

INSPECTION REPORT

Kanes Hill Primary school

Thornhill

LEA area: Southampton

Unique reference number: 116131

Headteacher: Ms. S. Stanton

Lead inspector: Mrs. S. Vale

Dates of inspection: 24th - 26th January 2005

Inspection number: 271776

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	300
School address:	Fairfax Court Hinkler Road Thornhill Southampton Hampshire
Postcode:	S019 6FW
Telephone number:	023 80463737
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Berry
Date of previous inspection:	31/1/2000

CHARACTERISTICS OF THE SCHOOL

Kanes Hill Primary is situated in a large residential suburb on the eastern outskirts of Southampton in an area of high socio-economic disadvantage. Most of the housing is local authority owned accommodation. The area of Thornhill was identified by the government as an area in need of social regeneration. The local community has successfully bid for a £49 million grant to be used to raise achievement and enhance the quality of life in the area. The school has also recently been successful in securing extra funding from the New Deals for Communities Fund. Currently there are 300 pupils on roll. Six of the classes include mixed age groups in Years 1 and 2 and 4 and 5 due to a falling roll. There are six traveller children and one refugee child on roll. Less than one percent of the school population has English as an additional language. The school has been awarded a transition grant to support its financial sustainability over the next two years during the period of reorganisation and reduction in the number of classes due to changes in the population in the locality. The percentage of pupils with special educational needs is well above the national average and a large proportion of these children have emotional and behavioural difficulties. The percentage of children who are eligible for free school meals is slightly above the national average. Attainment on entry is very low. The school is involved in the leadership development programme of the primary strategy and is a member of a 'Networked Learning Community' working collaboratively with a small group of other local schools. The school has benefited from 'The Children's Fund.' as well as 'New Deals for Communities funding.' The school achieved 'Healthy Schools' status in 2003 and 'Investors in People' in 2004. It provides services to the community through the 'family learning programme' and family support service and a breakfast club is run each day before school starts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Mathematics, art and design, design and technology.
9977	Mrs F Luke	Lay inspector	
25787	Mr E Morris	Team inspector	Special educational needs, science, geography, history, music, physical education.
32475	Mr N. Butt	Team inspector	English, English as an additional language, information and communication technology.
2705	Mrs. P Holwill	Team inspector	Foundation Stage, citizenship, religious education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** and inclusive school. Excellent leadership, very good teaching and a stimulating curriculum promote high levels of achievement. The school ensures that all children do as well as they can. Children start school with very low levels of attainment and an impoverishment of experience. They make good progress towards the early learning goals.¹ Standards by the age of seven are below the national average in English, mathematics and science. At age eleven, standards are below average in English but in line with the national average in mathematics and well above the national average in science. This shows very good achievement as pupils progress through the school and is a reflection of the excellent leadership by subject leaders. The school is managed very well on a daily basis. The governing body is knowledgeable and it governs well. Its close involvement with the local community supports the school effectively. The partnership with parents is good. Links with other schools are excellent. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The leadership provided by the headteacher is excellent and gives purpose and drive to the school.
- Teaching overall is very good. Teaching assistants support children's learning and behaviour very well so that they learn a great deal.
- Excellent assessment procedures enable teachers to plan work effectively so that pupils' learning moves on at a fast pace.
- Pupils' very good attitudes help them to achieve very well, although standards are below average at the age of seven.
- Very good provision for pupils with special educational needs, particularly for the increasing number of pupils with emotional and behavioural problems, enables them to achieve as well as their classmates.
- The care and welfare of children is very good.
- Excellent links with other schools and very good links with the community enhance the school's provision.
- Standards in information and communication technology and music are good.
- Pupils make remarkable progress in science. Whilst standards are below the national average at age seven, they are well above by the age of eleven.
- There is a good partnership with parents, although attendance is poor despite good efforts made by school to get children into lessons.
- Insufficient progress has been made in the cultural development of pupils since the previous inspection.

Improvement since the last inspection is good overall. Most key and minor issues for development identified in the previous report have been tackled successfully. Standards have improved considerably in science and there has been a steady rise in standards in reading and writing in Years 1 and 2. The quality of teaching has improved markedly and all pupils are now suitably challenged in their learning. The excellent leadership provided by the headteacher has been central to these significant improvements. However, progress in improving the provision to raise pupils' cultural awareness in order to prepare them for a multi-cultural society has not been fast enough.

¹ Early learning goals are standards children are expected to reach at the end of the Reception year.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Overall achievement is **very good**. In the Foundation Stage, many children start school with well below levels of attainment. By the end of the Reception year they are on course to reach the early learning goals in personal, social and emotional development, knowledge and understanding of the world, creative and physical development. They are unlikely to reach them in communication, language and literacy or in mathematics. They benefit from very good teaching and achieve well.

In Years 1 to 6 children achieve very well due to very good teaching. Standards in English are improving, although they are below the national average at the age of seven. In English and mathematics standards are similar to the national averages at age eleven. In information and communication technology standards are good by the age of eleven. Standards in music by the age of seven and eleven are also good. Standards in science are very good by the age of eleven. Those with special educational needs and more-able pupils make good progress and achieve very well. Gifted and talented pupils are extended in their learning through the close links with the local high school, where they have 'workshop' days. Together with very good teaching this means they are achieving very well in lessons and progressing as fast as they can.

Pupils' personal developments, including their spiritual, moral, social and cultural developments, are **good**. They are keen and interested in their lessons and show positive attitudes to their learning. Behaviour is managed very well by staff and is good overall both in and around the school. Pupils' spiritual development is satisfactory and their moral and social developments are good. Pupils' cultural development has not moved on sufficiently since the last inspection. Attendance is well below the national average. Punctuality is satisfactory, although there is a number of pupils who disrupt the start of the school day for some classes because they arrive late.

QUALITY OF EDUCATION

The school provides a **very good** quality of education for its pupils. It overcomes many social barriers very well. Teaching overall is very good. Teachers have high expectations of what pupils can achieve and as a result their learning moves forward quickly. Equality of opportunity is promoted well. Assessment procedures are excellent and very detailed. Information from assessments are used effectively to help plan pupils' programmes of work. Support staff are used really well to help pupils acquire knowledge, skills and understanding. The rich and stimulating curriculum provides a very good range of activities that motivate pupils to learn. There are very good opportunities for enrichment through extra-curricular provision, the use of visits out and visitors to school. Pupils are cared for and supported very well. The school's partnership with parents is good and its links with the community are very good. Links with other schools are excellent. Teachers from the local secondary school teach at Kanes Hill and gifted and talented pupils have the opportunity to go and study at the high school in order to extend their learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership provided by the headteacher is excellent. The daily management of the school is of high quality and enables everyone to get on with their tasks successfully. The school development plan reflects a determination to go on improving. Governors know the strengths and weaknesses of the school,

there are strong links between them and the local community which supports the development of the school. The school analyses data very carefully to bring about improvements. High priority is given to staff development and training which also impacts standards and achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents overall hold the school in high regard. The children are very pleased to be at the school, knowing that they feel valued and are helped to do well in their learning.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics and science for pupils aged seven;
- improve pupils' understanding of cultures other than their own;
- improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain average standards overall by the time they leave the school. Pupils in Year 6 attain well above average standards in science, above average standards in music and information and communication technology and average standards in English and mathematics. In Year 2 pupils attain below average standards in reading, writing and mathematics. Achievement is very good overall. Children achieve well in the Foundation Stage.

Main strengths and weaknesses

- Compared with similar schools, in the 2004 national tests for Year 6 pupils, standards were very high in science and above average in English and mathematics.
- The school is in the top five per cent of all schools for the value it adds to its pupils' achievement over time.
- Standards in music are above average throughout the school.
- Very good teaching and excellent assessment procedures ensure that the needs of all groups of pupils are met very well.
- Standards in Years 1 and 2 are below average but improving.
- Pupils with special educational needs achieve very well.

Commentary

1. From a low standard of attainment on entry and an impoverishment of experiences, children achieve well in the Reception classes. Good leadership and very good teamwork between teachers and teaching assistants enable children to settle into school routines and make good progress in all areas of learning. Despite this effective provision, most are unlikely to attain the early learning goals in communication, language and literacy and mathematical development by the time they enter Year 1.

2. The achievement of pupils in Year 1 and 2 is very good. Very effective teaching is underpinned by outstanding assessment procedures that measure the individual pupil's progress precisely. Rigorous monitoring of standards ensures that pupils at risk of not making the expected progress are identified early. Very effective measures are put in place to support their learning. As a result of this, standards are improving in reading, writing and mathematics. While they are still below the national average when compared with all schools, standards are in line with the national average when compared with similar schools.

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

Standards in:	School results	National results
Reading	15.1 (14.8)	15.8 (15.7)
Writing	13.6 (12.7)	14.6 (14.6)
Mathematics	15.7 (14.9)	16.2 (16.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

3. In music, standards are above average because of specialist teaching and a wide range of opportunities to play musical instruments. Standards in all other subjects are average and in religious education they are in line with the expectations of the locally agreed syllabus.

4. The results of the national tests for pupils in Year 6 in 2004 reveal that in science, standards were well above average compared with all schools and very high in comparison with

similar schools because 72 per cent of pupils attained the higher Level 5. In both English and mathematics the proportion of pupils attaining Level 5 was greater than the national average. Targets set for pupils to reach in all three core subjects were exceeded. Standards have risen consistently and were above average in English and mathematics compared with similar schools although when compared to all schools nationally they are in line with national averages. In addition, the value the school adds to its pupils' learning between Year 2 and Year 6 puts it in the top five per cent of all schools. This very good achievement is because teaching is very good and lessons are planned meticulously. Pupils are inspired and motivated by their work. Excellent assessment ensures teachers know exactly what pupils require to succeed in their learning. A collaborative culture amongst staff focused on raising standards means that the best possible use is made of every opportunity to further pupils' knowledge and understanding.

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

Standards in:	School results	National results
English	26.5 (24.3)	26.9 (26.8)
mathematics	26.8 (26.5)	27.0 (26.8)
science	30.8 (28.3)	28.6 (28.6)

There were 50 pupils in the year group. Figures in brackets are for the previous year

5. Standards in information and communication technology are good in Year 6 because of the very effective way skills are taught and built up as pupils move through the school. They are introduced to all aspects of technology, including controlling events by means of a computer program and making a PowerPoint presentation that contains video clips. Every Year 3 pupil learns a musical instrument and pupils in other years are also given opportunities to learn an instrument, and this contributes to the good standards in music. In all other subjects pupils in Years 3 to 6 attain average standards and in religious education meet the expected standards of the locally agreed syllabus.

6. Boys and girls achieve very well. Very good support and teaching for pupils with special educational needs, traveller pupils and the very few from ethnic minorities enable pupils to achieve very well. There is a detailed register of gifted and talented pupils and activities that enrich their learning, which means these pupils also achieve very well. The school's focus on talking partners and its use of reading volunteers from local businesses and the wider community, supports pupils with poor social skills. The school is fully inclusive and all pupils are valued equally and encouraged to do their best, whatever their background or ability.

7. Pupils with special educational needs achieve very well as they move through the school. Indeed, many such pupils reach the nationally expected standard in English and mathematics and nearly all of them in science, by the time they leave the school. This is because work in class is planned at a suitable level and they are very well supported by well-trained and effective learning support assistants. Individual education plans and individual behaviour plans, written by the class teachers, are relevant and the targets are clear. Pupils are fully informed about their targets and they know exactly what they have to do to improve.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good; their behaviour is good overall. Their personal development is good. The level of attendance is poor but punctuality is satisfactory.

Main strengths and weaknesses

- The level of attendance at the school is well below the national average and is therefore poor.
- The majority of pupils are punctual, but a small group is often late which disrupts the start to the school day for some classes.
- Pupils are extremely interested in all the activities provided for them both in and out of the classroom.
- Behaviour is good at all times. Pupils are free from harassment and as a result feel safe and secure.
- Pupils form very good relationships with each other and with adults.
- Opportunities for additional responsibility are taken very seriously and pupils gain benefit from them.
- Pupils with emotional and behavioural difficulties are very well managed in lessons and during break times.

Commentary

8. Pupils' very good attitudes and their eagerness to learn contribute to a positive and productive atmosphere in the school. The very good teaching and strong work ethic promoted by staff ensures that pupils are motivated and want to learn. They apply themselves to their work and enjoy learning. Pupils work sensibly and co-operate with each other. The positive approach to managing behaviour by all adults ensures good behaviour and a calm atmosphere in all year groups. Pupils care about their school; they show a high level of respect for each other and for all the adults. They show a great deal of interest in school life and the many extra curricular clubs are very well attended.

9. Pupils are polite and courteous. Relationships are very good, particularly in the higher year groups where pupils are very supportive of one another. The school has effective procedures to deal with any harassment, consequently pupils are all confident that little bullying takes place. They say that any issues are dealt with very quickly by staff and they feel safe in school.

10. There are many opportunities for pupils to take on additional responsibility, through the school council and the buddy system. The school council has recently been reintroduced and plans are already in place for pupils to look at ways of improving the school playground. Pupils respond well to these opportunities, which help to raise their confidence and self-esteem.

11. Pupils' spiritual, moral, social and cultural developments are satisfactory overall. Pupils' spiritual development is satisfactory, supported through assemblies, which are relevant and in which pupils show respect and are given opportunities to reflect. For example, a class assembly gave pupils the opportunity to reflect on the recent Tsunami disaster and the death of loved ones; this was dealt with in a very sensitive manner and pupils were very expressive and eager to participate. In the Foundation Stage in personal, social and emotional development children are encouraged to consider their feelings, thoughts and experiences. However, in other year groups, pupils' are not always taught sufficiently about the beliefs of others and do not have enough opportunities to show respect or value the beliefs of others.

12. Moral and social developments are good; pupils are encouraged to think of others who are not so fortunate, for example, by raising and collecting funds for charities. Pupils are aware of the impact of their actions on others and the responsibilities of living in a community.

13. Pupils' cultural development is satisfactory, although, there has been insufficient progress since the last inspection. Pupils learning about other faiths in religious education and other cultures in history and geography make them aware of multi-cultural issues but generally pupils are not prepared well enough for life in a multi-cultural society.

14. The low level of attendance impacts the achievements of the pupils concerned. The school is working hard to improve the situation and monitors pupils whose attendance gives cause for

concern very thoroughly. Incentives are given through the awarding of certificates for individual as well as class attendance. However, there is a small number of parents who do not ensure their children attend school often enough or encourage their children to arrive on time. As a consequence, pupils arriving late to school interrupt the start to the school day in some classes. The number of exclusions in the school year prior to the inspection was high. This involved a small number of pupils, two of whom are now being educated in settings more appropriate to their needs.

15. Pupils with special educational needs identified as having emotional and behavioural difficulties are very well managed in class by teachers and highly skilled learning support assistants. Any incidences of poor behaviour that are likely to disrupt the learning in a class are dealt with well. The different break times and the short lunch breaks are very useful in helping such pupils cope in a less formal environment. This arrangement reduces the number of pupils on the playgrounds and the amount of time spent outside. Many very effective strategies are used to help children to behave. These include, giving pupils some time away from the playground, individual reading support from volunteers, prompt intervention by adults to resolve conflicts and the use of support groups and a counsellor to help pupils understand the need for more appropriate behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for its children. Strengths include the excellent leadership and very good management of the school supported by very good teaching and learning. There is very good care and support for children and good partnership with parents. The curriculum provides a rich learning environment. All of this means that children achieve as well as they can. Pupils are cared for very well and the links with parents and the community are very good, while links with other schools are excellent.

Teaching and learning

Teaching and learning are very good. Assessment is excellent.

Main strengths and weaknesses

- Teaching and learning are very good, resulting in improving standards.
- All teachers are very conscientious and have high expectations of their pupils.
- Very good teaching in Year 6 is enabling pupils to learn quickly.
- Teaching assistants make a very good contribution to pupils' learning.
- Pupils are keen and work hard and this contributes very well to their learning.
- Excellent assessment procedures are used extremely well to plan future work to meet needs.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	27 (53%)	19 (37%)	3 (6%)	0 (0%)	0 (0%)	0 (0%)

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

16. Teaching and learning are even better than they were at the time of the last inspection. The table above shows that almost all of the teaching seen during the inspection was good and there was a high proportion of very good teaching. Evidence gained from looking at pupils' past work and talking to parents confirms that teaching and learning have been very good over time. A particularly strong feature is that teachers regularly analyse where their pupils are in their learning, reflect on their practice and continually strive to improve it. They are willing and eager to use whatever support is available from outside the school in order to improve their practice.

17. Staff throughout the school are well organised and lessons are very well planned and relevant to the pupils. They know what they want pupils of different abilities to learn and clearly communicate this to them. The basic skills are taught very well because staff have a good knowledge of subjects. This results from very good training, very strong teamwork and the excellent leadership of the school. Specialist teaching currently supports music and information and communication technology. This has ensured overall good teaching in these lessons.

18. In the Foundation Stage teachers have good knowledge of the Foundation Stage curriculum and children are taught well. Lessons are well planned and challenge children effectively in all the areas of learning so that they make up a lot of ground.

19. In Years 1 to 6 teaching and learning are very good. There is a considerable amount of very good teaching in English, mathematics, science and physical education and in other lessons across all subjects. Teaching is high quality in Year 6.

20. Very good teaching and learning stem from;

- teachers' high expectations of pupils' work and behaviour;
- excellent assessment which inform the next stage of pupils' learning;
- challenging tasks that keep pupils working hard and make them really think;
- teachers' very good subject knowledge;
- a very good balance between whole-class teaching and pupils working independently on tasks;
- interesting lessons that stimulate pupils so they want to learn;
- the positive learning ethos;
- very good support for pupils with special educational needs.

21. English, mathematics, science and information and communication technology are taught well. Teaching assistants are well trained and well briefed about their role. They are deployed well to support pupils, particularly those who have special educational needs. They are invaluable in keeping the increasing numbers of pupils with behaviour problems on task and learning at a good rate. Pupils are very keen to learn and this makes a very strong contribution to their learning. Even when they find work challenging, they persevere and work very hard and most sustain good levels of concentration. Teachers are using the new interactive whiteboards well to enhance teaching across a number of subjects. This provides pupils with lots of visual clues that enhance their learning.

22. Teachers assess pupils regularly to find out exactly what they know and can do. In lessons these assessments are often informal and may take the form of probing questions or the use of individual whiteboards for pupils to record answers before showing them to their teacher. Marking, particularly in English and mathematics, is used very effectively to evaluate pupils' work, to encourage them and give them very useful pointers about how to improve in future. Pupils are kept fully informed about how successful they are in meeting their targets and, in some lessons, are told what they must do to successfully move up to the next National Curriculum level. More formal tests in English, mathematics and science also add to the information gathered about each pupil. This information is used very effectively to plan future work that is designed to move them on swiftly to the next level. It is also proving useful in tracking the progress of every pupil and highlighting both successes and any areas of concern. These concerns are noted with the proposed action to be taken to help the pupil achieve at a faster rate. The success of interventions is later evaluated to assess its impact. Teachers also note exactly what each pupil can do in all other subjects by regularly adding comments about their successes on an easy to use record sheet. These comments build up so that at the end of the school year the teachers and the pupils have a comprehensive record of achievement.

23. Day-to-day assessment in lessons across subjects is very good. Teachers question pupils well so that those who experience difficulty are quickly identified and given extra support or further explanations. Pupils' work is marked regularly. This provides critical feedback for pupils so that they know what they need to do to improve.

24. Teachers and support staff promote pupils' personal development very well. They treat pupils very kindly and very positively and give them lots of praise and encouragement. Staff understand that some pupils find learning difficult and do all they can to support them. Through small group work, they encourage pupils to work cooperatively. This makes a good contribution to learning since pupils have lots of opportunities to learn from one another.

25. Teachers give very good support in class to those pupils who have special educational needs. Work is well planned at an appropriate level to enable pupils to make very good progress. Teachers use learning support assistants particularly well and fully brief them about their role in each lesson. Support assistants keep careful records of the achievements of the pupils they work with to enable the teachers to plan suitable work in future lessons. They are very well trained and skilled in their work of supporting pupils with a range of difficulties. It is often thanks to their sterling work, particularly with pupils who have behavioural difficulties that the teachers are able to concentrate on teaching without having their lessons disrupted.

The Curriculum

The quality of the curriculum is very good. The school ensures that all pupils have access to a very good range of learning opportunities. Statutory requirements, with regard to religious education, sex and relationships education, alcohol and drug misuse, are fully met. The quality and quantity of resources and accommodation are good.

Main strengths and weaknesses

- Very good breadth, variety and enrichment of the curriculum promote pupils' very good achievements.
- The school has a very rich programme of extra-curricular activities.
- Very good provision for those pupils with special educational needs.
- Very good match of teaching and support staff to the needs of the curriculum.
- Pupils with special educational needs are provided for very well.

Commentary

26. The curriculum meets all the requirements of the National Curriculum and is supported by good resources. Through careful analysis, planning and time tabling, a broad, very rich and varied curriculum is provided for all pupils. There are schemes of work for every subject based on national guidelines. Teachers' planning is monitored effectively by senior staff who check that the very good framework for curriculum planning and development is implemented successfully. The school has developed a very rich range of interesting learning experiences for its pupils. By careful planning the school succeeds in covering all subjects while making effective links between them. An example of this cross-curricular approach was observed in Year 4/5 classes during the inspection. Pupils were studying rivers and water in geography. The information gained was also used well in their personal, social and health education lessons to think about the plight of people in some parts of the world who have no access to clean water. The school has an excellent range of assessment procedures and uses the information well to help plan the next steps of learning for pupils.

27. All pupils have equal access to all aspects of learning and curriculum provision. Boys and girls have the same opportunities. Literacy and numeracy strategies are adapted very effectively to meet pupils' needs. Pupils work well independently and collaboratively and teachers provide closely targeted support for those who require it. In mathematics, older pupils work together in sets grouped according to their ability and this has allowed more closely targeted support for all. Very good monitoring and excellent assessment indicate that this innovation is having positive effects on pupils' performance.

28. Provision for pupils with special educational needs is very good. There are very good arrangements to support pupils in many literacy and numeracy classes, where teaching assistants work successfully with individuals. Teachers carefully plan work that is suitably challenging, yet

realistic, for these pupils. They cover the same activity as their peers, but it is adapted to meet their specific learning targets. The school's provision for personal, social, health and citizenship education is very good. It is particularly successful in helping pupils to cope with social and behavioural problems through planned support. In addition, there are timetabled sessions each week. Gifted and talented pupils receive extra tuition which enables them to receive appropriate challenges that extend their learning and help them to achieve their aims.

29. Teachers' experiences and training are very well matched to the needs of the curriculum and they have a good spread of different talents, skills and knowledge. Members of the support staff are very well trained to enable the school to achieve its curriculum aims. Pupils are prepared very well for the next stage of their education through the emphasis on skills and work attitudes that are inculcated throughout the curriculum.

30. The range of relevant visits and the rich variety of visitors who talk to and work with the pupils in school enriches the curriculum. The residential visits in Years 5 and 6 provide good opportunities for pupils to develop social skills and to interact positively with their friends and adults, living in a community away from home. Pupils are encouraged to join in artistic and choral activities and many are learning to play musical instruments. The number and range of out of school clubs for pupils to attend is very good and the wide range of activities throughout the year cater for boys and girls in all classes. Participation in sports with local schools and within the school is good. Well-matched and relevant homework also supports pupils' learning outside of school

31. The accommodation is good and managed imaginatively. The school has two halls which are used well for assemblies and indoor physical education. Displays in the main areas and classrooms reflect the pupils' learning and create a colourful and stimulating learning environment. Although there is limited space outside the Reception classes, there is a good range of interesting features and activities to enrich the quality of learning for the youngest pupils. The school's learning resources are of good quality and sufficient to meet the needs of the curriculum. There are very good resources for pupils with special educational needs and they are used effectively.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. Pupils' personal development is tracked very well. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- Staff and governors are fully involved in health and safety reviews and risk assessments of the school.
- Very good levels of care for all pupils, including emotional literacy support and the behaviour support programmes that ensure pupils feel well looked after.
- The school actively seeks and acts upon pupils' views.
- Very good support systems monitor pupils' development well as they progress through the school.
- Very good induction procedures for pupils entering the school ensure that they settle quickly.
- Excellent systems enable teachers to monitor and track pupils' academic standards and achievement carefully.
- Pupils with special educational needs are cared for really well.

Commentary

32. The school has very good and rigorous health and safety procedures. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking the grounds, buildings and equipment. They carry out regular risk assessments for all areas of the school. The site supervisor liaises closely with the headteacher, health and safety representative and governors to keep them informed of any concerns, which are addressed promptly.

33. Child protection procedures are firmly in place. The headteacher and her deputy have both been trained in the procedures and they have ensured that all adults in the school know the importance of these and how to raise concerns. Pupils who suffer minor accidents or who are feeling unwell are looked after very well. Parents are very positive about the level of care provided for the pupils. As a result, pupils feel safe and well cared for.

34. Pupils' views are fully taken into account through the school council. Pupils are very positive about their role as councillors and are currently looking at ways in which they can improve the school playgrounds.

35. There are very good, informal procedures to monitor pupils' personal development as they proceed through the school. Relationships throughout the school are very good and all adults in the school know the pupils extremely well and are quickly aware if something is wrong. Pupils in the school confirm that they are very happy that there is always someone they can turn to for help and advice.

36. Very good induction procedures for pupils entering the school ensure that pupils feel welcome and settle into school quickly. If pupils start at the school in older year groups, they are assigned a 'buddy' to show them around and help them understand school procedures so they can fit in quickly and take an active part in school life.

37. Pupils with special educational needs are identified very early in their school life and their progress is tracked carefully. Their individual education or behaviour plans are reviewed very regularly. Liaison with outside agencies is particularly good and the school makes significant efforts to ensure that pupils receive as high a level of care as possible. Pupils with a statement of special educational need receive not only the full entitlement as outlined in the statement but also additional support provided by the school. All the pupils with special educational needs are given a great deal of support to ensure they are fully integrated in the life of the school.

38. Teachers regularly assess the standards achieved by the pupils in their care. These are sometimes informal assessments made in lessons or more formal assessments based on national and school tests. The results of these assessments are used extremely well to track pupils' progress as they move through the school, to set targets and to predict future achievement. They are also highly effective in quickly identifying any pupil or specific group of pupils making less than expected progress. Such pupils are then given extra support and guidance to help them achieve better standards in their work.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Excellent links with other schools ensures that there is a smooth transfer for pupils when they move into Year 7 at secondary school.
- Curriculum links make a very positive contribution to pupils' learning.
- Parents are very happy with the work of the school.
- Information provided for parents about pupils' progress, the school and the curriculum is good.

- Very strong links with the local community ensure that pupils and their families are well supported.
- Parents and carers of pupils with special educational needs are kept fully informed.

Commentary

39. Excellent links with other schools, particularly with the local secondary school to which the majority of pupils transfer at the end of Year 6, including a planned programme of visits prior to transfer, supports pupils very well and ensures a smooth transfer takes place. Curriculum links with schools within the local area support the school very well by helping staff share ideas. Teachers from the high school team teach at Kaneshill and know the pupils well. There are very good opportunities for pupils identified as gifted and talented in particular subjects to have the opportunity to study at the high school. For example, this term there are opportunities for children who are identified as gifted and talented in design and technology to work there.

40. A good range of information is sent to parents on a regular basis to let them know what is happening in the school. Regular information is provided about the curriculum and how parents can help their children at home. Some parents do not always take advantage of this information, but many do support their children at home helping with homework, ensuring that it is completed and returned to school on time.

41. Written annual reports for parents are good. They inform parents what their children know, understand and can do and give some areas for further development. Parents can easily understand from these reports the progress their children are making. There are good opportunities for parents to discuss pupils' progress informally at the end of the school day, as well as during formal consultation evenings.

42. The school works hard to deal with parental concerns or complaints. Parents confirm that they are always made to feel welcome and that they have good relationships with all the staff. Regular surveys are made of the views of parents, the results of which are analysed and acted upon. The Friends Association is supportive, raising funds for the school to use to enhance provision.

43. Links with the local community support the school very well. There are links with the local churches and the local vicar regularly visits the school to take assembly. Links with local industry provide the school with the valuable resource of reading volunteers who come into school and work with children in need of additional help. These, plus sporting links, the use of local facilities and regular visits from the community policeman, ensure that pupils receive a wide range of experiences.

44. Parents and carers of pupils with special educational needs are kept fully informed about how their children are progressing and are always invited to attend review meetings. Parents and carers are always welcome to come to school to discuss the provision for their children and how well they are doing in meeting their targets. There are good links with the very small numbers of families who have English as an additional language so they too are involved in the school.

LEADERSHIP AND MANAGEMENT

The leadership by the head teacher is excellent, she has a clear educational vision for the school and is very well supported by the deputy headteacher and the rest of the staff. Management is very good. Subject co-ordinators are central to raising standards. Governance is good.

Main strengths and weaknesses

- Excellent leadership by the headteacher ensures clear educational direction.
- Subject coordinators are very knowledgeable and enthusiastic.
- The governance of the school is good.
- Very good management ensures that all are able to go about their daily work successfully.

- The school makes excellent use of all performance data.
- The management of special educational needs is very good.

Commentary

45. The leadership and management of the school are very good. The school faces a number of challenges to raising achievement, such as high levels of social deprivation and increasing numbers of children with special educational needs particularly with emotional and behavioural problems. The headteacher was appointed in 2001 and has made significant improvements. The headteacher has established a very clear educational direction for the school that focuses on raising children's achievements, self confidence and standards of attainment. The school development plan is very detailed, containing targets for improvement across all subjects and aspects of the school's work. These are monitored and regularly reviewed by both senior staff and governors. Very good team work between all members of staff ensures that there are clear lines of communication. Review and school self-evaluation meetings are regularly held to assess progress and agree the next steps. Teaching and learning, especially in English, mathematics and science, are monitored closely. Examples of good practice are shared with other staff, for example, lead teachers in English and mathematics demonstrate lessons and team teach to develop the practice of their colleagues.

46. The head teacher drives the clear vision and educational direction which the school is taking in a determined manner. Involvement with 'New Deals for the Community' and the 'Networked Learning Community' ensure that the school is at the forefront of providing a very good quality education for its pupils. The head teacher's leadership skills and involvement as a primary strategy consultant are valued by all concerned. She is willing to try out new ideas and strategies to support the development of all pupils and continuously strives to improve achievement and raise standards. This is paramount to the success and improvement of the school.

47. Strong emphasis is placed on effective, assessment systems to track children's progress, developing a stimulating and relevant curriculum. Pupils are well aware of their own targets and are pleased with their successes. There is a rich learning environment which enables pupils to understand that it is important to learn.

48. There are excellent systems for both collecting and assessing performance data. As well as the results of national tests that are analysed extremely carefully to identify areas of strength and weakness, the school also analyses all other data that it collects about pupils' achievement and attainment. This data comes from optional tests and other assessments made by teachers. It is used to build up a profile of the achievements of every pupil in the school and to spot any emerging patterns that might cause concern. Immediate action is then taken to address any perceived problem and solve it as quickly as possible.

49. There is a very clear view among all the staff and governors of the need to ensure that children achieve as well as they can. They share the aspirations of the headteacher. The school is fully inclusive. Data is analysed thoroughly to ensure that all pupils are making the progress they should. The headteacher looks closely at the value-added data available to the school about children's achievements between the infants and the juniors. This is increasing and improving year on year and in 2004 the school was in the top five per cent of all schools nationally.

50. There are very good procedures for self-evaluation, performance management and staff development that help to identify and bring about further improvements. The enriched and varied learning curriculum ensures that pupils find success in subjects other than English and mathematics and this raises their self-esteem, giving them a more positive attitude to subjects they find difficult and consequently impacting on the increasingly positive learning environment. As a result they achieve more.

51. The special educational needs provision is managed very well. Pupils are carefully tracked to monitor their progress and to highlight the need for more intervention if they are not achieving as well as expected. All paperwork is kept up-to-date and outside agencies are consulted and fully

involved in the provision when required. The school is very active in seeking ways to improve and extend the provision. All possible avenues are explored to find new and innovative strategies to enhance the support for pupils. The provision fully meets statutory requirements.

52. A knowledgeable governing body support the school well. Together with the headteacher governors contribute to the vision and direction of the school. Governors have a clear idea of its strengths and weaknesses and make decisions on an informed basis, visiting the school, following up links with classes, analysing data and monitoring finances. Many members of the governing body are closely involved with the local community and as such this gives them a good insight into the local environment. Their knowledge of the community and its needs are very supportive in the vision and educational direction of the school.

53. The governors and headteacher ensure that the budget reflects the school's educational priorities. Good financial procedures are in place and there is careful monitoring of the financial position during the year. This has resulted in high standards of achievement, an improving and stimulating curriculum, very good teaching and excellent leadership. The school provides very good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	981,019
Total expenditure	942,302
Expenditure per pupil	2,973

Balances (£)	
Balance from previous year	30,559
Balance carried forward to the next	38,717

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

54. The well-established induction programme for when children first start school underlines the school's ethos of promoting strong home and school relationships. Many children start school having attended the playgroup which, although on the school site, is run separately. Children start school with knowledge and understanding well below expectations for their age. A significant number of them have speech and language needs and many of them have poor communication skills. Children receive very good support with all staff helping them to understand what is happening and giving them confidence in a new environment. This enables them to settle quickly into school life. Children with special educational needs are identified quickly. These children have good support and staff deal sensitively with children who have social and emotional needs.

55. The quality of teaching across all areas is consistently good. The sessions are well organised and well planned activities allow children to use their initiative and to take responsibility. They ensure the children use all their senses to support their learning. There are well-established routines, which enable children to learn effectively. By the time they move from the Reception classes, children have made good gains in all the areas of learning. They reach the early learning goals expected for their age in personal, social and emotional development, knowledge and understanding of the world, creative and physical development. In communication, language and literacy and mathematical development, children make good progress but do not meet the expected levels.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT.

Provision in personal, social and emotional education is **very good**.

Main strengths and weaknesses

- Many rich opportunities are provided in both classes for children to develop their personal and social skills.
- Good role models and supportive relationships enable children to feel confident and happy.

Commentary

56. Children achieve well during their time in the Reception classes so that by the time they leave, their attainment is at the level expected for children of their age. The main reason for this is that staff have high expectations and are skilful at working with young children, recognising their individual personalities and managing them very well. Children are happy and secure and they respond well to all activities with interest and enjoyment. Children learn well because of effective support. They share resources and play well together, choosing from the range of activities. They develop independence and are encouraged to initiate their own ideas and to select activities and resources. They learn to persevere and concentrate in their learning. Their attitude to learning is good and they respond well to tasks. They take responsibility for tidying up and move without fuss from one activity to another. They learn to appreciate how others feel and in their celebration of important festivals, develop a knowledge of their own and others beliefs. Children know the classroom routines well and are becoming aware of the school's expectations with regard to behaviour. They know they are expected to take turns and are developing appropriate negotiation skills. Staff plan very good opportunities for children to think about their own experiences and encourage them to ask questions. They join in happily with rhymes and songs and share stories. By being aware of individual needs and supporting children effectively, staff build very good relationships with the children in calm and purposeful settings.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many children have well below average skills in communication and language skills when they start in the Reception classes.
- By the end of their Reception year, children have made good progress but do not meet the Early Learning Goals set for them.

Commentary

57. When children enter the school, a significant number have speech and language needs as well as a lack of communication skills. In both classes children achieve well and make very rapid progress, so that by the end of the Reception year, about a third of the children are likely to reach the goals set for them in this area of learning. Children with special educational needs receive good support from all members of staff. Their learning needs are identified early and tackled quickly, enabling them to make good progress. Children's speech is developing, but often still lacks clarity. Because of this, teachers provide very good opportunities for conversation in one to one situations, for example, when making gingerbread men there was discussion about the ingredients, the amounts used and the changes made by baking. All staff are very skilful at asking questions to develop children's thinking. Children often find it difficult to answer questions and many only use a word or a short phrase. In reading, they know that print has meaning and some children begin to learn the names and sounds of letters. A few children are able to apply this knowledge to their writing. Children read to an adult regularly and story telling is used by the staff as an effective way of extending their knowledge and introducing new vocabulary to help them understand. They are encouraged to take books home to share. Children use the writing areas in the classes to copy their names, write their sentences and sometimes trace over an adult's writing. Most children are able to find some of the individual letters which are in their names. However, despite this good progress the majority of children do not meet the expected level in communication, language and literacy by the time they leave the Reception classes.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress in counting and using correct terms.
- Adults use many opportunities to encourage children to think mathematically
- A wide range of activities is planned for all classes to support children's learning in mathematics.

Commentary

58. Children's mathematical abilities are very varied when they start their school life. They make good progress and achieve well, including those with special educational needs are beginning to develop a sound understanding of number. However, they are unlikely to meet the standards in line with those expected of similar aged children by the time they leave the Reception class and move into Year 1 to start the National Curriculum. Good teaching in mathematics in both classes helps all children to extend their knowledge and understanding. Staff exploit many opportunities to reinforce main teaching points and consolidate and extend mathematical learning thoroughly. Teachers successfully introduce the more formal activities for mathematics to the children in both classes. Staff provide many opportunities to practise counting objects accurately. Children count to 10 and some children recognise written numbers on the number frieze. They join in with familiar number rhymes. Some children recognise the relationship between a figure and the number of

objects on a card. A few children recognise and write the correct number symbols when writing down their addition and subtraction sums. Children are taught correct mathematical vocabulary, for example, 'long and short'. They use these words correctly when describing the differences between 'many' and 'few'. They match objects one to one, make patterns and comparisons and solve simple problems in practical situations. They can recount that a regular pattern of blue, green, yellow, contains those colours in order.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers' plan a wide range of appropriate activities.
- Well-focused interventions encourage children to talk about their experiences.
- Children have good opportunities to use computers.

Commentary

59. Children have many good opportunities to develop their knowledge and understanding of the world. This enables them to achieve well. Teachers plan interesting activities that allow children to explore and widen their experiences. During the inspection, many of the activities were carefully linked to the theme of traditional stories. Staff provide good support to help children explain their understanding and responses. Children use dry flour and experience the textures of corn flour and water and its strange properties. In making the gingerbread men, they discuss the various ingredients and understand how they change by cooking. Through role-play they develop knowledge of how people in the past would live and behave. Children talk about their families and talk about their route from home to school. They join together pieces of a simple jigsaw puzzle and build with construction kits. They extend their understanding of living things through visitors to the school and through visits in the immediate environment. The children think about different materials to use when making pictures of the Gingerbread man. They celebrate important cultural events and develop an understanding of other's beliefs and customs. They have opportunity to use ICT and are able to count and move simple pictures with the computer, controlling the mouse effectively to access the program. At the end of the Reception year children achieve the expected level in this area of the curriculum.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The children control their bodies well when they run and play.
- There is insufficient outdoor space for children to develop a full range of physical skills.

Commentary

60. Children make good progress in their physical development and by the end of the Reception year; their attainment is in line with that expected for their age and they achieve well. They use space, inside and outside, sensibly and confidently. They are developing appropriate manipulative skills, using a range of materials and tools including scissors, tools and paintbrushes. They also use a range of construction toys and threading activities. They enjoy using the computer and know how to use the mouse to control images on the screen.

61. Although there is only limited outside space, good teaching allows the children to use the outdoor areas well. They walk, run and skip, being aware of their own space and that of others. They use the available large equipment and wheeled toys with increasing skill. Children have

regular movement sessions in the infant hall. They particularly enjoy games, taking great care in the following of instructions. They work co-operatively and collaboratively, waiting their turn and taking great care not to bump into others. It is obvious that they enjoy physical activity and describe themselves as 'puffed out' at the end of the outdoor session.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Children have very limited experiences when they come to school.
- Good provision of a wide range of experiences ensures the children make good progress.
- By the end of the Reception year, most children meet the levels expected.

Commentary

62. Children in both classes make good progress and achieve well in their creative development through art, stories, music and play. At the end of the Reception year, they reach the early learning goals in creative development. Children enjoy drawing, painting and making pictures. They show an increasing ability to observe and respond well to the various experiences afforded them. Some children can name the primary colours and some secondary colours. Receptive to new ideas they develop competence in using tools and paintbrushes. Children sing nursery rhymes and number songs, singing with enthusiasm and beginning to remember the words. They use musical instruments and during their lessons learn to use their own voices to make different sounds. They enjoy playing in the role-play areas and make up stories to support their play.

63. Teachers and assistants work well together and organise their respective roles and responsibilities effectively. They plan the curriculum carefully to cover the recommended areas of learning and prepare children well for the National Curriculum Programmes of Study. They use detailed checklists to monitor what children know, understand and can do. These assessments are then used in deciding subsequent activities and in ensuring curriculum continuity and progression. All staff establish effective relationships with the children and know them well. The range of resources is good and they are well used. The co-ordinator for the Foundation Stage has held the post since September 2004. The team is well led and areas for development such as, curriculum planning and progression and working with parents, are well developed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is for English is **very good**.

Main strengths and weaknesses

- Very good teaching means pupils achieve very well.
- Leadership and management are outstanding.
- Standards are rising throughout the school as targets were exceeded last year but remain below national averages.

Commentary

64. In the national tests for Year 6 pupils in 2004 standards overall were below the national average compared with all schools, but a greater proportion of pupils attained the higher Level 5. Compared with similar schools standards were above average. In the national tests for Year 2 pupils' standards were below average compared with all schools and average compared with similar schools. Standards in writing improved considerably and the trend of improvement was above the national trend. The school's targets for performance were exceeded and it is among the top five per cent of schools for the value it adds to its pupils' learning.

65. Standards of work seen are average in Year 6 and below average in Year 2. Pupils enter Year 1 with literacy skills that are below and often well below the national average. Pupils achieve very well overall because teaching is very good and occasionally inspirational. Lessons are very well planned, linked closely to detailed assessments of what pupils need to learn next. Work is always interesting and has a useful purpose to it. For example Year 6 pupils wrote an account of Theseus and the Minotaur from the viewpoint of Athens (for) and Crete (against) in newspaper articles following a "press conference" in which they had questioned Theseus about his exploits.

66. Pupils' speaking and listening skills improve dramatically as they move through the school. A focus on discussion and talking partners means there are many opportunities to rehearse ideas. From Year 1 onwards pupils are thinking about what makes a good performance and putting on plays for their classmates. They are also encouraged to participate in role-play, as when a Year 6 class became the Southampton Evacuation Committee and had to convince an irate mother why her daughter should be evacuated.

67. In reading pupils are ably supported by a number of "reading volunteers" from local businesses and the community who are trained to befriend and support those who need extra help. This scheme is proving very successful not only in raising standards in reading, but also in boosting pupils' confidence and social skills. Guided reading sessions are very well planned and focus on the particular aspects pupils require to make progress, for example in the higher reading skills of inference and deduction.

68. Standards in writing are rising rapidly because work is very well planned across all subjects. In an excellent lesson Year 4 pupils considered how language from Ted Hughes "The Iron Man" contributed to the overall mood. The teacher galvanised pupils with her gripping rendition of the text and inspired them to analyse the impact of a range of literary features.

69. Leadership and management of the subject are outstanding. The subject leader has systematically addressed areas for development one by one, with great success. The quality of teaching and learning is reinforced by the excellent assessment procedures, which mean teachers know exactly how well pupils are doing and what they have to do to improve. Very high expectations prevail and monitoring of progress is rigorous. Resources are good. There are plans to extend the small but attractive library, which is well used by pupils for research.

Language and literacy across the curriculum

70. Each year group has devised its own curriculum map, which sets out how links will be made across all the subjects. This has led to very good work in many areas, including extended writing on gases, liquids and solids by Year 5 pupils in science, letter writing on wartime evacuation by Year 6 pupils in history and research on a local river in geography by Year 4 pupils. Information and communication technology (ICT) is used extensively throughout the school to support and extend literacy, with effective use of interactive whiteboards and digital cameras and PowerPoint presentations about visits to places of interest.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils' achievement in mathematics is very good. In both infant and junior classes this is leading to improved standards, although standards remain below the national average in Years 1 and 2.
- Teachers have very good skills in teaching all aspects of mathematics, resulting in focused lessons and high achievement.
- Leadership and management are excellent, ensuring that the subject has a high profile in school.
- Numeracy skills are being used as well across the curriculum, helping to consolidate skills.
- The school's use of interactive white boards to support learning is effective and is raising standards.
- The school's approach to mental arithmetic is promoting and encouraging mental agility and improving pupils' identification of strategies to respond to problem solving.

Commentary

71. The national comparative data for similar schools for the 2004 tests for pupils at the end of Year 2 showed that standards in mathematics were below national averages. For pupils at the end of Year 6, standards were in line with national averages. The work seen during the inspection indicates that achievement is very good overall and that current standards are below for pupils age seven and in line with national averages for pupils aged eleven. This is linked to the very good teaching, very positive leadership, thorough planning and very good training for all staff. This results in positive attitudes among the pupils and an enthusiasm to learn. They try really hard and are eager to persevere at tasks which are challenging for them. Pupils with special educational needs are supported very well by teaching assistants who are conversant and well trained in the teaching of mathematics, this results in pupils achieving as well as their classmates.

72. All groups of pupils achieve very well because they enjoy the subject. Lessons are interesting and relevant to the lives of the pupils. For example, in Year 6 one of the problems pupils were asked to solve related to the setting up of a tuck shop within the school and how much fruit the school would need to order. The pupils were interested and good paired discussion work in the subject enabled them to talk with their partners to solve the problems they were set. The effective use of the interactive white board adds another dimension and provides a visual approach to learning. This provides good support for pupils with special educational needs. These pupils also receive very good levels of support both within the class and in withdrawal sessions. Relationships are good, promoting confidence, self-esteem, perseverance and an enthusiasm to learn. Difficulties are quickly overcome by patient and often repeated explanations so that pupils are able during plenary sessions to explain with increasing confidence to their peers what they did and how they did it. In Years 1 and 2, where pupils were learning about money, in Year 3, where they were doing practical work about mass, or in Year 6 where they were problem solving, pupils were encouraged to use appropriate vocabulary and record not only their answers but often how they were arrived at.

73. Teachers across the school have very good skills in mathematics. Lessons are very thoroughly planned, leading to very well managed learning. Teaching overall is very good and this is translated into very good achievement. In lessons observed, all teachers asked focused questions in order to extend pupils' mental and oral abilities. Tasks designed by teachers are purposeful and encourage pupils to think about what they have learnt from them and how to improve their work. Lessons include clear explanations by teachers and demonstration so that all pupils are aware of what is expected of them. Assessment of pupils' achievement is very good. Information is gained from day-to-day assessment, an analysis of data from tests and the school's review procedures. This in turn advises future teaching and planning and is used effectively for pupils of all abilities to make good gains in their learning. The marking of pupils' work is regular and offers guidance on how pupils may improve their own work.

74. Leadership in mathematics is excellent and is having a positive impact on provision and standards. The co-ordinator is a lead teacher in this subject and is committed and experienced and has a very clear overview of the provision. She regularly monitors the planning, teaching, learning and standards to ensure pupils receive the best education. She ensures that the subject has a very high profile in the school and this helps to secure continued improvement. There are very good links with the local high school that are helping to raise standards.

Mathematics across the curriculum

75. There are very good links with mathematics and other subjects. Mathematics is used well particularly in science.

SCIENCE

Provision In science is **very good**.

Main strengths and weaknesses

- Standards by the end of Year 6 are very high.
- The quality of teaching is very good. Pupils achieve very well.
- Pupils have very good attitudes to work and are very eager to do well.
- A well-planned curriculum helps pupils of all abilities make very good progress.
- The subject is very well led and managed.

Commentary

76. Science is a tremendous strength of the school. The standards attained in the 2004 national tests taken by Year 6 pupils were exceptional. They were well above the national average. Ninety-two per cent of pupils reached the nationally expected level and 72 per cent exceeded it. Pupils currently in Year 6 are attaining standards in their work that indicate they will also be well above the national average. Standards at the end of Year 2 are below the national average so it is clear that the pupils achieve remarkably well to attain these standards by the time they leave the school. These high standards are a direct result of the very good teaching the pupils receive following a very well planned curriculum that has a good balance between investigative work and learning scientific facts.

77. The quality of teaching is very good. All the lessons seen during the inspection were good and many were very good. Teachers have the highest possible expectations of their pupils and constantly challenge pupils of all abilities to do their very best. Lessons are very carefully planned to build most successfully on pupils' prior knowledge and understanding. Teachers manage their pupils very well and there is always a positive atmosphere in lessons with pupils concentrating on their work. This was clearly seen in a very good Year 3 lesson about the shock absorbent properties of different materials. There was a buzz of excitement as the pupils investigated the materials supplied to assess which would offer most protection to a glass vase. They all worked together very sensibly and were eager to find the answer to the challenge. The teacher had

introduced the lesson in a very imaginative way and had the pupils highly motivated from the start. Learning is further enhanced by the teachers' use of good quality resources that stimulate and interest the pupils in lessons. Regular homework in year 6 extends and reinforces what the pupils have learned in class.

78. Pupils respond very well to the many opportunities they are given to learn science. They have a very good attitude to their work and always present their findings neatly and accurately in their books. Pupils are eager learners and work together on investigations in an exemplary manner. This was most obvious in a Year 4/5 lesson in which the pupils cooperated without fuss in groups and shared out tasks fairly as they tested a variety of substances such as soil and sand to find the amount of air trapped in them. They supported each other and sensibly discussed their work and findings. Pupils are justifiably proud of their achievements.

79. The science curriculum is very well planned to help pupils learn a wide body of scientific information and to become real scientists. All aspects are thoroughly covered and revisited at a higher level as the pupils move through the school. A wide range of interesting experiments designed to challenge their thinking and to interest and inspire them develops their investigative skills very well. The curriculum is further enhanced by the links with the local secondary school. For example, a visiting science teacher who skilfully extends pupils' understanding supports the more able in Year 6 lessons. The science club also helps pupils learn science to a greater depth.

80. Science is very well led and managed. The provision is carefully monitored and assessments are used very effectively to raise standards by identifying areas for further development. Very useful links to enhance learning are made with other subjects. English lessons are used to write about experiments enabling science lessons to be more hands on with the time used for investigating in depth.

81. There has been a very good improvement since the last inspection. Standards of attainment have risen considerably. The quality of teaching is much improved from being satisfactory to very good and pupils' attitudes and behaviour are now exemplary.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- Pupils achieve very well because teaching is very good and skills are built up systematically as they move through the school.
- Very effective assessment and record-keeping ensures pupils' progress is monitored closely.

Commentary

82. There has been good improvement since the last inspection with standards above the national average in Year 6. Pupils achieve very well overall. All pupils have sufficient time on computers to develop their skills, with two suites and access in classrooms. Standards in Year 2 are average. Pupils achieve well in Years 1 and 2 and make very good progress in Years 3 to 6 as a result of very good teaching and very good support from the technicians and classroom assistants.

83. Lessons are very well planned and build on prior learning, so that progression through the school is smooth. Work is set to meet pupils' differing needs and provision is made for gifted and talented pupils, who are developing the school's website. A very good range of activities is provided covering all the programmes of study and presented in interesting ways. For example Year 3 pupils were sent an e-mail from somebody in another school asking them to fill in a survey and write a little about themselves. This was a purposeful way of exchanging information and learning to select what is relevant.

84. Leadership and management are very good. The subject leader is energetic and thorough and has ensured that the school keeps abreast of national trends. All classes are fitted with interactive whiteboards and there is a good range of other digital technology available to enrich learning. At present the main computer suite does not itself have an interactive whiteboard, which means lessons have to be introduced in the classroom first. A programme of refurbishment is imminent. A manageable record-keeping system is very effective in tracking pupils' progress. The quality of teaching and learning is monitored effectively through examining planning and talking to pupils and through more formal observations.

Information and communication technology across the curriculum

85. Opportunities to use information and communication technology are very well planned, covering most other subjects. Good examples were seen in science where pupils kept a database about the planets and in history where a PowerPoint presentation was created following a visit to a Victorian school. Not all teachers are fully aware of the range of software that is available to support other subjects. The school council is to visit other schools to make recommendations for new purchases. This innovation arises from the very strong leadership of the subject.

HUMANITIES

86. In humanities, work was sampled. One lesson was seen in geography and two in history so it is not possible to give an overall judgement about the provision. School plans were studied; pupils' work in books and the many attractive displays were looked at.

87. **Geography** is taught throughout the school with an appropriate emphasis on geographical skills. Maps are used to help pupils learn about their world and gain some understanding of scale and direction. Pupils in Years 1 and 2 use a local map to identify their own houses or flats and to place other local features such as the church and the library. They walk around the area to see these features and gain an idea of scale. Pupils conduct a traffic survey outside the school and display their findings in a graph that links well with their mathematics work. In Year 3 the pupils compare a map of the locality with an aerial photograph. They are able to explain the similarities and differences such as why the photograph will include people and cars not found on a map. Year 4 and 5 pupils, as part of their residential trip, track the River Beaulieu from its source and conduct some fascinating experiments to calculate its flow, width and profile. Year 6 pupils study France and also keep a close eye on world news from newspapers and other media sources. As pupils move through the school they build systematically on their knowledge and skills. Understanding of world geography is particularly good as in all years the pupils regularly find out from maps where various events, such as the recent Tsunami, took place.

88. In **history** pupils develop a good chronological understanding and an awareness of when events happened in relation to each other. For example, Year 4/5 pupils use a time line to place The Victorians in the context of the units of history they have studied in previous years. Good historical enquiry skills are encouraged throughout the school. In Year 1 and 2 the pupils study the Great Fire of London and are able to place events in the correct order. They also research the life of Florence Nightingale. Year 3 study the Tudors in depth. The learning is based on a visit to Hampton Court Palace. Follow up work is very imaginatively planned with, for example, the pupils dressing in Tudor costumes to tuck in to a feast. In the very good lessons seen the Year 6 pupils were finding out about the Second World War by using a wide range of high quality resources including many artefacts, photographs and attractive books about the period. They showed a good understanding of how to use these to draw their own conclusions about life at that time. Actually being able to handle artefacts from the period made the learning more immediate and interesting. Lots of very profitable discussions took place and the presentation about an evacuee at the end of the lesson was of a high quality. The history studied by the pupils does not often reflect the rich cultural diversity of the world and few famous people from different ethnic backgrounds are included in the curriculum.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- The teaching of religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils.
- Strong links are made with the personal and social aspects of pupils' lives.
- Not enough use is made of information and communication technology in the subject.

Commentary

89. It was not possible to observe any religious education lessons in the infant classes during the time of the inspection and only two lessons were observed in the juniors. However, scrutiny of work, displays and discussion with some of the older pupils indicate that both their knowledge and understanding are satisfactory and are in line with the expectations of the locally agreed syllabus by the end of Year 6. Very little written work was available, although older pupils had completed a few pieces of writing in their books. Although many pupils have limited recall of facts about different religions, they show respect for the values and beliefs of different faith communities and are good at relating issues to their own lives.

90. Pupils' achievement, including those with special educational needs is good. Discussions with pupils indicate that they are well aware of the significant characteristics of their own religion as well as those of Sikhism and Hinduism. They are able to contrast their own beliefs, practices and places of worship with others they have learned about. They understand the strong connection there is between what people believe and how they behave. When comparing similarities and differences, they share many ideas, listen carefully to what is being taught and listen respectfully about the beliefs of others.

91. In the lessons observed, teaching was good or better and teachers provide good quality opportunities for pupils to discuss what they have learned. For example, during the inspection a member of the Sikh community told Year 3 pupils about the origins of the Sikh New Year to link with their previous studies of traditions and celebrations. The pupils used a wide variety of musical instruments and practised a special 'chant'. This provided a joyful experience for them and gave them insight into a different religious tradition. In another good Year 4/5 lesson, pupils considered the meaning of prayer and the similarities and differences between the Muslim Salah and Christian Lord's Prayer. This resulted in a very good class discussion on tolerance and respect for the beliefs of others. Teachers plan their lessons imaginatively and encourage pupils to share their own experiences and pupils do this with confidence and evident enjoyment.

92. The teaching of religious education has a positive impact on pupils' personal development. By helping pupils to become aware of the beliefs of others it makes a strong contribution to the underlying aims and ethos of the school. The main focus of the teaching and learning is on understanding, respect for and care of each other. This approach is practical and 'hands on', drawing on visitors and inputs from outside the school to help pupils explore and express their feelings about what they have learned. This links well with the collective acts of worship and PSHCE lessons and reinforces the 'school as a family' ethos held very firmly by all members of staff. Religious education thus provides the pupils of this school with a firm foundation for living as good citizens in a multi-cultural society. But cultural development is not good enough, nor the preparation for life in a multi-cultural society at the beginning of the report.

93. Subject management is satisfactory. The revised locally agreed syllabus is to be introduced in the autumn term and teachers will be given guidance in their planning. Resources have been improved and many classrooms have interesting displays linked with the current religious education topic. However, not enough use is made of information and communication technology for research or for recording pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education subjects were sampled. Judgments have not been made on provision.

Art and design

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

Main strengths and weaknesses

- Pupils skills are developing well using a range of media.
- There are good curricular links with other subjects.

Commentary

94. Standards in art and design are in line with national expectations by the end of Year 2 and by the end of Year 6. This is similar to standards at the time of the last inspection. Pupils achieve well and are offered a variety of experiences to learn, develop and display skills using a wide variety of media such as sketching, painting, three dimensional work and opportunities to try working in the style of other artists. Art is linked very well to work in other subjects. For example, in one excellent lesson in a Year 4/5 class, pupils made their own sculptures related to their work in geography and literacy about rivers. This was an excellent session where pupils were able to use their imagination and creativity fully, working with a friend to create a good standard of three dimensional sculptures.

95. Pupils work is displayed to a very good standard and is a positive influence in the rich learning environment. An art club is run and is very popular. The subject is very well led.

96. Only one lesson was seen in **design and technology**, therefore it is not possible to make a judgment on provision. Examples of pupils work show that they have opportunities to work in clay and produce three dimensional work. There is limited evaluation of how the items could be improved.

97. Two lessons were seen in **music**. Teachers' plans were studied and other evidence came from school documentation, displays and talking with staff and pupils. Evidence shows that all aspects of music are taught to pupils throughout the school. The standards seen are above those expected nationally. Pupils sing very tunefully and enthusiastically in assemblies. In Year 1 and 2 the pupils play African drums extremely well and are able to hold a beat and follow a rhythm. Many pupils learn to play instruments such as the flute, trumpet, clarinet, saxophone, violin, cello and viola with visiting specialists and the school's specialist music teacher. All pupils in Year 3 learn to play a tuned instrument. They have whole class and group lessons to improve their skills and musical knowledge. Pupils in other years are also able to learn an instrument of their choice. The school choir gives pupils further opportunities to improve their musical knowledge and understanding. Pupils listen to music at the start and end of assemblies to improve their knowledge of the works of famous composers. In one very good lesson seen the Year 6 pupils were learning to compose variations on a tune after listening to Glen Miller's rendition of 'Little Brown Jug' linked to their history studies of the Second World War. The choir sings occasionally in a local supermarket to raise money for charity. The annual production also gives pupils opportunities to sing for an audience and they are much enjoyed by all and well attended by parents and carers.

98. Two lessons were seen in **physical education**. Teachers' plans indicate all aspects of the curriculum are taught. Pupils learn to swim in Year 4 and the majority are able to swim 25 metres confidently. There are a lot of clubs for pupils to join as well as teams that play competitive games against other local schools, often with success. The school competes in football, athletics, cricket and swimming. At various times of year the pupils can participate in a variety of clubs such as football, netball, cricket, judo and dance clubs. Some of the teaching in lessons is by visiting

specialists who are skilled practitioners. The pupils respond well to this teaching and learn new skills at a good rate. It also helps the class teachers learn how to coach pupils in games' skills. The school has two annual sports days that are much enjoyed by pupils and parents and carers. The residential visit for Year 6 pupils gives them the opportunity to take part in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home. Pupils appreciate the opportunities they have for physical education and are keen and eager participants.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **very good**.

Main strengths and weaknesses

- Consistently good and very good teaching allows pupils to develop their knowledge and understanding of a wide range of issues.
- The subject makes a very strong contribution to the spiritual, moral, social and cultural development of the pupils.
- The school's very good provision has a positive impact on pupils' learning and behaviour.

Commentary

99. The school has a very good programme for personal, social, health education and citizenship and the school development plan prioritises these aspects as a fundamental part of the school's work. The plan covers relationships, respect and self-esteem, health and safety and citizenship for all classes and sets out different areas to be taught each term. Many of the aspects are also covered in other curriculum areas, such as religious education and the assemblies and special times set aside by teachers support the children's understanding and appreciation of the spiritual, moral, social and cultural dimensions of their lives. All classes devote some time each week for these discussions. Residential visits take place in Years 5 and 6. These extend pupils' experiences and make them more self-reliant. Pupils conduct practical investigations, solve problem in mathematics and support their personal development through writing, reading, art, music and sports.

100. Five lessons of PSHCE were observed during the inspection period. In all the lessons the quality of teaching and learning was consistently good or better. Pupils showed sensitivity to the views of others and learned how to make informed decisions. In the many very good examples, Year 4/5 pupils considered their own rights and responsibilities in contrast to the wants and needs of others. Year 6 pupils discussed ways of showing care and consideration for younger children experiencing difficulties at school. All these learning opportunities are designed to promote the personal development and achievement of pupils, including those with emotional and behaviour difficulties, by dealing with issues in a positive way. Pupils, including those with special educational needs, contributed well to the discussions and felt that their ideas and views were valued. Their learning and achievements are very good as a result of the teachers' very careful planning of suitable activities and class organisation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	4
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	1

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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