

INSPECTION REPORT

WORDSWORTH INFANT SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116126

Headteacher: Ms R Martin

Lead inspector: Eileen Chadwick

Dates of inspection: 16 – 18 May 2005

Inspection number: 268313

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	195
School address:	Stratton Road Shirley Southampton Hampshire
Postcode:	S015 5RA
Telephone number:	023 80776397
Fax number:	023 80528313
Appropriate authority:	The governing body
Name of chair of governors:	Mrs N McArdle
Date of previous inspection:	10/5/1999

CHARACTERISTICS OF THE SCHOOL

The school is an average size infant school. It has 195 pupils aged 4 to 7. It serves an area, which is on the edge of the city of Southampton. Nearly all pupils come from the immediate area, which contains a mixture of owner occupied homes and those rented from the council. Pupils are taught in 5 single age classes whilst there are two mixed-age classes for Reception/ Year 1 and Year1/Year 2 pupils. The proportion of pupils known to be eligible for free school meals is average, at 19 per cent. Most pupils are White British, although a small proportion is from ethnic minority heritages. A few speak English as an additional language although very few are at early stages of learning the language. The main language spoken, other than English, is Hindi. The proportion of pupils on the special educational needs register, at 23 per cent, is above average although the proportion with statements of special educational need is below average. Most of these pupils have social, emotional and behavioural difficulties or speech and literacy problems, although a very small proportion have profound and multiple learning difficulties. Pupils' overall attainment on entry is average but unusually diverse. It ranges from very high to very low and a substantial minority enters with at least above average or below average attainment. A significant minority also enters with behavioural difficulties and potentially challenging behaviour. In the last academic year the proportion of pupils entering or leaving the school at times other than the normal points was high. A similar proportion left as those who entered the school.

The school gained a Basic Skills Quality Mark Award and also an Investor in People Award in 2003. It was awarded a Schools' Achievement Award in 2001 and gained Beacon status in 2000. Since the previous inspection in May 1999 there has been an almost complete change of teaching staff. A new headteacher was appointed four years ago and a new deputy headteacher was appointed in January 2005. Membership of the teaching staff has stabilised this year. The number of pupils on roll is not as high as at the time of the previous inspection when there were 205 pupils. Then there were eight classes whereas now there are seven.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Science Art and design Design and technology Foundation Stage Special educational needs
9958	Tim Page	Lay inspector	
27629	Peter Brooks	Team inspector	Mathematics Geography History Religious education English as an additional language Personal, social and health education and citizenship
32287	Mary Clennett	Team inspector	English Information and communication technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wordsworth Infant School provides a satisfactory education with good features. Standards are above average in mathematics and science and average in reading and writing by Year 2. Pupils' overall achievement is satisfactory. The quality of teaching and learning are satisfactory, overall, but ranges from excellent to unsatisfactory. This causes variability in the good progress pupils often make in English and mathematics. The quality of leadership and management is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics and science are above average by Year 2 and pupils achieve well.
- Children in Reception are often given a good start.
- Pupils with special educational needs make good progress.
- Although satisfactory overall, the quality of teaching is too variable as it ranges from excellent to unsatisfactory.
- The school does not have good enough arrangements for helping teachers to manage the wide range of attainment in mixed-age classes.
- Pupils' behaviour, attitudes and relationships are very good, reflecting the high standards expected by the school.
- Aspects of subject managers' roles are insufficiently developed.
- Pupils are very well cared for. The very good outdoor environment is used very well to help pupils enjoy school and to develop their learning.
- More capable pupils, particularly gifted and talented pupils, make inconsistent progress.

Since the school was last inspected in 1999, there has been an almost complete change of teaching staff. This includes a new headteacher four years ago and, more recently, a new deputy headteacher. The need to continue to develop the school's Beacon initiatives when key staff had left, often through promotion, caused a drift in school improvement and standards fell. Staffing is now settled and, as a result, the school is now able to apply itself more fully to raising standards. Much hard work is already having a positive impact on improving standards in mathematics and science. Strengths in the pastoral care identified at the time of the last inspection have been maintained. The school has soundly addressed the weaknesses then identified but improvement since the last inspection is unsatisfactory. Standards are not as high as they were then. There is still work to be done to ensure teaching is of a consistently good quality. The school has a good capacity to improve in the future.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	A	D	D
Writing	D	B	D	D
Mathematics	C	A	C	C

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

Pupils' overall achievement is satisfactory. Standards have fluctuated too much in English and mathematics for several years. However, over the last three-year period, overall standards have been above average in reading and mathematics and average in writing. In 2004, standards were only average in mathematics and below average in English, compared with similar schools. The

inspection finds standards are now better and the current Year 2 pupils reach standards that are above average in speaking, listening, mathematics and science. Standards are average in reading, writing, ICT and religious education. Pupils' overall achievement is satisfactory in Years 1 and 2. The achievement of children in Reception is good, overall. Having achieved well, children are likely to exceed their learning goals in mathematics, personal development, speaking and listening and all other goals except reading and writing. Following satisfactory achievement, they are on course to reach their goals in reading and writing. The achievement of children with special educational needs and those with English as an additional language is good throughout the school. Pupils with severe learning difficulties make very good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good as a result of the school's very good provision. Pupils' attitudes to learning and behaviour are very good. The school has very effective procedures for ensuring they behave well and form good relationships. Attendance is satisfactory. Pupils are punctual.

QUALITY OF EDUCATION

The overall quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. They are generally good in Reception and satisfactory in Years 1 and 2. The quality of teaching is consistently good in all single-age classes in English and mathematics, where teachers provide a good match of work to pupils' needs so all can learn well. In mixed-age classes, the match of work is not always good enough. The curriculum is good in Reception and satisfactory in Years 1 and 2. It is enhanced by good extra-curricular activities. The school grounds are used very effectively to promote learning in science. The school takes very good care of its pupils. Links with the community are very good. Links with parents are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both satisfactory. The headteacher provides satisfactory leadership and management for improving pupils' achievement. Her pastoral leadership is very good. The deputy headteacher provides very good management support. Subject leaders' roles in monitoring teaching and learning are underdeveloped. Governance is satisfactory. The chair of governors provides a clear direction for improving governors' critical friend role. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very pleased with the education the school offers. However, a small minority are not satisfied with their children's progress in mixed-age classes. The inspection team agrees that this school has significant strengths but teaching arrangements in mixed-age classes need to be improved. Pupils enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Ensure teaching is of a consistently good quality.
- Raise achievement by providing systems for enabling teachers of mixed age classes to match work more effectively to pupils' wide range of attainment.
- Develop subject leaders' roles so they can monitor teaching and learning in their subjects.
- Ensure more consistent challenge for more capable pupils, including the gifted and talented.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

The overall standards achieved by pupils are satisfactory. Pupils enter with average attainment and, by Year 2, their attainment is above average in mathematics and science and average in reading, writing and ICT. Pupils' overall achievement is good in Reception, whilst their achievement is mainly satisfactory in Years 1 and 2. However, whilst pupils in the single age classes make consistently good progress, progress is uneven in mixed-age classes. Effective provision for pupils with special educational needs in Reception and Years 1 and 2 enables them to achieve well.

Main strengths and weaknesses

- Pupils achieve well in English throughout Year 2 and in most classes in Year 1 through consistently good teaching and learning.
- Pupils achieve well in speaking and listening and science throughout the school.
- The progress of pupils with special needs is good.
- By the end of Reception, standards are above average in all areas of learning except reading and writing, which are average.
- Pupils in mixed age classes do not always achieve well enough in English and mathematics.
- Standards in writing are showing signs of improvement but, by Year 2, fewer reach Level 3 than do so in reading and mathematics.

Commentary

1. By the end of Reception, children achieve standards that are above expectations in speaking and listening, mathematical development, personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Standards meet expectations in reading and writing. Pupils' overall achievement is good in all areas of learning except communication, language and literacy in which it is satisfactory.
2. Standards in the 2004 Year 2 national tests were below average in reading and writing and average in mathematics when compared with all schools and with similar schools. The school's records show a quarter of all pupils who began in Reception had left before taking their end of Year 2 national tests in the school. The school's assessments showed this adversely affected the proportions expected to reach higher levels and the subsequent standards reached. Pupils' results in national tests are shown in the table below.

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

Standards in:	School results	National results
Reading	15.4(17.6)	15.8 (15.7)
Writing	14.2(15.6)	14.6 (14.6)
Mathematics	16.4(17.5)	16.2 (16.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

3. The school's improvement trend over the last five years has been below the national trend. Improvement has been erratic in all three subjects. Standards rose in 2001 and 2003 but dropped significantly in 2002 and 2004. Over the last three-year period, pupils' performance has been above average in reading and mathematics and average in writing. These overall standards are lower than in 2000 when standards were well above average in all three subjects. Inspection shows there is some uneven progress through the school. Good teaching in both English and mathematics in all single-age classes improves achievement.

However, unsatisfactory teaching and learning for a minority of pupils in the few mixed-age classes in either English or mathematics interrupts pupils' otherwise good progress. This prevents standards rising consistently.

4. Inspection shows that the current Year 2 pupils reach standards that are above average in speaking and listening, mathematics and science. Standards are average in reading, writing and ICT. Standards are in line with expectations in the Agreed Syllabus for religious education. In Years 1 and 2, pupils' overall achievement is satisfactory in reading, writing, mathematics and religious education. Standards in science are well above average in biological aspects of science. Pupils' overall achievement is good in science.
5. By the time they leave the school, pupils' overall achievement is good in mathematics and science. It is satisfactory in English and the other subjects inspected. The few pupils with English as an additional language achieve well throughout the school. Pupils with special educational needs make good progress, overall. The progress of the very few pupils with severe learning difficulties is very good. Their teachers and specialist assistants have high expectations of what they can achieve and provide them with well-informed support. In Years 1 and 2, pupils who are falling behind are given very regular, well-organised teaching by learning support assistants so they can learn through smaller steps in reading, writing and mathematics. This enables them to catch up. However, in a mixed-age class they do not make enough progress when the class shared reading text is too hard for them. They make very good progress in reading and writing when provided with targeted support by the specialist teaching assistants but reading and writing tasks during group work do not always match their needs when this support is not available.
6. More capable pupils make satisfactory progress overall although, in mathematics, they occasionally underachieve when they spend too long learning at the same level as the younger pupils in the class. The proportion of pupils reaching the higher Level 3 in writing is not as good as in reading and mathematics, indicating some should do better in writing. The provision for gifted and talented pupils is at an early stage of development. A co-ordinator is receiving training but these pupils are not yet systematically identified or provided for and their progress is inconsistent in writing, mathematics, and science and ICT.
7. Girls have reached higher standards than boys in reading and mathematics in national tests over the last three years. During the inspection, no significant differences were observed between the achievement of girls and boys.
8. Since the previous inspection, the school has made unsatisfactory progress in maintaining or improving upon the standards reached then by pupils in Years 1 and 2. Standards are similar in science but lower in reading, writing, mathematics and ICT. In the Foundation Stage overall progress since the previous inspection is satisfactory. The school has maintained the good progress made by pupils with special educational needs.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to learning are very good. Overall, spiritual, moral, social and cultural development are very good. Attendance is satisfactory. Punctuality is good.

Main strengths and weaknesses

- Pupils meet the school's high expectations by behaving very well.
- The school's ethos effectively promotes very good relationships, builds confidence and very good personal development.
- Spiritual development is clearly expressed in pupils' love of their environment.
- Rigorous monitoring of attendance is effective but there is a large amount of authorised holiday absence.

Commentary

9. Since the previous inspection the school has maintained this aspect as a significant strength of the school. Pupils' behaviour is very good because pupils understand and respond positively to the high expectations that the school sets. It successfully fosters very good relationships and respect. Pupils have enquiring minds and, by Year 2, have very good attitudes to learning. From their earliest days in Reception, pupils are successfully taught to take responsibility for some of their own learning. On very rare occasions pupils do not concentrate so well. This is when there is a lack of challenge in their work. Pupils take a keen interest in after-school clubs such as dance and gym, and other extra-curricular activities, including singing in a local shopping mall to raise money for charities.
10. A significant minority of pupils enters the school with emotional difficulties and potentially challenging behaviour. These pupils are very well supported in their personal development. Teachers and learning support assistants manage pupils very effectively and sensitively so that any behavioural difficulties do not impinge on other pupils' learning. The school's positive approach to managing pupils' behaviour, inspiring self-confidence and self-esteem leads to pupils' very good personal development. Year 2 pupils have an opportunity to take part in a residential visit to Minstead, in the New Forest, which provides further opportunities for pupils to develop their independence.
11. Pupils' very good spiritual development is evident in their love and care of their outside environment. This is nurtured through stimulating work in poetry, science, art and design and geography and in their enjoyment of working and playing in the school grounds. Pupils readily reflect on all the good things that the school has to offer during collective worship. Moral development is very good and, as a result, pupils can clearly distinguish right from wrong. Very good opportunities for social development lead to a happy community where friendships are struck and bullying is rare. Cultural development is good. Pupils are taught about the richness and diversity of their own culture and the culture of others through their art and design, music, history, geography and religious education lessons. There are links with a school in Uganda, and ethnic minority artists visit. There is little opportunity for pupils to directly experience life in a multicultural society but the school is far from insular in this respect.
12. Attendance is satisfactory. Monitoring is rigorous and its effectiveness is evident in the school maintaining an average attendance rate despite thirty-eight per cent of pupils taking one or more days of authorised holiday absence. Pupils' punctuality is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

There were no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. It is good in Reception and satisfactory in Years 1 and 2. The school provides a satisfactory curriculum. Pupils are very well cared for and guidance for them is good. Good links with parents and the very good links with the community provide a secure basis for helping pupils to learn. Accommodation and resources are good.

Teaching and learning

The overall quality of teaching and learning is good in the Foundation Stage. It is satisfactory in Years 1 and 2. The quality of assessment procedures and their use are satisfactory.

Main strengths and weaknesses

- In Year 2, teaching is consistently good in English and, for the majority of pupils, in mathematics.
- In Reception and Year 1, teaching is good for the majority of pupils in reading, writing and mathematics.
- The quality of teaching in science is good, with some excellent teaching in Year 2.
- Specialist teaching through 'Topic' and 'Wellie Boots' days ensures high quality teaching for all pupils in the same year group.
- Teaching is not as successful in mixed-age classes and, as a result, learning for a minority of pupils is unsatisfactory in English or mathematics.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	13	7	3	0	0

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

13. Since the previous inspection, there have been many changes in teaching staff. In particular, several senior staff have left for promotion. This has affected the rate of improvement, the development of subject leaders' roles and their subsequent impact on improving teaching and learning. The recently appointed subject managers in English, science and ICT set strong examples to the rest of the staff by their own high quality teaching and have a clear vision for improving their subjects. These teachers, so far, have had limited opportunities to monitor teaching and learning. The lack of regular informed monitoring of teaching and learning is preventing standards of teaching improving in English, mathematics and ICT.
14. The overall quality of teaching is satisfactory. However, teaching quality is very variable and ranges from excellent to unsatisfactory. Two-thirds of all lessons seen were good or very good and one was excellent. The quality of teaching is consistently good in science from Reception to Year 2. The main reasons for this are:
 - Teachers have good subject knowledge in science.
 - Grouping arrangements ensure pupils are often taught in single age groups and teachers successfully match pupils' work to their needs.
 - Specialist teaching in biological science for all Year 2 pupils is very effective and ensures all pupils in the same year group have access to high quality teaching.
15. Teaching is consistently good in English and mathematics in all the single age classes. In these classes, teachers provide work well matched to pupils' abilities, so they all learn well. However, in mixed-age classes there is an even wider range of attainment and teachers are not always as successful in providing the right match of work to pupils' abilities. In the older mixed-age class, teaching and learning are good for both year groups in English but there is

not enough challenge in mathematics for the older pupils in the class. In another mixed-age class, teaching and learning are unsatisfactory in English for pupils of all ages. In another lesson, during Plan, Do and Review, the lack of teaching of ICT skills for a group of older pupils prevented them learning adequately.

16. The overall quality of teaching is good in the Foundation Stage and similar to that at the time of the previous inspection. The school has maintained the strong teaching in science then found in Years 1 and 2. However, in Years 1 and 2, teaching is now only satisfactory in English, mathematics and ICT whereas it was previously good with very good teaching in ICT. The school has, therefore, made unsatisfactory progress in maintaining the good quality of teaching found at the time of the previous inspection.
17. In the Foundation Stage, teaching and learning are good overall. They are satisfactory in communication, language and literacy and good in all other areas of learning. The management of children is good. Throughout, children are given good opportunities to learn through practical activity and talk. The quality of teaching in reading and writing is good in two classes. It is unsatisfactory for the small minority in a mixed-age class because there is an unsatisfactory match of work in reading and writing to their needs. The quality of teaching in other areas of learning is good overall with strengths in the two single age classes. The teaching of children with special educational needs is good because the children's needs are assessed very regularly and learning support assistants provide well-targeted support during group work in reading, writing, and mathematics. Assessment is satisfactory. However, the school's tracking sheets do not enable the school to quickly see how individuals and groups of children are achieving in order to quickly address any progress issues. Transfer of records at the end of Reception is carried out appropriately but the over complex assessment records for Reception make it hard for Year 1 teachers to set targets and measure children's previous progress.
18. In Years 1 and 2, the quality of teaching is satisfactory overall, but ranges from excellent to unsatisfactory. Class management is very good in Years 1 and 2. In excellent and very good lessons, for example in science (Year 2) and religious education (Year 1), teachers have strong subject knowledge and use a good range of teaching styles, enabling pupils to learn through doing as well as listening. Drama was used very effectively to bring learning alive in religious education. In science, pupils were very well prepared through whole-class instruction before beginning their problem solving in the school grounds where they investigated habitats.
19. The overall quality of teaching and learning in English is satisfactory. It is good in Year 2 and satisfactory, overall, in Year 1. In most lessons, reading and writing tasks are well matched to pupils' previous skills. Good opportunities for speaking and listening underpin the teaching of writing. However, when teaching is unsatisfactory it is because the class shared reading text is too hard for most and there is too little instruction in reading skills. During group-work, pupils who are not receiving special needs' literacy support make unsatisfactory progress because the steps in reading and writing are not adequately taught. The school provides satisfactory opportunities for pupils to develop their reading skills in addition to the teaching of the literacy hour. However, there is some variation in different classes in the systems for guided reading and for hearing pupils read. Learning assistants keep a close check on the reading skills of those with literacy learning difficulties and provide very good extra support for these pupils.
20. The overall quality of teaching and learning in mathematics is satisfactory in Years 1 and 2. Nearly all pupils learn well due to good teaching. However, there is sometimes too much repetition of earlier learning. In the unsatisfactory lesson seen, older pupils spent too long listening to an introduction focused on the younger age group. In good lessons, teachers use a good range of teaching styles and match work well to pupils' needs. The teaching of ICT is satisfactory. Skills are taught regularly. Overall, ICT is used satisfactorily across the curriculum although in this is less successful in English. Teachers often use the new interactive whiteboards well.

21. In Years 1 and 2, pupils with special educational needs learn well. Support staff are very well trained and often very well deployed in literacy and numeracy lessons for those in need of extra help. Pupils' needs are carefully assessed and support assistants provide very well matched work to pupils' previous learning. However, provision is more variable when pupils are taught as a whole class and, occasionally, the shared text is too hard for them. Pupils' Individual Educational Plans usually show clear targets although there is a little variability in their quality from class to class. Assistants keep very close checks on pupils' mastery of key words and their understanding of phonics although teachers' management of this is more variable.
22. In Years 1 and 2, assessment systems are satisfactory in English, mathematics and ICT. There have recently been very good improvements in the recording of Year 1 assessments, although this system has not yet been implemented across the whole school. Marking systems vary from class to class and marking does not always show pupils what they need to do to improve. Assessment is good in science because of recent good improvements in investigative science. Homework provision is satisfactory. The school works effectively with parents and many parents provide good support to pupils' learning, especially in reading.

The curriculum

The curriculum provided is good in Reception and satisfactory in Years 1 and 2. There is good enrichment through activities that extend pupils' experiences outside normal lessons. Both accommodation and resources are good.

Main strengths and weaknesses

- The excellent school grounds are used very well to enable pupils to learn their subjects.
- There is good curriculum enrichment through visits and visitors.
- More careful planning is needed for enabling pupils taught in mixed-age classes to learn as well in English and mathematics as their peers in single-age classes.
- Allocation of curriculum time to personal and social education has recently become too high.

Commentary

23. Overall, the curriculum provided for Reception is good. It is good in all areas of learning except communication, language and literacy, where it is satisfactory. Provision is good for pupils with special educational needs and those with English as an additional language. The school has made satisfactory progress since the previous inspection in maintaining the overall good quality curriculum found then. It has addressed the weaknesses from the last inspection in providing opportunities for children to make their own decisions. It has also provided a good quality covered outside area, which was lacking at the time of the previous inspection. The school has maintained the overall good provision for mathematical development. It has improved provision in most other areas of learning. However, provision for communication, language and literacy is now satisfactory, whereas it was previously good.
24. In Years 1 and 2, the curriculum meets statutory requirements. The curriculum is broad and a good range of practical activities is used to underpin pupils' learning. This ensures relevance and meaning. Teachers use national guidance for literacy and numeracy, often carefully adapting this, so pupils of different abilities can learn well. However, there is insufficient planning for how to best meet the learning needs of pupils' wider range of attainment in the mixed-age classes in English and mathematics.
25. The broader curriculum is taught through discrete subjects, which are often themed as topics. For one whole day, science and other foundation subjects are taught through a topic approach. Subject leaders rigorously plan the lessons for the whole year group. All pupils in a year group benefit from the same high quality curriculum, teaching and resources. During the

inspection, this approach led to some excellent learning in biological science for all Year 2 pupils.

26. A trial of a 'Plan Do and Review Activity' has just begun for pupils in Years 1 and 2. The school is following a Local Education Authority (LEA) initiative when learning support assistants are mainly responsible for managing pupils' learning during this time in order to release teachers for planning and preparation. The 'Plan, Do and Review' sessions observed often lacked a clear subject focus, apart from for personal and social education. As the school has already a strong time commitment to personal and social education each week, a full afternoon for Plan, Do and Review is beginning to impinge on the curriculum time available for teaching subjects. This is a concern especially for English, where standards are not as high as at the time of the previous inspection.
27. There is good provision for pupils with special educational needs and those with English as an additional language. However, the school does not yet systematically identify and address the needs of gifted and talented pupils. Although no judgement could be made for overall provision in personal, social and health education and citizenship these areas receive the highest priority and underpin all the school does. There is a good range of after-school and lunchtime clubs, for example, football, physical education, dance and French. These, together with a number of well-planned visits and visitors, make a significant contribution to, and enrichment of, the whole curriculum.
28. There is a satisfactory number of teachers to meet the demands of the curriculum. The school has invested in a very good range of teaching support staff, who work with individuals and groups of pupils. They have a very positive impact on pupils' learning. The support staff have developed links with staff in similar roles in other schools. This has resulted in good professional development. The accommodation is good with a large hall, community room and improved reception area. The school grounds are excellent. They are maintained to a high standard by professional staff and volunteer helpers. There is a very well planned playground area, large grassed surface, a pond with two dipping platforms and an amphitheatre. Curriculum planning ensures that these facilities are fully used and have a very positive impact on pupils' learning.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good. The support, advice and guidance pupils receive based on monitoring are good. Involvement of pupils, through listening to their views, is good.

Main strengths and weaknesses

- Pastoral care, advice and guidance are very good.
- There are very good health and safety procedures and the management of care is very good.
- Pupils have a very good trusting relationship with adults.
- Procedures for induction help Reception children and later entrants to settle in very well.
- The manual recording of academic assessments limits the analysis of pupils' progress.

Commentary

29. The management of health and safety is very good. Child protection procedures are well known to staff and the school is adept at identifying vulnerable pupils and their families and supporting them very well. Relationships are very good and this leads to a friendly environment where pupils get on well with each other, and with adults. There are few incidents of bullying and pupils and parents agree that staff are approachable and that problems are quickly resolved. Pupils agree that they can talk easily with their teachers and lunchtime supervisors, and that there is someone to turn to if they have a concern.

30. The monitoring of personal development, including the recording and celebration of pupils' achievements, is very good and lays the foundation for the very good pastoral support for pupils and the building of their confidence and self-esteem. Pupils with special educational needs are given very good pastoral support and good academic support. They are given good access to external specialist agencies.
31. Advice based on monitoring of academic achievement is satisfactory. Teachers assess the level of pupils' prior attainment, academically and personally, as soon as they enter school full-time. This continues diligently through the rest of the school and this information is used satisfactorily for helping pupils to achieve. However, the very detailed manual recording and tracking of academic assessments, especially in reading, writing and mathematics, limits analysis of how different groups are achieving. The electronic tracking system, recently put in place in Year 1, is improving the monitoring of pupils' progress. However, this has yet to be implemented in other classes. The co-ordinator for gifted and talented pupils has begun a course of training but the school does not yet have systematic procedures for identifying and supporting these pupils.
32. Pupils' views are listened to and all pupils have an opportunity to have tea with the headteacher when they can express an opinion. There are also opportunities for pupils to give their views in classroom discussions. An ambitious programme is underway to develop school and class councils, leading to a networked parliament in association with other schools.
33. Induction is carefully organised, visits are made to local pre-schools and children are invited to sample sessions in the Reception class. This leads to them settling quickly into the routines of school and making good progress in the Reception class. The school seeks to involve parents in their children's education at an early stage. Overall, since the previous inspection the school has made satisfactory progress in maintaining this aspect.

Partnership with parents, other schools and the community

The school's partnership with parents is good. Links with the community are very good whilst links with other schools and colleges are good.

Main strengths and weaknesses

- Parents are very supportive and most are very pleased with their children's progress.
- Parents are well informed about the curriculum and their children's progress.
- Very good links with the local community help pupils learn.
- Links with other schools and colleges benefit pupils' learning.
- A small minority is concerned about their children's progress in mixed-age classes.

Commentary

34. Parents are overwhelmingly positive and very supportive but a small minority is concerned about the impact of mixed-age classes on pupils' learning. All parents agree that their children like school, behave well and are encouraged to become independent. They believe that there is a good range of extra-curricular activities and that induction arrangements are good. All of these positive views are supported by the inspection. Pupils also have a high regard for the school and all agreed that they found out new things in lessons.

35. The school provides parents with good information. Pupils' annual reports give a good overview of their achievement in the curriculum. The school covers this at the termly parents' meetings. There are good quality termly curriculum newsletters. Teachers' planning is also shared with parents. A small number of parents have taken part in an adult education project "Keeping Up with the Children". This has helped them with basic skills in literacy and numeracy and empowered them to be partners in their children's education.
36. The very good links with the local community enhance pupils' learning, especially in science, history, geography, music and art and design. There are close links with the parish church, and pupils often give musical performances at outside venues to raise funds for charities.
37. Good links with other schools and colleges are well managed and benefit the pupils. Placements are provided for student teachers, and for local secondary school students undertaking work experience in child care related areas. The school has maintained high quality links with parents and the community since the previous inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Leadership and management by the headteacher are satisfactory and her deputy provides very good support. Leadership and management by key staff are satisfactory. Governance is satisfactory. Overall effectiveness of the school's management is satisfactory.

Main strengths and weaknesses

- The headteacher provides strong pastoral leadership and creates a happy and orderly school.
- The recently appointed deputy headteacher is providing very effective management support.
- Foundation Stage, English, science and ICT subject leaders set very good examples by the quality of their own teaching.
- Learning support assistants are very well managed by the special educational needs co-ordinator.
- The chair of governors is playing a vital role in enabling the governing body to develop their critical friend role more fully.
- Systems for subject leaders to monitor teaching are not firmly established.
- Systems for enabling teachers to manage the wide range of attainment in mixed-age classes are inadequate.

Commentary

38. The headteacher provides satisfactory leadership and management of the school. Her pastoral leadership is strong and she promotes very good relationships within the diverse school community. The school runs very smoothly without disruptive behaviour despite a significant minority of pupils entering school with emotional difficulties or potentially challenging behaviour. The headteacher's impact on improving standards and achievement is satisfactory. Standards have been erratic in recent years, although the inspection indicates some improvement compared with last year's results in Year 2 national tests.
39. When the headteacher was appointed, the school had recently won Beacon status. As a result, some Beacon initiatives for training other schools were still developing. Key staff were taken out of the school to act as models of good practice for other schools. More recently, training has been 'in house', which put less strain on staffing in the school. A barrier to this school's improvement also occurred when key staff left, often for promotion, and the school still continued with its Beacon work.
40. The school has now entered into a period of staffing stability and, as Beacon status has been discontinued for all schools, it is now able to fully concentrate on its own improvement. A capable new deputy has been appointed and there are permanent subject managers for all

subjects. The headteacher and the deputy headteacher have a systematic programme for monitoring teaching. The impact of this is beginning to have a positive impact in improving overall standards. Recently appointed subject leaders, often set very good examples by their own quality of teaching in their subjects. They are now beginning to play a full role in supporting teachers in their teaching and planning and in the monitoring of pupils' work. However, several co-ordinators are recent appointments to the school or profession and are receiving training for their leadership roles. Subject leaders' roles for monitoring the quality of teaching throughout the school are underdeveloped. The school has rightly identified this as a major area for development.

41. The headteacher and deputy headteacher have identified the main strengths and weaknesses in the standards of teaching in the school. They are aware that the quality of teaching is very variable. Support has been given where needed, although this has not been fully effective, especially in the teaching of English. The school does not have good enough arrangements for helping teachers to manage the wide range of pupils' attainment in mixed-age classes. As a result, there are interruptions in some pupils' good progress at different stages of their education.
42. The school, through its own self-evaluation, has identified the need to improve assessment as a management tool for raising achievement. The inspection team agrees that the current system is outdated. It does not help the school to easily evaluate how different groups are achieving and the impact of its own practice. The deputy headteacher is the new assessment leader and he has now put a very good electronic system in place for Year 1 pupils in order to measure and improve their achievement. The school is now set to implement an electronic system throughout the school. A barrier to earlier implementation of an electronic system has been the lack of training opportunities provided by the LEA, due to key staff leaving. The headteacher was also without a deputy headteacher from September 2004 to January 2005, which hindered the development of the key role of assessment manager.
43. Provision for pupils with English as an additional language and for those with special educational needs is well managed in through the school. The special needs co-ordinator very well manages the special needs provision provided by learning support assistants. However, this provision and that for literacy by classroom teachers need to be more closely integrated so that these pupils make consistently good progress at all times in literacy.
44. The governing body provides satisfactory leadership. It is well led by the recently appointed chair. She is developing good systems for helping governors to more thoroughly measure the impact of initiatives on raising standards. Governors currently provide a very good level of support but only a satisfactory level of challenge. Governors are linked to subjects but are sometimes inclined to listen to the school's view of itself rather than developing their own methods for checking how well the school is performing. Governors exercise all their statutory responsibilities. Their committees are well organised and governors visit the school regularly. Several are new appointments and are still learning their roles. Governors have a sound understanding of the school's strengths and weaknesses.
45. School improvement planning is satisfactory and there has been sound improvement in this since the previous inspection. The school has set the right priorities, for example improving teaching and learning in English, mathematics, ICT and investigative science. The governors continually monitor spending to ensure the budget is on track. However, the impact of spending on raising standards could be examined more rigorously if the success criteria identified in the school improvement plan were more precise and measurable.
46. The school's performance management system is an integral part of school improvement planning and is supported effectively by a comprehensive programme of staff training. However, the underdevelopment of the subject leaders' monitoring roles means that teachers'

individual subject training needs are not so easily identified. Suitable mentoring arrangements

exist for new staff. The impact of this is demonstrated by much good and better teaching by these teachers.

47. The school's administrators provide a very welcoming and efficient service for parents and visitors. They manage the school's financial procedures well. The site manager plays a very important role in ensuring that the maintenance of the school and its site are of a very high standard.
48. Financial planning is good with a planned programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors. The school researches and makes decisions about goods and services that represent best value. It compares its costs and its results with similar schools. The school carried forward a large contingency fund at the end of 2003/4. This was earmarked for building the new community room, which has now been completed. Some money had to be returned to the Local Education Authority because of a drop in pupil numbers. The predicted contingency fund at the end of the current year is very much reduced.
49. For the reasons given above, and in the full knowledge that efforts are being made to return to the previously high standard, it cannot be said that leadership and management are currently as good as when last inspected. This has had an impact on the standards reached by pupils. Progress since the last inspection is unsatisfactory.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	659,079
Total expenditure	635,511
Expenditure per pupil	3,115

Balances (£)	
Balance from previous year	73,702
Balance carried forward to the next	97,269

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children's attainment is average overall on entry to Reception although this includes substantial minorities with at least above average as well as low attainment. The overall quality of teaching and learning in Reception is good. However, it varies from class to class. It is good with very good features in two classes but only satisfactory with weaknesses for the small number of children in the mixed age class. Children with special educational needs and those with English as an additional language make good progress. The support provided by learning support assistants is consistently good and very good for those with severe learning difficulties. Assessment and its use are satisfactory. Overall, there has been satisfactory improvement since the previous inspection. However, whilst standards and provision have improved in most areas of learning they have declined in communication, language and literacy, because of weaknesses found in one class for a small number of children. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Induction procedures and links with parents are very good which help children to settle quickly into school.
- Pupils with special educational needs are very well cared for and supported so they can quickly join in the full curriculum.
- There is a good balance between learning as a class, focused group and self-initiated play.
- The quality of the activities provided for learning through play is variable.

Commentary

50. By the time children leave the Reception classes, standards are above average in personal, social and emotional development. Overall, children achieve well through good teaching and learning. Teachers and assistants work closely together to create a caring ethos and ensure all children settle well and develop a good understanding of school routines. This is helped by the very good induction procedures before the children enter school and the continuing close links with parents once in school. Staff manage children well, which helps them to feel secure. The staff ensure that children become independent in their use of classroom resources and are able to make some decisions for themselves. The school has addressed the weaknesses from the previous inspection when children were not given enough opportunities to develop independent learning skills. There are now ample opportunities for free choice self-initiated activities through Plan, Do and Review. Pupils plan and review activities well. However, occasionally, children flit from activity to activity when activities provided are of a lower quality. The significant minority who have special educational needs and potentially challenging behaviour are provided with very good targeted behavioural support to enable them to quickly adjust to school.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good opportunities for all children to develop their speaking and listening skills.
- Reading and writing tasks are underpinned by relevant practical experiences.

- The teaching of reading and writing is good for most children but unsatisfactory for a small number of children.
- Teachers do not always keep a close enough check on children's mastery of key words and phonics during home reading.

Commentary

51. By the end of Reception, standards are average. Standards are above average in speaking and listening and average in reading and writing. The quality of teaching, learning and pupils' achievement is satisfactory overall. However, teaching and learning range from very good to unsatisfactory in reading and writing. Children's language and thinking are often developed well in all classes through a good emphasis on learning through practical work and talk. By the time they leave Reception many can read the most common words and a significant minority are above average. However, a small proportion only recognises a few key words and has limited understanding of phonics. Most children learn letter sounds satisfactorily although higher-attaining children sometimes spend too long learning initial sounds when they could progress more quickly. There is too much variation in the quality of teaching of reading in different classes. When the whole class read together, the steps in reading are carefully taught in two classes. However, teaching is unsatisfactory for the small number of Reception children in the other class. This is because the shared reading text is too hard and there is not enough teaching of reading skills. During group work, work is well matched to children's needs in two classes but this is not good enough for the few Reception children in the other class when they do not spend enough time on reading. There is a similar wide variation in the teaching of writing. In the best practice, skills are taught very carefully within the lesson and also over a period of time. In the weaker class, the pace of learning is too slow and a few low-attaining children spend too long making models. Assessment is satisfactory overall. It is used well in two classes to provide well-matched work but this is not good enough in the other class. In all classes recording is thorough but does not help teachers to easily identify how individuals and groups are achieving. Pupils' home/school reading records are not always kept up to date.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Classroom assistants provide high quality support during group work.
- Teaching is consistently good in the two single-age classes.

Commentary

52. By the end of Reception, children's mathematical development is above average. Most children achieve well because teaching and learning are good overall. Children have a good awareness of numbers to 100 and many can count in tens, twos and fives. A small number of very high attaining children can already solve simple problems when adding numbers to twenty. Few children are likely to leave Reception having not achieved their Early Learning Goals. Teachers often have high expectations and provide well-matched challenging work for children of all abilities although this is less successful for the children in the mixed-age class when they are kept sitting on the carpet too long. Assistants provide good support during group work in all classes. Planning is good and includes a good range of practical activities to support learning during focused group and whole-class work. Good use is made of the outdoor environment, for example when lower attaining children learn to recognise the value of different coins, which have been hidden in the sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school grounds are effectively used for enabling children to develop their scientific enquiry skills and knowledge.
- Specialist teaching of science and ICT, during 'Wellie Boots Days', ensures all children have equal opportunities for high quality learning.
- Adults do not always provide enough support during Plan, Do and Review for children to make good progress in developing their knowledge.

Commentary

53. By the end of Reception standards are above average. The overall quality of teaching and learning is good overall and children achieve well. Children do well because there are good opportunities for specialist teaching, especially in science, for all children. The outstanding outdoor environment is effectively used for developing the children's investigative skills and for learning, firsthand, about the wide variety of plants and animals found in the school grounds. Children suggest ideas well when designing and making a model garden, using real seeds, in the classroom and apply their scientific knowledge well. Standards in ICT are average, and good in control aspects. Some very good specialist teaching in ICT was seen when children solved the problem of programming Pixie, the computer-controlled toy, to move certain distances on a simulated plant. Overall standards of ICT are average. Children adeptly use the mouse when selecting options for literacy and numeracy work and can show their ideas when designing with graphics software. Children develop a good understanding of properties of materials when cutting, shaping and joining materials during designing and making. However, the ability of adults to intervene and extend children's knowledge and understanding during self-initiated learning varies from class to class.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good range of outdoor play apparatus, including for climbing, is well used.
- There are good plans for more formal teaching of dance, gymnastics and games.

Commentary

54. By the end of Reception children's physical development is above average. Children achieve well through good teaching and learning. They successfully use a range of simple tools and small equipment when cutting, shaping and joining a range of materials. Teachers and teaching assistants provide good support during focused group activities for designing and making. However, during self-initiated learning time adults do not always provide enough support for children to extend their practical skills. Good use is made of the outside facilities and the children experience a good variety of both large and small equipment on a daily basis, enabling them to develop their co-ordination. Supported by good adult intervention, the children become competent at using the apparatus. The children are also given regular opportunities for physical education in the hall although these sessions were not observed during the inspection.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Opportunities for indoor and outdoor role-play are good.
- Opportunities for children to learn through specialist teaching in art and design are good.

Commentary

55. By the end of Reception, children attain above average standards and have achieved well. Teaching and learning are good overall. There is good provision for children to develop their imagination through role-play and through using a wide range of media. There is a good range of role-play settings, the garden centre, the café, the home corner and the hospital, in the outdoor area. These are well stocked with good quality artefacts and dressing up clothes to help the children to develop their imagination. Role-play areas are well used and are often linked to a topic theme, for example the garden centre is linked to the science topic 'Plants' theme. In the best examples, teaching assistants further children's imaginative play through sensitive intervention, although not all are as skilled as this. In art and design, children create using a wide range of media, showing good ideas and skills when making pictures and models. Nature in the school grounds is used well for creative language and art work. Children are provided with rich sensory experiences and learn to observe closely. Children's ideas are valued and they are encouraged to express their thoughts and feelings before creating pictures, for example children confidently described leaves and trees as 'curly and spiky', 'rough branches', 'lovely dark green leaves'.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is good throughout Year 2.
- Pupils with special education needs make good progress.
- By Year 2, pupils' speaking and listening skills are above average.
- The new subject leader is having a positive impact on improving assessment.
- Teaching is good for the majority of Year 1 pupils but unsatisfactory for about a fifth.
- More capable pupils could do even better in writing.
- There are not enough opportunities for pupils to use computers within literacy lessons.

Commentary

56. In Year 2, standards are average in reading and writing and above average in speaking and listening. Pupils' overall achievement is satisfactory. This is an improvement compared with the standards reached by Year 2 pupils in the 2004 National Curriculum tests. Then, standards were below the national average in reading and writing because too few pupils gained the higher Level 3. However, standards are not as high as at the time of the previous inspection when they were above average in reading and well above average in writing. Improvement since the last inspection is therefore unsatisfactory. The school has recently taken action to improve provision in English and the inspection indicates this is beginning to have a positive impact. However, in writing, the proportions reaching Level 3 are still not as high as they are in reading or mathematics.

57. Pupils' overall achievement is satisfactory by the end of Year 2 but their progress is variable in Years 1 and 2. All Year 2 pupils make good progress through consistently good teaching and learning. However in Year 1, whilst most make good progress, just over a fifth of pupils underachieve because of weaknesses in teaching. This prevents standards rising despite much good teaching elsewhere in Years 1 and 2.
58. Pupils with English as an additional language and those with special educational needs make good progress and achieve well because learning activities are usually carefully planned and matched to their needs by both teachers and classroom assistants. Specialist support for pupils with special educational needs effectively raises attainment often from a low base. Gifted and talented pupils make satisfactory progress overall.
59. Standards in speaking and listening are above average by the end of Year 2. Pupils achieve well through good teaching and learning. Pupils are often articulate and speak confidently. Teachers use good questioning skills to promote pupils' language development and challenge their thinking. In a Year 2 poetry lesson, pupils with special educational needs beamed with pride when they presented their poem to the class. The teacher's skilled questioning encouraged the use of expression to enhance their presentation. As a result, pupils reflected on their use of language and expression and refined and improved their work.
60. Standards in reading are average by the end of Year 2. Pupils' overall achievement is satisfactory. Teaching and learning are satisfactory overall. In literacy lessons, pupils often learn well through class instruction and regular, planned opportunities for pupils to read in small groups and individually. However, the amount of time spent on extra guided reading sessions in different classes is inconsistent. The quality of the teaching of reading during the literacy hour is good in most classes but not good enough for pupils in one mixed-age class. In this class, reading skills are not taught well enough and the whole class text is too hard. During group work, reading tasks are also often too hard which prevent pupils learning the necessary reading skills. The school library is a vibrant and stimulating environment and pupils are introduced to a wide range of books and authors. Attainment in reading is tracked and analysed and pupils have reading targets. A very good electronic assessment system has been recently begun in Year 1 but this has not yet been implemented for the rest of the school. As a result, it is not easy to analyse the achievements of the different groups of pupils and the impact of provision on raising standards and their achievement.
61. Standards in writing are average. Pupils' overall achievement is satisfactory. Teaching and learning are, overall, satisfactory. The focus on improving writing is having a positive impact on raising standards. Pupils write for a range of different purposes and draft and refine their work. In Year 2, pupils write colourful descriptive stories inspired by "Planet of the Robots" by David Orme. They use descriptive language well and their stories have a clear beginning, middle and end. Pupils use basic punctuation appropriately and spell common words correctly. Although overall standards in writing are better this year than those attained in the 2004 national tests, a still higher proportion are capable of reaching at least Level 3 than currently do so. Lower-attaining pupils make good progress overall. However, a minority underachieve when writing is not adequately modelled by the teacher and when, during group work, pupils are not adequately supported by key words and the steps in writing are too hard. Presentation of work is improving but is still sometimes untidy. Teachers' marking is inconsistent and pupils do not always know what they need to do to improve. Pupils' use of ICT to present their work in a range of interesting ways is underdeveloped. ICT is not used on a regular basis in literacy lessons and opportunities are missed to promote creative writing by using word processing.
62. Teaching and learning are satisfactory overall. It ranges from good to unsatisfactory. Very nearly all lessons seen were good whilst one, for Year 1 pupils in a mixed-age class, was unsatisfactory. In good lessons, teachers' very detailed planning and good subject knowledge enable them to provide a good range of suitably challenging activities for the wide range of ability throughout the lesson and all achieve well. When teaching is unsatisfactory, work is not matched well enough to the range of pupils' attainment in all parts of the lesson. During whole-

class teaching time, reading skills are not taught adequately and there is not enough modelling of writing.

63. A new subject leader has recently been appointed and the joint subject leaders are working together to improve standards. They have a clear idea of strengths and have identified appropriate priorities for improving English. Staff have received training from the LEA for improving their subject knowledge. The new subject leader has begun to monitor teaching and learning and the LEA adviser has also monitored the quality of teaching and learning in writing. The school has identified the need for further development of the subject leader's role in monitoring and improving teaching and learning. The inspection team agrees that this needs to be prioritised.

Literacy across the curriculum

64. Literacy skills are soundly used across the curriculum and they are used well in some subjects. In history, Year 2 pupils record their work in a range of interesting ways; they sequence events in chronological order, write letters and descriptive historical accounts. In physical education, pupils write vibrant accounts about their day out at a Dance Festival event. In physical, social and health education, pupils in Year 1 write thoughtful suggestions on how they should behave during the lunch hour so everyone can have a calm and enjoyable time. However, in science, writing for different purposes is more limited.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 2 are above average.
- The quality of teaching in most lessons is good, which raises achievement.
- Older children in a mixed-age class do not achieve well enough.
- Pupils with special educational needs are well supported and their achievement is good.
- The management role of the co-ordinator is underdeveloped.
- There needs to be a greater emphasis on problem solving.

Commentary

65. The national tests results for 2004 show that Year 2 pupils achieved average standards in comparison with all schools nationally and with similar schools. Current standards of work observed show that standards are now higher and above average. An exception is the area of problem solving, which is only average. Pupils' overall achievement is satisfactory in Years 1 and 2. Pupils enter Year 1 with above average standards in mathematics having achieved well in Reception. Their overall achievement by the end of Year 2 is good.
66. Pupils with special educational needs are well supported by high-quality teaching assistants. As a result of their good intervention pupils' achievement is good. Pupils with English as an additional language make good progress and, as a result, achieve as their peers. There is not enough challenge for gifted and talented pupils.
67. In Year 2, pupils can add and subtract to 100 and have been challenged by an activity related to rounding to 10s and to 100. They are able to identify odd and even numbers and are developing an understanding of relationships between numbers and the patterns within numbers. A range of good opportunities has been provided to develop the concept of time and the recognition of two-dimensional shapes with up to 10 sides. A good, very well planned Year 2 lesson encouraged pupils to investigate right angles. Using a 'right angle monster', (the right angle was the monster's mouth), pupils searched and discovered right angles in the classroom. They were highly motivated, showed real enjoyment in the task and achieved well.

68. The quality of teaching in mathematics is satisfactory overall. Teaching and learning are good in all single age classes. Mental work at the beginning of these lessons is challenging for all pupils and pupils are encouraged to search for patterns. In one such lesson, there was good use of the interactive whiteboard to play 'Bubble Multiples', which helped the pupils to see that odd numbers can't be found in the four times table. However, learning is slower for some pupils when they are taught in mixed-age classes. Younger pupils learn well in one mixed age class through being provided with well-matched work. However, learning is unsatisfactory for older pupils because they spend too long learning at the same level as younger pupils, especially during the class introduction. This results from the school's unsatisfactory arrangements for helping teachers to manage the very wide range of attainment in mixed age classes. ICT is used soundly for enhancing pupils' learning.
69. The leadership and management of the subject are satisfactory. The subject action plan is well focused and identifies key areas for improvement. However, the co-ordinator has not been able to monitor teaching across the school although this has been undertaken by the headteacher. The school has identified the need to develop the monitoring role of subject managers and this is now an urgent priority. Resources are good and fully support teaching and learning. Assessment is satisfactory. The new assessment manager has recently started to implement an electronic assessment system. This is enabling pupils' achievement to be analysed more easily although it is only currently being implemented in Year 1.
70. At the time of the previous inspection, standards were judged to be well above average. The school has not been able to maintain this position. Therefore, it has made unsatisfactory progress in the subject. The current situation shows that standards are improving but both standards and achievement are currently being hampered by the lack of effective arrangements for managing the range of attainment in mixed-age classes.

Mathematics across the curriculum

71. The use of mathematics in other subjects is satisfactory. There are good links with ICT where pupils use graphs to review data. Mathematics is used well in design and technology and satisfactorily in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average in biological science through very good teaching in Year 2.
- Specialist teaching for biological science provides high quality opportunities for learning for all pupils in Year 2.
- The school's grounds are excellently used for investigative work in 'Living things'.
- The new subject leader sets an excellent example by her own high quality teaching.
- The impact of subject management is good, although there are not yet enough opportunities for the subject leader to monitor teaching and learning.
- Most higher-attaining pupils achieve well but the progress of gifted and talented is inconsistent.

Commentary

72. By the end of Year 2, pupils attain above average standards. Standards in biological science are well above those expected. This shows an improvement on the assessments made by teachers in 2003 for Year 2, when investigative science had weaknesses. Improvements are the results of skilled subject management and a renewed focus on developing pupils' enquiry skills. The subject leader, appointed last September, has planned carefully for ensuring all the necessary practical enquiry skills are taught. Overall, pupils' achievement is good and

very good in biological science. Pupils with special educational needs and the few with English as an additional language achieve well. More capable pupils achieve well, overall, although the challenge for gifted pupils is more variable. These pupils achieve well in biological science although the level of challenge in other aspects of science is inconsistent. The school has made sound progress in maintaining the good provision in science since the previous inspection.

73. Throughout the school, pupils enjoy good opportunities to explore and investigate through good quality practical opportunities. By Year 2, pupils have a sense of wonder and a very good understanding of different habitats and how mini-beasts are suited to life in different conditions. They have a very good knowledge of the range of creatures found in the school pond and different parts of the school grounds- the dry shade, the wet shade, different parts of trees and bushes. Pupils' observation and classification skills are very good. They successfully use lenses, electronic microscopes and classification literature for finding out answers to questions they have raised. Examination of pupils' work shows that the systematic development of pupils' investigative skills is now receiving priority and these are above average overall. They are developed better through biological science than for other aspects of science. There are good links with design and technology when pupils design and make habitats for dinosaurs and investigate the forces aspects of physical processes when designing and making models with moving parts.
74. The development of literacy, mathematics and ICT within science is satisfactory. These are more strongly developed in biological science than in other aspects. Examination of pupils' previous work shows that when pupils study properties of materials and physical processes, the curriculum has sometimes flitted too quickly from one aspect to another. As a result pupils do not always systematically developing their knowledge in depth or have enough time to reflect and analyse evidence, especially through using mathematics. There are some good examples of extended writing but this is patchy across the range of science, indicating that there has not always been enough time allowed for extended writing.
75. The overall quality of teaching and learning is good. The school has very good arrangements for pupils to learn in depth about the variety of living things, their habitats and the conditions needed for growth. This is because every pupil in Year 2 benefits from some high quality specialist teaching for these aspects. Investigative skills, such as observing, predicting and classifying as well as scientific knowledge are taught to a high level when pupils learn through their local outdoor environment. An excellent lesson was seen in Year 2 when pupils investigated the habitats of mini-beasts. This same lesson was taught to all Year 2 pupils through a 'carousel' arrangement. This provided the same high quality opportunities for learning for all pupils. There was very thorough planning and preparation of resources. The plenary session very effectively built on the pupils' observations and interests. For example, pupils showed much interest in their findings that green insects were often found on green plants. The teacher seized upon this and took their learning further by a simple practical demonstration of camouflage effects. Throughout the school, lessons are made meaningful to pupils and scientific vocabulary is well introduced.
76. Overall, planning is good with strengths in planning for biology. Assessment is now good and the new subject leader has improved this substantially in investigative science since her appointment in September. The subject leadership is good. The leader has a clear vision and sets an excellent example by her own quality of teaching. She has written a very good action plan for improving science. She is having a good impact on improving the subject by assisting teachers with planning, examining the quality of pupils' work and assessments. However, she has not yet had the opportunity to monitor the quality of teaching and learning in science in other classes with a view to raising standards. Resources for science are good and excellent for biology.

INFORMATION COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been recent improvements in hardware and software.
- The recently appointed subject leader has identified the right priorities for improving standards.
- The subject leader does not yet have opportunities to monitor teaching and learning in her subject.
- Opportunities for pupils to use computers and other forms of technology are insufficiently developed in literacy lessons.

Commentary

77. By the end of Year 2, standards in information communication technology are broadly average. This represents a drop in standards since the last inspection when standards were judged to be well above average. Teaching ranges from good to unsatisfactory. Overall teaching is satisfactory and, as result, pupils' progress in ICT is satisfactory throughout the school. Pupils' overall achievement is satisfactory, including those pupils with special educational needs and English as an additional language. Higher-attaining pupils make satisfactory progress. However, the school has not yet identified pupils who are gifted and talented in ICT or made use of advanced ICT programs across the curriculum for extending these pupils in their learning.
78. In a good Year 2 mathematics lesson, pupils used a software program to develop their understanding of right angles. The teacher's good subject knowledge and appropriate use of ICT enabled them to make good progress and achieve well both in ICT and mathematics. Pupils worked productively together and enjoyed the challenge of programming the image on screen to construct a square. Pupils have good keyboard skills and know how to use the basic functions of different programs. ICT makes an important contribution to their social development because the school ensures pupils work collaboratively when using computers or other forms of ICT equipment. All classes are timetabled to use the ICT suite on a regular basis and this structured teaching ensures that pupils acquire and practise new skills. In a satisfactory Year 1 lesson the teachers' skilled questioning helped to develop pupils' understanding and use of technical language. However, teaching was unsatisfactory during a Plan, Do and Review lesson for a group of Year 1 pupils. The reason for this was that neither the teacher nor the assistant developed pupils' learning adequately when pupils selected to use computers. Pupils were left too much to their own devices and did not make enough progress in their learning, flitting from one activity to another.
79. In some lessons, teachers use the new interactive whiteboards effectively to introduce new concepts. The use of this resource immediately engages pupils in the lesson and supports their learning well. However, pupils are not always given enough opportunities to use interactive whiteboards and other forms of technology to consolidate and enhance their learning, especially in English.
80. The subject leader is enthusiastic and well organised. She is new to the post and has made a good start reviewing existing provision. She is aware of the need to work with other subject leaders to identify and plan for ICT opportunities to enhance teaching and learning in all subjects. The range of digital equipment and software programs is now satisfactory. The school has firm plans in place to purchase additional laptops and more interactive whiteboards to enhance the use of ICT across the curriculum. The recent broadband connection will improve access to online resources for pupils and teachers. The subject leader does not yet have the opportunity to observe lessons to monitor the quality of teaching and learning. The school has identified this as a priority for development.

Information and communication technology across the curriculum

81. The use of ICT to support teaching and learning in other subjects is satisfactory, overall. In science, Year 2 pupils use a data-handling program to present their findings from their study

of the different wildlife in the school grounds. In a Year 2 history/geography lesson, pupils use a graphics program to create promotional posters promoting the opening of their class Dinosaur Museum. They combine graphics and texts in interesting ways and as a result produce attractive posters. In Year 2, pupils use CD-ROMs and the Internet to find information to support their work in science about reptiles. In Year 1, pupils enjoy using paint programs to create interesting repeating patterns and colourful self-portraits. However, teachers miss opportunities for pupils to use ICT in literacy lessons.

HUMANITIES

82. It was not possible during the inspection to observe any lessons in geography or history. There is, therefore, insufficient evidence to judge overall provision and standards in the subjects. Enough lessons were observed in religious education to report overall provision in the subject.
83. Planning for **geography** follows the national guidance, providing an effective structure within which to teach the required knowledge and skills. The scrutiny of pupils' books and a well-documented portfolio shows that pupils make very good use of the school's grounds. They are developing a good understanding of their local area and environment. Older pupils have made a comparative study of Southampton with the Island of Coll. They have also participated in a day visit to the village of Minstead in the New Forest to make a comparison with their home city.
84. In **history** pupils' work and a subject portfolio show that pupils are developing a good understanding of chronology and of important characters in history. Younger pupils have carried out a detailed study of homes of long ago. This can be seen through their detailed observational drawings of household objects such as bean-slicers, jelly moulds and carpet beaters. Good opportunities were provided to compare items with their modern day equivalents. Visits to Manor Farm and a Victorian Schoolroom enhance the curriculum and support pupils' learning. Older pupils have written accounts of the Great Fire of London and have studied how Southampton has changed over time.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are given good opportunities to reflect.
- Pupils are supportive of each others' views.

Commentary

85. Standards in religious education meet the expectations of the Locally Agreed Syllabus. Pupils' achievement is satisfactory. This includes pupils with special educational needs and those with English as an additional language. This is similar to the findings of the previous inspection. Pupils have very positive attitudes, listen carefully and are very supportive of each others' points of view.
86. Very good teaching and learning were observed in Year 1 when pupils were asked to explore friendship through the story of the healing of the paralysed man. Pupils used improvisation to good effect as they dramatised the story. This practical experience helped the pupils to understand the story and empathise with the characters' feelings. They also explored the feelings of the characters and the impact their actions had on their friendships. A good lesson in Year 2 encouraged pupils to reflect on their visit to the local church and other special places. This activity helped them to value other faiths and accept differences. This was further enhanced through a very good thoughtful act of collective worship.

87. Leadership and management of the subject are satisfactory. The co-ordinator has produced a good subject portfolio and is working effectively to introduce the new Agreed Syllabus across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. No lessons were seen in art and design or in design and technology in Years 1 and 2. One lesson was seen in physical education and one in music. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work. It was not possible to make a judgement about overall provision in any of these subjects.
89. In **art and design**, evidence from displays, pupils' previous work and teachers' planning indicate that statutory requirements for art and design are met. Art and design are used well to enhance learning across the curriculum. There is a suitable balance between the development of pupils' knowledge and skills and opportunities for pupils to generate ideas and to create. Pupils' past work indicates there are good opportunities for three-dimensional work when pupils design and make paper sculptures linked to their learning in history and geography. ICT graphics software is well used to enhance pupils' learning in art and design. Assessment systems are soundly based on National Curriculum level descriptions. The co-ordinator sets a good example by her own quality of teaching as seen in the specialist teaching for Reception children during 'Wellie Boots Day.' However, no lessons were seen for Years 1 and 2 during the inspection. The co-ordinator has a well-developed role for helping teachers to plan their work, supporting them with practical advice and helping them to assess the standards of pupils' work. However, she has not yet had an opportunity to monitor the quality of teaching and learning by watching other teachers teach.
90. In **design and technology** a good curriculum is followed and the pupils design and make with a wide range of materials, including food and textiles. All evidence suggests that the subject has a high profile in the school. The co-ordinator is keen and has sound influence on the development of the subject. Good examples of pupils' work were seen when pupils designed and made with construction materials, for example when designing and making moving vehicles from reclaimed materials, including plastic bottles. When Year 2 pupils designed and made wells with winding mechanisms, standards were above average in both designing and making. Pupils were very imaginative in their choice of objects and materials for making their wells. There were very good links with science in this project when pupils investigated how moving parts, such as pulleys and crank handles, help to move heavy objects more easily. There are also good links with science when pupils investigate changes in materials during food technology projects. However, few examples were seen of product investigation or how pupils used information about simple products when designing and making. Science and mathematics are applied well to design and technology, although links with art and design are not as good, for example when pupils design a habitat for a dinosaur.
91. In **music**, it is evident from discussions with pupils and staff and examination of the music portfolio that music has a high profile and that there is some good music provision. Pupils have regular opportunities to participate in a range of musical activities, including singing in assemblies, weekly music lessons and individual violin or recorder tuition. The school holds an annual Arts Week and pupils thoroughly enjoy participating in a very good range of events; as a result their dancing, musical and creative skills develop. Local musicians visit the school to perform and talk about aspects of their work. During Arts Week, four musicians from Bournemouth Symphony Orchestra performed. An African drumming activity, which involved four local schools, was the highlight of the week. Pupils enjoy performing at the 'Summer Sing' and the Guildhall annual Christmas carol event. These opportunities enable pupils to develop and refine their performing skills. Pupils visit the local senior citizens' centre and entertain the residents. They sing every year at the Marlands shopping centre to raise money for the Hampshire Autistic Society. This helps pupils to think of others and understand their role as caring citizens in society.

92. In **physical education**, only one lesson was observed. The school has recently joined the national School Sport Co-ordinators' Education and Training programme and has received specialist subject training. The subject leader has developed her knowledge and understanding and has led training sessions for staff. She has identified strengths and areas for development in the subject. A very good range of new equipment has been purchased to support pupils' basic skill development. Pupils enjoy participating in a range of enrichment activities to promote their physical prowess. The Southampton Saints run a football training session once a week for Year 2 pupils. Also, pupils enjoy participating in the annual Dance Festival with a range of other Southampton schools. All these activities encourage pupils to work collaboratively and to develop team spirit. All the evidence indicates statutory requirements are met.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. No lessons were seen in this subject so it is not possible to make a judgement about provision.
94. The school places a great emphasis on this aspect of pupils' education and is very successful in the outcomes it achieves. As a result, pupils have very good attitudes to learning and are very well behaved. The school's policy and planning are good. They focus clearly on allowing pupils to voice their own opinions while valuing the views of others. Pupils develop confidence through a very caring and supportive environment. An example of the development of self-esteem is seen in how pupils are given opportunities to reflect on the positive characteristics of their friends. They then openly share their thoughts by writing their observations. Teachers display these thoughts very sensitively, for example, on the petals of paper flowers. Very good teaching strategies in Year 2 include the provision of a 'Shining Stars' board, which helps the pupils to reflect positively on good citizenship.
95. Pupils develop confidence and readily take part in discussions because their ideas are valued. During a very good assembly they reflected on special places and focused on their own school. During this assembly, there were very good opportunities for pupils to discuss their ideas in groups and share their ideas with the whole school. This provided a really positive experience for all to make a contribution. Further planned opportunities to express their opinions are provided during the regular 'Circle Time' and 'Headteacher's Teas'.
96. Pupils are developing their understanding of healthy living through the 'Healthy Schools' initiative. They have grown vegetables in the school grounds and have developed a good understanding of a balanced diet. Parents have supported an assembly on ways to keep fit and healthy. The governing body have an agreed policy for sex, relationships and drugs education and this has been communicated to parents.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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