adapted to meet the needs of the school. The co-ordinator manages the subject well and is currently planning to develop more cross-curricular links.
78. Only one lesson was observed in **physical education**. In this gymnastics lesson the pupils in Year 2 were developing short sequences involving moving from one balance to another. Some of these were very imaginative and most pupils were working at standards in line with expectations. This is an improvement since the last inspection. The quality of teaching was satisfactory and the teacher paid good attention to health and safety through making sure that the pupils warmed up and cooled down appropriately. The subject is managed well. Planning is linked to national guidelines and pupils' work is assessed against these. Resources are good. The after-school sporting clubs are supported well and visitors with expertise, for example a basketball player, help to develop pupils' skills. Activities such as Maypole dancing and Indian dancing encourage pupils' cultural awareness.
79. During the inspection period there was only one **music** lesson. During assemblies pupils sing tunefully and with an appreciation of the effect that varying the volume achieves. The school now uses a commercial scheme of work that effectively supports teachers with little or no musical knowledge. It is designed to cover all areas laid down by the National Curriculum. There is a simple but effective method of charting the progress made by groups and individuals. In the lesson observed the teacher used a variety of methods to develop pupils' awareness of pitch. She made good use of technical terms such as 'score' and this enhanced the vocabulary of the pupils. The resources for teaching the subject are good, as there is a wide range of both tuned and untuned percussion instruments. There are opportunities for pupils to perform in assemblies and to sing outside the school, for example at a local day centre. Visitors to the school, for example a group from the Bournemouth Symphony Orchestra, give pupils a broader musical experience. The co-ordinator manages the subject effectively, drawing on help from the local education authority advisors as appropriate.

### Art and design

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

### Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers make effective links between art and other subjects, to make pupils' work meaningful.

### Commentary

80. Standards in art in Year 2 are as expected for their age. This is an improvement since the last inspection. In the lesson observed pupils in Year 2 were looking at the different styles in the work of Picasso. They observed closely a selection of his paintings suggesting the feelings expressed by the subjects were directly related to feelings of the artist. Through discussions they sorted the examples they were given into two distinct styles of his work. The quality of

teaching in the lesson was satisfactory and initially the pupils were well motivated and achieved well. However, after a rather long period of sitting and observing the pupils became restless and the pace slowed down. Learning support assistants provided very good support and encouragement for pupils.

81. Planning and work on display show that pupils develop and use their skills appropriately as they move through the school. This progression of skills was evident in a display in which all year groups had made observational paintings of spring flowers. Pupils use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, polystyrene blocks and other materials for printing, and paper and fabric for collage work. Pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones.
82. Where appropriate, pupils use their skills in art to support other work. For example, Year 1 pupils had made Diwali cards, pictures and masks from card and paper and candleholders from clay in their studies of Hinduism. Links were made with geography and science in 'Mexican Week' when pupils made models of volcanoes. Pupils also create attractive pictures using computer programs.
83. The leadership and management of the subject are sound. At the moment, the school follows national guidance for its lesson planning which has been adapted to meet the school's needs. Resources are adequate and are continually being built up to meet the needs of the curriculum. The school has developed appropriate assessment procedures based on the scheme of work. The artwork pupils undertake makes a good contribution to their cultural awareness.

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

84. The school is keen to promote good health through its work in **personal, social, health and citizenship education** (PSHCE). Teachers devise activities to raise pupils' awareness of healthy living. During the day, pupils are encouraged to drink water and 'cool milk', and eat fruit to aid their concentration and support good health. The importance the school attaches to promoting good health has recently been rewarded with a Health Schools' Award. PSHCE times are also used to provide opportunities for pupils to reflect on how well they relate to others. Learning support assistants work successfully with pupils who find mixing and socialising difficult by supporting their personal and social development. The school council provides pupils with very good opportunities to discuss and report to the whole school on decisions made. They have been responsible for improving the range of lunchtime activities and have also been consulted by the headteacher on the colour of a new classroom carpet.

## 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	5
Attitudes	2
Behaviour, including the extent of exclusions	3
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	2
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	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

