

INSPECTION REPORT

LYMINGTON JUNIOR SCHOOL

Lymington

LEA area: Hampshire

Unique reference number: 116051

Headteacher: Miss Jennifer Stott

Reporting inspector: David Penney
23039

Dates of inspection: 22nd – 26th May 2000

Inspection number: 189414

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Avenue Road Lymington Hampshire
Postcode:	SO41 9GP
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Oldfield
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Penney	Registered inspector	Mathematics Design and technology Information technology Physical education	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Anthony Comer	Lay inspector		How high are standards – Pupils’ attitudes, values and personal development How well does the school work in partnership with parents?
Ian Hancock	Team inspector	Equal opportunities Special educational needs Science Geography History	How high are standards – The school’s results and achievements How well does the school care for pupils?
Sam Saunders-Singer	Team inspector	English Art Music Religious education	How good are curricular and other opportunities? Staffing, accommodation and resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lymington Junior School is a community school that has 254 boys and girls on roll aged from 7 to 11 years. There are no pupils who speak English as an additional language and very little ethnic diversity. Sixty-eight pupils are currently on the school's register of special educational needs; at 26.8 percent, this is above both national and local figures. Of these pupils, four have statements of special educational needs; this matches national averages, but is above the local average. Thirty-six pupils are known to be eligible for free school meals, which is below the national average. Pupils' attainment on entry varies from year to year, but has risen steadily over recent years; the latest group of pupils were above the national average on entry.

HOW GOOD THE SCHOOL IS

The school plans and provides well for the needs of the pupils and the whole school community and gives good value for money. Standards have risen over the last four years in English, mathematics and science. The quality of teaching remains good. The leadership and management by the headteacher and key members of staff are very good. The educational direction of the school is very clear. This is very well set out in the development plan, which in turn is very well supported by very prudent financial management from the governors, who know the strengths and weaknesses of the school very well.

What the school does well

- The school cares very well for the pupils in its care and for all who work in the school. As a result, pupils' attitudes to work are good, as is the behaviour of the majority of pupils.
- Relationships are very good throughout the school and the teamwork is very good; there is a very evident shared determination to succeed.
- The leadership and management are very good. The headteacher and key members of staff set a very clear educational direction that is well supported by governors, members of staff and parents.
- The development plan is a very good tool for improvement. Very careful financial management ensures that educational developments are well supported.
- The school's aims and values are met very well in practice.
- The quality of teaching is good overall, which has helped pupils' standards to rise in English, mathematics, science and art.
- The provision for pupils with special educational needs is good and they make good progress. Learning support assistants make a good contribution to this process.
- The curriculum is good; schemes of work are helpful and make good provision for pupils to acquire knowledge, skills and understanding in a logical sequence.

What could be improved

- The use of the assessment data gathered at the end of units of work to plan further work that matches the needs of all pupils is not yet good enough.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in September 1996 and has improved well since then. Standards have improved at a rate that is faster than the national trend and, in mathematics and science, are above the national average and that for similar schools. In addition, standards in art have risen. Many of the issues raised in the last inspection report have been fully addressed and the remainder partially. Monitoring of teaching takes place regularly and the overall quality of teaching has improved with many fewer unsatisfactory lessons. Teachers now use day-to-day assessment soundly and work is

routinely planned to enable the higher attaining pupils to continue their efforts beyond those of other pupils, although work remains to be done to ensure that this fully meets their needs. The curriculum planning process has improved, as have the schemes of work that support it. Investigational work in mathematics is now routinely planned throughout the school. Good procedures for assessment are now in place, but work remains to be done to ensure their effective use at the end of units of work. There have been good organisational changes arising from the close analysis of external test data. The school is very well placed to continue these improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	C	C	well above average A above average B average C below average D well below average E
mathematics	B	A	B	B	
science	B	A	B	B	

The table shows that, in the National Curriculum tests in 1999, pupils' standards, based on an average points score, were close to those for all schools nationally and for similar schools in English while, in mathematics and science, they were above them. In all three subjects over the last four years, the school's results have improved at a rate that is faster than the national trend, although, in English and mathematics, results in 1999 were lower than the previous year's. Targets for attainment in the end of key stage tests in 2000 were realistically challenging; it is likely that they will be met. In reading, listening, mathematics and science, standards are above average; in writing and speaking, they are close to the national average. In information technology, religious education and other subjects, pupils' attainment is close to that expected nationally, except in art, where it is above expectations. Pupils generally achieve satisfactory standards in relation to their prior attainment, although the school has already recognised that work is needed to raise pupils' writing standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. They enjoy coming to school and participate enthusiastically in lessons.
Behaviour, in and out of classrooms	Satisfactory, overall. Good for the great majority of pupils. There is a small minority whose behaviour can be disruptive, but they are managed well.
Personal development and relationships	Relationships throughout the school are very good. Pupils' personal development is good. They are confident and talk openly about their work.
Attendance	Good. Very little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good. In over 98 percent of lessons, teaching is at least satisfactory. In nearly 68 percent of lessons, it is good or better and 21 percent of lessons are very well taught. Teaching is unsatisfactory in only 1.6 percent of lessons. The quality of teaching in English, mathematics, science, art, design and technology, information technology and religious education is good, overall; in physical education it is very good. In geography and music it is satisfactory. No judgement is possible about the quality of history teaching. The skills of literacy and numeracy are taught well. The school meets the needs of lower attaining pupils and those with special educational needs well; the needs of average and higher attaining pupils are met satisfactorily, overall, although there is room to improve the level of challenge for the higher attaining pupils. The quality of the relationships, teachers' planning and the use of learning support assistants are good throughout the school with the result that pupils learn well, particularly so when they are active and enthused. In some lessons, a lack of clarity about precisely what pupils are to learn hinders their progress. Marking is not helpful enough and only infrequently gives pupils an idea of how they can improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good breadth and balance. Links between subjects are good. Planning is consistent and good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Learning support assistants are used efficiently and effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' moral development is very good. The development of multi-cultural education is an appropriate area for development in the school's planning next year.
How well the school cares for its pupils	Very good care and support for all pupils. However, the use of assessment to plan future work for pupils, particularly at the end of units of work, is not good enough.

The school's partnership with parents is sound, overall; it gives them good quality information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good educational direction. Very good teamwork and shared commitment to succeed. The school's aims and values are very well met in practice. Subject managers do not monitor the quality of teaching.
How well the governors fulfil their responsibilities	Well, overall. Very good understanding of the school's strengths and weaknesses. Fulfil statutory responsibilities well and play a positive role in the life of the school.
The school's evaluation of its performance	Good analysis of annual tests that leads to effective action. The development plan is a very good tool for improvement. The headteacher's evaluation of teaching is satisfactory.
The strategic use of resources	Educational priorities are very well supported by finances. The principles of best value are applied well. All resources are used to very good effect.

There are good levels of well-qualified teaching and non-teaching members of staff. The resources and accommodation are good, overall, although the classrooms are small.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The teaching is good. • They feel comfortable with approaching the school with questions or problems. • The school has high expectations for their children. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • A consistent policy for the setting of homework, particularly in Year 6. • The range of activities outside lessons is limited.

The inspection team agrees with nearly all the above points, including the need for a more consistent approach across the school to the use of homework. However, the team judges that the range of activities outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results for seven year olds in the 1999 national tests at the main infant feeder school indicate that pupils' attainment last year on entry to the junior school was above average in both English and mathematics. There has been a gradually improving trend over recent years.
2. Results of the 1999 National Curriculum tests at the end of Key Stage 2 for Year 6 pupils show the percentage of pupils achieving Level 4, the expected level, to be close to the national average in English, but in mathematics and science to be above the national average. The percentage reaching the higher Level 5 was close to the national average in English, but above the national average in mathematics and science. The results over the last four years have improved in all three subjects and particularly significantly in mathematics and science. When compared with similar schools both Level 4 and Level 5 results are average for English, but above average for mathematics and science.
3. Inspection evidence shows that the implementation of the literacy hour, together with recent initiatives such as additional literacy support and booster groups, is having a beneficial effect on standards in English. Attainment in reading and listening is above average and in speaking and writing broadly in line with national averages. As a result of the recent focus on writing, standards have improved, overall, and many higher attaining pupils are confident, imaginative writers, using a good range of vocabulary. However, the standards of handwriting and presentation vary too much from class to class.
4. In mathematics, standards of attainment are above average, overall, because:
 - there are more higher attaining pupils as a proportion of the year group than would be expected nationally;
 - pupils' skills are routinely practised in a variety of meaningful contexts, often in other subjects, that enable all pupils to work at their own level; and
 - teachers are becoming more familiar with the requirements of the recently adopted National Numeracy Strategy and this is having a beneficial effect on the speed of pupils' recall of basic number facts and on the accuracy with which they use them.
5. This is a considerable improvement since the last inspection, when standards were judged to have been below the expected levels. While standards in the areas of the subject to do with data handling, shape, space, measure and investigations are in line with expected standards, overall, about one third of pupils in Year 6 work at levels that are frequently above the national average. However, some pupils in this year group do not have a swift enough grasp of basic number facts and this slows the pace of their work. In addition, too much work on measurement is inaccurate because of poor standards of presentation.
6. In science, attainment is above average. Since the last inspection, the school has allocated more discrete time to the teaching of science where standards have significantly improved. There are now very good opportunities for experimental and investigative science to support pupils' learning.
7. Standards in information technology meet national expectations; there is appropriate emphasis on all strands of the subject. In religious education, standards are in line with the agreed syllabus.

Spirituality is well supported by religious education teaching and by the daily acts of collective worship. In other subjects - design and technology, history, geography, music and physical education – pupils' standards are in line with national expectations. In all these subjects, standards have been maintained since the last inspection. In specific areas, for example singing and the work done in design and technology in looking at examples of particular artefacts before designing their own examples, there are strengths in pupils' standards throughout the school. Standards in art are above national expectations in observational drawings, art appreciation and the development of process. This is an improvement since the last inspection that has been brought about by a better standard of teaching, a clear scheme of work and improved resources.

8. There are good cross-curricular links in many subjects, for example in history and geography, where good use is made of pupils' literacy skills to produce books on topics studied, and in information technology, which is used well to support work in mathematics, history, art and geography. Pupils' numeracy skills are used well in other curriculum areas, for example in design and technology to measure accurately and in science, where pupils have to measure the height of plants to determine which environment is best for growth.
9. Pupils make at least satisfactory progress in all curriculum subjects because basic skills are taught well across the curriculum. Where the teaching is good or very good, pupils make better progress and achieve good results in relation to their prior attainment. There is a very close correlation between the quality of the teaching pupils receive and the rate at which they learn. Pupils with special educational needs make good progress, overall, against targets set for them in their individual education plans. They respond well to the additional attention given by dedicated learning support assistants. In some lessons, for example, mathematics and science, weaknesses in teaching result in insufficient challenge for higher attaining pupils. This key issue in the last report requires further attention, although a sound start has been made.
10. Challenging but realistic targets for improving standards in English and mathematics were set, in consultation with the local education authority, for the first time last year and the school is expecting to meet them this year. The school makes an analysis of its test results and uses this information to set long term targets. Target setting has successfully been trialled in English in Years 4 and 5 to help improve standards. The school intends to extend this good practice to other curricular subjects and other age groups in the future.

Pupils' attitudes, values and personal development

11. The positive standards observed during the inspection in 1996 have been maintained.
12. The attitudes of all pupils to school are good, including those with special educational needs. They enjoy coming to school, show interest in lessons, particularly where teaching is good, and enter into discussions and activities with enthusiasm.
13. Overall, pupils' behaviour is satisfactory. Nearly all pupils behave well and are courteous and trustworthy. They respect each other's feelings well and they are actively involved in designing and maintaining the school environment. They play together happily in the playground and move sensibly and politely around the school, understanding how their behaviour can affect others. However, there is a very small minority of identified pupils whose behaviour can, at times, be difficult. Parents are satisfied that the school manages these situations effectively and inspection evidence supports their views. Three pupils have been excluded for a total of four days during the last school year.

14. Relationships between all pupils and between pupils and adults are very good; this includes those with special educational needs. Most pupils are willing and confident to talk openly to adults about school and their work. The personal and social curriculum is mostly informal, but teachers take every opportunity to promote these skills and to encourage pupils to take responsibility for their actions and to show initiative. This is exemplified in the classroom and by their direct involvement with the inter-agency project. There is an appropriate range of educational visits and visitors that contributes to pupils' personal development. Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to effective learning. Parents believe that the school helps their children to become mature and responsible; the inspection team agrees with them.
15. Pupils' attendance is good, the high level having been maintained since the last inspection. Pupils arrive punctually and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good. In over 98 percent of lessons, teaching is at least satisfactory. In nearly 68 percent of lessons, it is good or better and 21 percent of lessons are very well taught. Teaching is unsatisfactory in only 1.6 percent of lessons. The quality of teaching in English, mathematics, science, art, design and technology, information technology and religious education is good, overall, and in physical education it is very good. In geography and music, it is satisfactory; no judgement was possible about the standard of the teaching of history.
17. The proportion of very high quality teaching is similar to that at the time of the last inspection. The quality of teaching, overall, however, has improved since the last inspection because there are now far fewer unsatisfactory lessons. This high quality teaching has a good effect on the rate at which all pupils, including those with special educational needs, learn. The main improvements are to the pace of lessons, which is now good and the accuracy and frequency with which teachers use day to day assessment to modify their plans for subsequent lessons, which is now satisfactory, overall.
18. The teaching of the basic skills of literacy and numeracy is generally good and pupils make good progress, overall, in relation to their prior attainment. Both the National Literacy and the National Numeracy Strategies have been implemented well. Most teachers have good subject knowledge and use a good range of teaching methods to ensure that pupils learn what is intended. They are increasingly confident with the requirements of the Numeracy Strategy and the majority of pupils through the school are improving the accuracy and speed of their recall of basic number facts.
19. Throughout the school, teachers plan their work carefully from the schemes of work in year groups. This ensures that pupils in parallel classes experience equal access to the curriculum. In addition, it ensures that the necessary skills, knowledge and understanding are taught in a logical sequence in those subjects where the schemes of work clearly identify them and that activities are relevant and meaningful to the pupils. As a consequence, pupils generally take an interest in the tasks they are set, concentrate well and make good progress in lessons. Sometimes, however, teachers are not exactly clear what it is that pupils are to learn in that particular lesson and this adversely affects the quality of both learning and teaching because neither the teacher nor the pupils are clear what the purpose of the lesson might be. By contrast, in the most effective lessons, for example a Year 4 design and technology lesson, teachers' learning objectives are very clear and are of a number that strikes a very good balance between being attainable and keeping pupils productively on task for suitable lengths of time.

20. The quality of the work undertaken by the learning support assistants is good. They support pupils with special educational needs well and, as a result, these pupils make generally good progress. In addition, much of the teaching of information technology skills is entrusted to them. In both these areas, and more generally as flexible support for all pupils, they make a good contribution to pupils' learning and to the general smooth running of lessons and the school as a whole.
21. Because teachers have good subject knowledge in most subjects, they are confident and lessons are conducted at good pace, which retains pupils' attention. The teaching of basic skills is generally good, with activities designed subsequently to enable pupils to apply the skills they have learned. Where the teaching is most effective, as in physical education throughout the school, specific skills are well coached; for example, in a Year 6 games lesson, pupils practised the skills of catching and throwing as a specific drill before using them in small games situations. This helped to ensure the success of the lesson and to extend pupils' abilities.
22. Relationships are good throughout the school community and in every class. As a consequence, pupils are confident to answer the questions posed and try hard because they know that their efforts will be appreciated even if their answers are incorrect. In some lessons in some year groups, for example, in the initial sessions of mathematics lessons in Year 6, pupils are less willing to give their answers, although relationships are good; this affects their attainment, specifically the speed of their mental recall of simple mathematical facts, because they do not participate as fully as they might. Generally, however, pupils in all classes respond well, work at a good pace and are productive. Teachers have high expectations of the behaviour, attention and standards of the pupils in their class and manage them well. On very few occasions, however, is the quality of marking sufficient to explain to pupils how they could improve their work. This is a weakness in the teaching.
23. In those lessons where teachers use strategies that suit the subject matter well, for example in a Year 3 religious education lesson in which the teacher assumed the role of Hannah to very good effect, pupils gain understanding very well because their imagination and interest are excited. However, pupils' interest wanes when the strategy is inappropriate and, often, the pace of the lesson slows, with the result that pupils do not learn at a satisfactory rate.
24. Teachers use continuing assessment soundly to devise subsequent tasks for pupils that build on their previous learning. This works well for the lower attaining pupils and those with special educational needs when they are in ability groups or sets because tasks are devised for their particular needs. For average and higher attaining pupils in these circumstances, it works satisfactorily; tasks for the average attaining pupils generally match their needs and prior attainment accurately. Teachers plan extension activities for the higher attaining pupils that sometimes involve a greater degree of understanding, but this is not always the case and sometimes what is planned is more work at largely the same level, which does not fully extend pupils' understanding or develop their skills. Some teachers use homework regularly to support and extend the work done in class; this is not the case throughout the school and parents' concerns about this matter are justified. On those occasions when it is used, however, homework makes a sound contribution to pupils' learning.
25. The most successful lessons are characterised by:
 - very clear understanding of what pupils should gain from the lesson;
 - a very good pace and very good levels of challenge for all pupils;
 - very good subject knowledge;
 - time used very well; and

- the final sessions share pupils' success or reinforce or extend their learning so that pupils have an idea of how well they have done.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

26. The curriculum is broad and well balanced and includes all National Curriculum subjects and religious education. Statutory requirements are fully met. Improvements made to meet the issues of the last inspection report have been good and have been effectively addressed in mathematics, physical education, geography, music and the spiritual element of pupils' personal development.
27. A suitable balance of time has been allocated to subjects in the timetable with appropriate emphasis on the teaching of literacy and numeracy. While the time allocation to information technology is low in comparison with other discrete subjects, the allocation of teaching time to this subject within other curriculum subjects is satisfactory.
28. Policy documents are in place for all subjects, although some are identified as being due for review. There are now schemes of work in all subjects. Those for science, information technology, religious education, art, music, geography and history are useful and well produced and make good provision for pupils to acquire the necessary knowledge, skills and understanding in a logical sequence. The scheme of work for design and technology is particularly effective because it ensures that the skills pupils are taught are then practised through meaningful and relevant design, construction and evaluation exercises. These developments have had a positive effect on standards in science, art, music, design and technology and information technology. The scheme for physical education is useful, overall, but, while the planning for gymnastics is good, in other areas of the curriculum units of work do not ensure that each builds well enough on the skills taught in the previous one. The school is aware of this and has identified this as an area for development. Religious education is well supported by the locally agreed syllabus and is being usefully reviewed to include units from published frameworks, which is a positive response to the concerns raised in the last inspection report.
29. National Literacy and Numeracy Strategies have been implemented well and are having a beneficial effect on pupils' standards. They are also having a positive effect in other subjects, for example religious education, history, geography, design and technology and information technology. The curriculum in English is further enhanced by drama, library times, handwriting sessions and opportunities for pupils to enjoy more extended writing tasks. These initiatives have been introduced in response to the needs of the pupils and are proving successful in raising standards, although the quality of handwriting still needs to be improved in some classes.
30. The curriculum is effectively planned in four year rolling programmes of topics. The overall curriculum plan for the long-term coverage of skills, knowledge and understanding is carefully addressed. Teachers plan together in year group teams then effectively develop long term planning, using the schemes of work, into half-termly units. This ensures a logical sequence in learning and that there are neither gaps nor unnecessary repetition. The arrangements for putting pupils into sets in Years 4, 5 and 6 are effective in ensuring that teachers plan work that broadly matches the needs of the pupils in their sets. Provision for the lower attaining pupils and those with special educational needs is well addressed; for others, it is satisfactory, overall, although there is room for improvement. While planning, teachers use the effective evaluations they have made when units were last covered in order to improve provision. This is good practice and is effective because teachers are well informed and experienced.

31. Subject managers monitor half-termly plans and review the curriculum and its outcomes. There is effective senior management overview of the whole curriculum to ensure coverage and delivery, but subject managers do not monitor teaching.
32. Pupils' personal, social and health education is addressed well through specific programmes for sex education and the consideration of drugs abuse, through the science curriculum in Years 5 and 6 and through the consistent application of the good behaviour policy. A good number and range of extra curricular activities enrich pupils' education. These include opportunities for sport, library, computer, homework and recorder. These are generally well attended. Sailing, gymnastics and French clubs are run in the school by outside agencies.
33. Equality of access for all pupils is satisfactorily addressed and the school organises opportunities fairly; all pupils have equal access to the curriculum. Provision for pupils with special needs is good and pupils have good access to the curriculum with very good quality support from teachers and learning support assistants.
34. The school makes good provision for the pupils' personal development, including spiritual, moral, social and cultural development.
35. Provision for pupils' spiritual development has improved since the last inspection. It is now good and is effective in raising pupils' awareness of themselves as individuals and their place in the school community. It is well supported through the teaching of religious education and, in particular, the high quality of many school assemblies, which underpin spiritual development well. There is a positive school atmosphere for learning, which means that everyone is respected and valued. The school has clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils' knowledge and give them insight into values and beliefs. Pupils are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are taught right from wrong and form good relationships with each other. There are good opportunities for pupils to develop a sense of belonging to their community and to value their own culture and traditions. Pupils demonstrate curiosity in science and design and technology and express a sense of wonder in some art, religious education and literacy lessons. They are given time to express their feelings in lessons that support their personal and social development, for example in religious education and literacy; this is effective in raising their awareness of their own and others' feelings and opinions.
36. Pupils' moral development is very good. The school teaches the principles of honesty, truth and justice, being fair and caring for others. Pupils are aware of their own targets, for example in reading, and have some responsibility towards reaching them. Rules for their classes and school are clearly displayed and pupils of all ages and abilities clearly understand what factors contribute to acceptable behaviour and the difference between right and wrong. The school has good guidelines for behaviour. Teachers have a consistent, fair approach and this is most effective. These systems, together with a good equal opportunities policy and a policy about the misuse of drugs, are effectively promoting very good moral standards. Consideration of moral issues and dilemmas, for example in literacy in Year 4, enables pupils to develop their sense of fairness and an awareness of the effects of their decisions on others. Persuasive writing, for example in support of school uniform or against increasing school hours, is another example of pupils weighing evidence and making informed choices.
37. All members of staff, including non-teaching staff, make a strong contribution to the pupils' good social development. The school develops the self-esteem and confidence of all groups in the school community. Adults act as good role models in their behaviour and by how they treat each other and the pupils. The school consistently reinforces positive attitudes through the school

ethos, opportunities in the curriculum and adults' personal example. Pupils undertake many tasks that help the school to run smoothly and levels of responsibility grow through the school.

38. Provision for pupils' cultural development is satisfactory; the school has already, appropriately, identified this as an area for development. Pupils are given meaningful opportunities to consider other cultures in their literacy studies of stories and poetry from other countries. A number of visitors contribute well in ensuring that the pupils have a variety of experiences. For example, artists in residence help to further the development of pupils' creative skills and cultural awareness.
39. The school enjoys satisfactory links with the local community. There are good pastoral and curricular links with the infant school and with the main receiving secondary school, which help to ensure effective induction arrangements for pupils. Transfer of records and attainment data is efficient. The school maintains good links with other local schools to enrich curricular opportunities and enjoys taking part, for instance, in numerous sporting and musical events. These positive links and relationships make an effective contribution to pupils' learning and have been improved since the previous inspection. All pupils make a number of worthwhile visits into the local area to enhance curriculum work and good use is made of nearby tourist attractions, such as museums.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides very good care and support for its pupils. Very positive relationships pervade the school and all members of staff give very good role models. Pupils feel valued and safe in the school environment. Teachers know pupils well and work hard to meet the needs of each individual. The very good provision ensures that pupils take every opportunity to make progress in their learning that is at least satisfactory and often good.
41. The school's attention to the matters of health and safety is very good. The governors make regular checks with the caretaker of the school premises to record and monitor health and safety issues. During lessons, teachers make appropriate notes about safety, if necessary and refer to particular concerns in their planning. Arrangements for first aid are good and many members of staff are qualified in life saving. Child protection procedures are very secure and members of staff are fully aware of their responsibilities. The school's procedures fully meet statutory requirements.
42. Procedures for monitoring and promoting good behaviour are low key but very effective; as a result, the school is successful in achieving good standards of behaviour. Pupils receive much praise and encouragement to work hard and behave well. The overall calm, respectful atmosphere of the school discourages inappropriate behaviour, bullying or harassment. The headteacher deals promptly and effectively with any incidents of inappropriate behaviour. She contacts parents, if necessary, and records appropriately in the incident book.
43. Procedures for monitoring and improving attendance are very good. The school emphasises to parents the need for good attendance in order to maximise learning in communications. The school expects parents to notify them of reasons for absence and, with the Education Welfare Officer, rigorously follows up any pupil causing concern.
44. Monitoring of pupils' academic and personal development is good. Teachers keep comprehensive records, which are maintained throughout the pupil's stay at school. Records of both academic and personal development are used well to report to parents during consultation meetings and on written reports. Members of staff know pupils well and give them very good support and guidance.

45. Procedures for assessing pupils' attainment and progress are now good; this is a significant improvement since the last inspection. The school has adopted a policy for assessing pupils' attainment, agreed by all the staff and regularly reviewed. Teachers keep useful records of pupils' attainment in all curriculum subjects that are passed to the next teacher. Assessment of pupils' attainment is well supported by the use of standard tests and useful analysis of National Curriculum assessments in English and mathematics; these data are carefully used to set targets for the following year. The development of portfolios of pupils' work, matched to National Curriculum level descriptors, is beginning to improve the accuracy of teachers' judgements about the standards being attained by pupils, particularly in English, where the process has been established longer. There are some good examples of teachers using their knowledge of pupils to modify their teaching in English. However, assessment is not used effectively enough as a tool for planning pupils' work in the other curriculum subjects and, consequently, work is not always matched accurately to the individual needs of pupils. Although the school has a marking policy, the quality of marking is inconsistent and targets to help pupils improve are rarely identified.
46. There are good procedures for the assessment of pupils with special education needs. These pupils are provided with individual education plans that focus clearly on achievable targets. Pupils' progress and targets within the programmes are reviewed regularly. The quality of pupils' annual written reports for parents is good. They contain good comments on pupils' attainment and progress in relation to national targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Overall, the school's partnership with parents is satisfactory and effective links have been maintained since the last inspection. Parents are happy with what the school provides and achieves. Their contribution to and their involvement with their children's learning at school and at home are also satisfactory.
48. There is effective communication between the school and parents, with good quality information provided through regular newsletters, parents' meetings and annual reports. Where appropriate, parents meet with teachers on a more frequent basis to monitor and plan for their children's progress. The annual reports give parents a clear indication of what pupils know, understand and can do. They meet all statutory requirements. The parents of pupils with special educational needs are appropriately consulted and involved in the setting and review of the targets on their children's individual education plans.
49. The school makes significant efforts to encourage parental involvement in the life of the school through the home school partnership and the home school agreement, which both parents and pupils sign. Some parents provide support in the classroom and with trips and extra-curricular activities. The Parent Teacher Association (PTA) is committed to enhancing the social and financial aspects of the school and gets good support from other parents when the activities involve pupils. The PTA receives very good support from all school staff.
50. There is a significant minority of parents who are dissatisfied with the amount of homework provided and with the range of activities that are provided outside lessons. There are general guidelines about homework provision which, to clarify the situation for parents, could be more specific. As a consequence, the use of homework by teachers is inconsistent in amount and regularity across the school. However, evidence suggests that there is a good range and balance of activity outside school hours, with the exception of the opportunity for group musical performance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school by the headteacher are very good and have improved since the inspection of September 1996. There is now regular monitoring and sound evaluation of the strengths and weaknesses of teaching by the headteacher, which is a positive response to the key issue identified in the last inspection report. In addition, data is analysed increasingly effectively by senior managers, who support her very well. The school has responded well, overall, to the requirements of the last inspection report.
52. The headteacher, deputy headteacher and lower school co-ordinator form an effective team and use their respective strengths to the benefit of the school. The educational direction of the school is very good; during a period of time when the national strategies for literacy and numeracy have been implemented to good effect in the school, there have been good developments across the wider curriculum and a broad, balanced and relevant curriculum for all pupils has been retained. The headteacher is committed to the development of members of staff and pupils alike and has been very successful in developing a very good sense of teamwork and a shared enthusiasm to succeed.
53. The headteacher has matched curriculum responsibilities wisely to the strengths of members of staff and has encouraged them well to develop these strengths to the benefit of the pupils in the school. As a result, they fulfil their roles and responsibilities well, overall. However, as the headteacher monitors the quality of the teaching herself without the involvement of the subject managers, they cannot fulfil their management responsibilities fully. The headteacher's evaluations of the quality of teaching set suitable targets for improvement. Subject managers monitor the work of pupils satisfactorily, overall, and also monitor the plans of their colleagues to ensure coverage of the schemes of work and for progression in learning.
54. Governors fulfil their statutory obligations well. They have good structures for ensuring that they keep up to date with developments and they have a very good understanding of the strengths and weaknesses of the school through regular reports about the curriculum each term. In addition, individuals visit the school while it is in session as often as they can take time from their jobs. They are fully committed to the success of the school and play a full and active role in shaping its direction. In particular, they have a full and appropriate input into the school development plan and, through the finance committee, have a very good grasp of strategic spending and financial evaluation matters; these aspects of their practice have improved since the inspection in 1996. The management of the budget is prudent and the school is managing its funding well. The principles of best value are applied well; this, too, is an improvement since the last inspection.
55. Good information is provided about the budget each month, which keeps governors well informed. The school makes a major commitment from its budget to the provision of support staff. This makes a favourable impact on the attainment and progress of all pupils, particularly those with special educational needs. Funds made available for pupils with special educational needs are used appropriately to enhance their provision and the school commits funds in addition to these. The school has successfully addressed the issues raised in the latest audit report. The administrative officer manages day-to-day and long-term budget accounts and the effective and efficient office procedures to a high standard. She and the clerical assistant support the work of the school most effectively and provide a welcoming first contact to the school for visitors. The use of a computerised system for managing attendance represents good use of information technology.
56. The school development plan has improved since the last inspection and is now a very good tool for improvement. It contains very appropriate targets for improvement that are well monitored.

The school's performance overall is well monitored by the headteacher and other appropriate governors and members of staff. This has led to organisational changes, for example, the setting by prior attainment of pupils in mathematics in Years 4, 5 and 6.

57. The school makes very good use of resources and funds made available to it. Spending decisions focus effectively on raising standards in literacy, numeracy and science, improving the buildings and developing the curriculum in line with national requirements. The school has made a commitment to raising standards in English and has deployed part time teachers to provide booster support for the lower attaining pupils. In addition, the school deploys the very good numbers of support staff very effectively to support pupils with special educational need in additional literacy sessions. Specialist music teaching for classes is effective in raising teachers' awareness of good practice in music teaching as well as enriching the pupils' experience of the subject. Individual pupils also benefit from the peripatetic instrumental teaching available. These initiatives have a significant impact on the ethos of the school and on the standards attained by the end of the key stage.
58. The school's aims and values, as published in the school brochure, are achieved very well in practice and pupils develop well as rounded and courteous people who can be trusted. The targets set for attainment at the end of the key stage for this year are likely to be met; those for the year 2001 are challenging but realistic.
59. There are a good number of suitably qualified teachers to meet the demands of the curriculum. Identified induction procedures for new staff have improved and are now very effective. The school's strategies for appraisal and performance management are sound. The level of educational support staff is well above the national average. They are well trained and are valued highly by the school. They have good levels of expertise, making a very positive contribution to the pupils' learning; this is a strength of the school. The coordinator for special educational needs leads an effective team well.
60. The accommodation is well cared for and is enhanced by a wide range of attractive displays, which stimulate and provide good support for learning. Many of these celebrate the pupils' work and there are good examples of imaginative, colourful and well-presented work around the school, although some classrooms are not to this standard. The grounds outside are well developed and maintained. Pupils have been involved with the development of the areas immediately outside classes and this encourages their obvious care of the environment. Learning resources are now good, overall, and support pupils' learning well. Resources are carefully placed and accessible, for example the grouping of computers between classrooms is an efficient use of space and the banking of machines enables effective group teaching. The library is a valuable resource, well used. The computerised borrowing system is a good use of information technology. However, there are insufficient books in some subject areas. This is acknowledged by the school with regard to multi- and inter-cultural texts, music and art. The music room is efficiently used for individual and class lessons and the good resources are accessible and well cared for.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the standards pupils attain, the headteacher, governors and members of staff should:
 - a) Use assessment data more rigorously, particularly from the end of each unit of work, to ensure that teachers plan further work that closely matches the needs of all pupils in each subject.

(Paragraphs 9, 24, 28, 30, 45, 84, 87, 93, 94, 106, 110, 128, 135)

Other issues that should be considered by the school are:

- Provide opportunities for subject managers to monitor the quality of teaching in their subjects.
(Paragraphs 31, 53, 73, 87, 94, 106, 115, 135)
- Improve provision for pupils' intercultural development.
(Paragraphs 38, 60)
- Improve the quality of teachers' marking of pupils' work and the clarity of their learning objectives.
(Paragraphs 19, 22, 45, 67, 69, 85, 94, 110)
- Improve the quality of pupils' oral responses, handwriting and presentation.
(Paragraphs 3, 5, 64, 67, 69, 77, 80, 81, 86)
- Improve the schemes of work for geography and physical education further.
(Paragraphs 110, 128)
- Ensure that homework is used more consistently across the school.
(Paragraphs 24, 50, 69, 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	46.8	30.6	1.6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	254
Number of full-time pupils eligible for free school meals	36

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.7

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	25	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	30
	Girls	18	19	20
	Total	40	43	50
Percentage of pupils at NC level 4 or above	School	73 (76)	78 (78)	91(76)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	26
	Girls	14	17	16
	Total	32	39	42
Percentage of pupils at NC level 4 or above	School	58 (74)	71 (83)	76 (83)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	252
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	24.6
Average class size	31.6

Education support staff: Y3 – Y6

Total number of education support staff	5.5
Total aggregate hours worked per week	190

Financial information

Financial year	1999/2000
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	£
Total income	481, 634
Total expenditure	478, 381
Expenditure per pupil	1, 891
Balance brought forward from previous year	20, 910
Balance carried forward to next year	24, 163

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4	2	0
My child is making good progress in school.	47	43	8	1	0
Behaviour in the school is good.	23	62	9	2	3
My child gets the right amount of work to do at home.	13	49	26	9	2
The teaching is good.	51	42	3	1	2
I am kept well informed about how my child is getting on.	44	41	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	28	5	3	0
The school expects my child to work hard and achieve his or her best.	58	38	4	0	0
The school works closely with parents.	36	48	11	4	0
The school is well led and managed.	39	41	12	2	4
The school is helping my child become mature and responsible.	44	46	7	1	0
The school provides an interesting range of activities outside lessons.	23	51	19	3	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

62. Standards in English are rising and, while standards, overall, are currently in line with the national average by the end of the key stage, there has been a rise in the percentage of pupils attaining the expected level 4. This is an improvement on last year. Following analysis of last year's National Curriculum test results and other data, the school was disappointed at the standards of pupils' writing. As a response, more time has been devoted to raising these levels, for example, through weekly lessons in extended writing and these are beginning to have a beneficial effect on standards.
63. When compared with the judgements of the previous inspection report, overall standards remain in line with national averages at the end of the key stage. However, the literacy hour is now well established and this, together with the booster groups in Year 6 and participation in the Additional Literacy Support programme, is playing a significant part in raising standards throughout the school.
64. Reading has a high profile throughout the school. As a result, standards in reading are above average by the end of the key stage. Standards in listening are high. The quality of speaking, overall, is of average standard; many pupils, particularly in Year 6, are reticent and their verbal response is often inhibited in class lessons or discussions. Pupils' writing is generally in line with national averages but, although they use words imaginatively and have a good range of vocabulary, the standard of their handwriting and presentation is often below that expected of pupils of their age. Pupils with special educational needs make good progress because work is well suited to their needs and they are well supported in class. Work is carefully planned to meet the needs of all pupils including the higher attaining pupils. This is an improvement since the last inspection.
65. The quality of teaching is good, overall; it is very good in forty percent of the literacy sessions, good in twenty percent and satisfactory in a further forty percent. Where expectations are high the pace of learning is good. The teaching of writing skills is good and contributes positively to the standards attained in English. Where subject knowledge is secure, teachers introduce and consolidate new knowledge and understanding effectively. Basic skills such as spelling, punctuation and grammar are taught well, overall, which enables pupils to make good gains in their learning in these areas.
66. All pupils make good progress in developing their listening skills because they are expected to pay attention and to listen closely to teachers and to each other. In addition, teaching in literacy lessons encourages them to participate and to listen to texts and teachers' explanations.
67. Pupils are given frequent opportunities to improve speaking skills and consolidate new vocabulary in a systematic way and teachers encourage pupils to share their ideas in a variety of contexts. As a result of very skilful questioning by one teacher, Year 3 pupils made positive responses to the work comparing texts written by Dick King Smith. In very good literacy lessons throughout Year 4, pupils are enabled to make well-considered suggestions about the qualities needed to be a successful leader. Where teachers use a good range of strategies to encourage unreserved speaking, for example drama in one Year 5 class, pupils discuss and analyse a challenging story text well. However, where learning outcomes are not sufficiently clear, for example, when contrasting dialect with standard English, teachers do not explain or follow through the logical sequence of learning well enough to enable pupils to analyse or express their

thinking,. While pupils in Year 6 have a good range of vocabulary and good ideas that are well encouraged by skilful teaching and skilful questioning, pupils are often reluctant to speak to the larger group.

68. Pupils of all abilities make good progress in reading throughout the school because teachers place high value on the place of reading in the curriculum. Shared reading sessions are well taught, overall, and in almost half the sessions seen, very well taught. Teachers are good role models in reading with expression and they give pupils encouragement to participate. Pupils read a range of both fiction and non-fiction texts accurately and fluently and many enjoy talking about what they have read. Good use is made of the library and pupils locate information and use reference books successfully, researching information for their topic work in geography and history. Well-focused literacy lessons with a lively content and skilful questioning generate positive attitudes to reading.
69. Teachers plan extensive, interesting and varied opportunities for writing for different purposes, using expressive vocabulary to enable pupils to enrich their work. Pupils write in response to poetry, they produce descriptive writing in newspaper reports and leaflets such as the pamphlets advertising carnivals. Teachers are knowledgeable and effective and basic literacy skills are well taught, overall. They encourage the adventurous use of language, so enabling pupils to produce increasingly lively, imaginative work that captures the reader's attention. Teachers model writing well, which ensures that pupils' choice of words develops effectively. Good cross-curricular links are made with history, geography and religious education. Year 6 pupils are writing a good range of work including: poetry in the style of certain poets; comment on a range of poems read; analysis of feelings provoked by texts, ghost stories; special books reviews and a witch's charm produced after work on "Macbeth". The pupils' texts include increasingly varied and imaginative language and show sound understanding of a good range of styles. Spelling standards are close to the average. However, the quality of handwriting and presentation of work varies from class to class. Although some neat, well-presented work was seen in some classes, this is not always the case. This adversely affects standards and progress. Pupils' written work is marked regularly and often contains useful advice for improvement expressed in positive and constructive manner, but this is not consistent and in some classes opportunities to guide and encourage pupils are not fully exploited. There are inconsistencies in the regularity and usefulness of homework across the school. Pupils' progress, overall, is satisfactory.
70. Most pupils display positive attitudes to learning, because teachers plan work carefully and tasks are usually interesting and varied. Teachers control and manage pupils well, enabling them to work without disruption. Pupils with behavioural problems are managed effectively. Pupils are encouraged to take responsibility, for example, in the library, where they use technology competently to record the books they have borrowed. Pupils work well together in class and group sessions and show respect for others' views and opinions, because teachers are good role models and appreciate pupils' efforts. The contribution to pupils' spiritual, moral, social and cultural development is good. Teachers read stories and poetry expressively and sensitively, so stimulating pupils' imagination. Pupils are encouraged to explore the feelings and emotions of characters in their stories and there are many well-taken opportunities for pupils to work co-operatively and harmoniously. Pupils are introduced to a good range of stories and poetry from other cultures as well as their own.
71. Procedures for assessment are good. Teachers have recently carefully compiled a useful portfolio of levelled pieces of work to ensure consistency of judgements; this is now helping to ensure that the standards expected are consistent and that teachers' assessments of them are more accurate. The results of spelling and reading tests and writing assignments are recorded on class profiles, which gives teachers a good indication of how well pupils are progressing. The analysis of long-

term trends is used well to inform both teachers' planning and the school's response to identified issues such as writing and speaking skills.

72. Literacy is used effectively in all areas of the curriculum; a very good example is in a religious education lesson where pupils write to express their feelings about Pentecost or write special prayers to express their anxieties. Writing in history is often expressive and pupils use appropriate language and reporting style in science and design and technology. All pupils have full access to the curriculum and there is no evidence to suggest that boys achieve less well than girls or vice versa. Visiting poets and authors have made valuable contributions to learning.
73. The subject manager monitors her colleagues' plans regularly, gives staff advice and guidance and, together with the literacy governor, headteacher and members of staff, has evaluated outcomes. The headteacher has monitored teaching and learning in the classroom, but, due to unexpected circumstances, the subject manager has not. The introduction of regular monitoring of teaching and learning would be an advantage in spreading good practice through the staff.
74. Subject resources are good and are well deployed. Resources such as overhead projectors are used well and most classrooms are enhanced by the use of key words. There is a good range of dictionaries and thesauri to support pupils' learning. Computers are used appropriately for word processing, drafting and editing text as well as research. Support assistants are very well informed and knowledgeable. The support they give to pupils with special educational needs plays a major role in the good progress that these pupils make.

MATHEMATICS

75. In the National Curriculum tests at the end of the key stage in 1999, the proportion of pupils achieving both the expected level 4 and the higher level 5 was above the national average and that for similar schools. Over four years to 1999 the school has maintained a high standard and results have improved at a rate that is faster than the national trend. Boys performed better than girls in the test and by a margin that was greater than the national figures; there is no evidence to suggest that this trend has been repeated this year. The school's targets for standards at the end of the key stage this year were realistically challenging; it is likely that they will be met.
76. Inspection findings indicate that last year's standards have been maintained, that about one third of pupils in Year 6 are working at standards that are above those expected, particularly in number work, and that pupils make satisfactory progress in relation to their prior attainment. This is a considerable improvement since the last inspection, when standards were judged to have been below the expected levels and is a very good response to the relevant key issue.
77. Progress for those pupils with special educational needs is good because they are often taught in small groups with a high adult to child ratio that makes it possible to attend to their individual needs more explicitly and to keep them motivated and on task. In addition, some have targets for improvement in mathematics on their individual education plans and these are taken into account well during lessons. Progress made by average and higher attaining pupils is frequently good in lessons because of the high quality of the teaching and the greater emphasis given by teachers to ensuring that pupils use and apply their mathematical skills in a range of contexts. This has been a good response to the key issue of the last inspection report. It is also generally good over time in the strand of mathematics dealing with number operations because teachers are becoming more familiar with the requirements of the recently adopted National Numeracy Strategy, which is having a beneficial effect on the speed of pupils' recall of basic number facts and on the accuracy with which they use them. This is more evident with the younger pupils than with those in Years

- 5 and 6 who are sometimes somewhat reluctant to participate in those parts of lessons that emphasise speedy recall of facts.
78. In Year 3, pupils add tens and units accurately and swiftly as long as they do not have to carry numbers mentally. Higher attaining pupils add hundreds, tens and units easily even when they have to carry numbers in their head. All pupils use their skills well when, for example, solving and devising correct 'magic number' squares. Although they have a sound grasp of subtraction when required to solve written problems, only the higher attaining pupils are confident with mental subtraction and others confuse place values, for example giving $64 - 26$ as 42. They measure length accurately using centimetres and produce accurate bar graphs showing, for example, their favourite sweets. Pupils use information technology satisfactorily, for example, to produce pie charts.
79. Year 4 pupils have a reasonable grasp of place value involving hundreds, tens and units and they add and subtract generally accurately. About half recognise numbers involving thousands and read them correctly with a secure knowledge of place value. They use their knowledge of significant addition facts well to enable them to add and subtract quickly mentally. Lower attaining pupils add tens and units accurately and sometimes use a suitable range of strategies to help them do so. They read and use accurately a range of measuring scales involving mass and length, have a secure grasp of mirror symmetry, classify three-dimensional shapes correctly and measure angles to the nearest ten degrees accurately. They use a satisfactory range of data collection and representation soundly.
80. Pupils in Year 5 use all number operations satisfactorily, sometimes in the context of money or measuring. Higher attaining pupils multiply simple fractions correctly using their knowledge of equivalence and add, subtract or multiply decimal fractions accurately; this is work at a higher level than expected nationally. Lower attaining pupils, who are well supported by learning support assistants, work at levels below those expected nationally, for example, when they count consecutively in twos or fives and recall number facts to 20 generally accurately. Pupils generally measure straight lines accurately in standard measures, but the quality of much of their work is too poor to allow accurate measurement when they construct two-dimensional shapes, because they do not use rulers or take enough care over accuracy. This messy work also adversely affects the accuracy of their work in constructing and interpreting graphs and charts.
81. The criticisms about pupils' standards of presentation apply equally to pupils in Year 6 with the same results. Nevertheless, in their number work pupils recognise number patterns, such as those of square, prime and odd/even numbers, correctly and identify accurately fractions of whole numbers. Higher attaining pupils add or subtract decimals to two places accurately and have a secure grasp of the equivalence of fractions, decimals and percentages. Average attaining pupils have a secure grasp of place value involving suitably large numbers, but do not apply this knowledge securely when multiplying by ten or a hundred. They recognise and construct a suitable range of two-dimensional shapes and collect and organise data soundly before using a good range of ways to represent them.
82. Throughout the school, pupils use their mathematical skills satisfactorily, for example, in measuring with increasing accuracy in science or design and technology lessons or, in geography, producing line and block graphs to aid their work about a variety of climates.
83. The quality of teaching is good in 85 percent of lessons and is never less than satisfactory. Pupils respond well to this good quality teaching and generally learn well. There is an exact correlation between the quality of the teaching and the quality of the learning in lessons.

84. Teachers' knowledge of the subject is good. They plan their lessons carefully together to ensure that all pupils in the year group receive the same broad curriculum; the planning for lower attaining pupils and those with special educational needs takes good account of individual needs and these pupils make generally good progress in relation to their prior attainment. Planning for average and higher attaining pupils is satisfactory, but extension activities for the higher attaining pupils, while planned in all lessons, do not always challenge them sufficiently in those lessons to extend their knowledge, skills and understanding fully. As a result of this, pupils' attainment in the lessons seen during the inspection was only in line with the national average. However, the teaching of the basic skills is good and these skills are routinely practised subsequently in problem solving or investigative work. Consequently, pupils, including the higher attaining ones, practise their skills in meaningful contexts, understand the purpose of learning, apply themselves well and make good progress over time in relation to their prior attainment.
85. Where the teaching, while satisfactory overall, is less effective, it is because teachers have not clearly identified what it is that they intend pupils to learn in the lesson or that they have been too ambitious in their objectives. In these lessons, the teaching lacks sufficient focus and the pace of learning is too slow.
86. Teachers manage pupils well and have high expectations of them; relationships are often very good, particularly where learning support assistants have developed close relationships with specific pupils over time. This ensures that pupils are confident to try their best and will ask questions freely to clarify thoughts or to air problems, which makes a good contribution to their learning. Generally, pupils work willingly and productively and have good attitudes to their work. They behave well and often share ideas helpfully. However, as previously mentioned, some pupils in Years 5 and 6 are reluctant to join in freely. In addition, teachers in Years 5 and 6 do not insist effectively enough on pupils producing neat and accurate work, with the results identified above. Teachers mark pupils' work regularly and accurately but rarely give them indications of how their work could be improved. In addition, the use of homework to reinforce or extend what is learned in lessons is inconsistent.
87. The subject manager has a good grasp of the development needs of the subject following a year's work with the national strategy, including the need to use end of unit assessments to enable teachers to devise tasks for all pupils that focus more sharply on their individual needs. He monitors colleagues' planning satisfactorily. With the headteacher he evaluates the overall standard of pupils' work through close analysis of the results of National Curriculum tests and other external tests. This has led to effective organisational changes, such as the setting of pupils in Years 4 to 6 by prior attainment and in the provision of booster groups for those pupils who are just below the expected levels. He does not, however, monitor the quality of the teaching and so is unable fully to fulfil his management responsibilities. The level of resources has improved since the last inspection and is now satisfactory.

SCIENCE

88. In the national tests for pupils aged eleven, the proportion of pupils achieving both the expected level and the higher level in 1999 was above the national average and that for similar schools. During the last four years 1996 to 1999 there has been a significant improvement in test results in science. At the time of the last inspection, standards were in line with national averages.
89. The inspection findings are that pupils' attainment in the current Year 6 is above average. Since the last inspection, more attention and time have been given to the discrete teaching of science. Experimental and investigative science is now a major strength and contributes greatly to pupils' standards of attainment and their good rate of progress throughout the school.

90. Younger pupils know the parts of a plant and what it needs to germinate and grow. They successfully undertake their own experiments to see how water is transported up the stem of celery and how leaves affect the growth of plants. Good use is made of their mathematical skills by measuring the height of geraniums with and without leaves and carefully recording their results. Most pupils use a key correctly to classify minibeasts and higher attaining pupils are confident to work independently and recognise the importance of classification. By the end of Key Stage 2, pupils know the importance of a fair test, predict sensibly and draw reasoned conclusions from their experiments. They record accurately their findings and know that materials can be classified into gases, liquids and solids. Pupils successfully plan, predict and carry out their own experiments such as finding which paper towel is most absorbent and, in an experiment about friction, how much force is needed to break paper. Higher attaining pupils confidently use correct scientific vocabulary when explaining their discoveries.
91. Pupils have good attitudes to their learning. Pupils with special educational needs greatly benefit from the good support given by learning support assistants who carefully explain work and help to keep these pupils interested in scientific activities. All pupils treat equipment and apparatus with respect. They show enthusiasm when designing experiments, clearly enjoy practical work and delight in their discoveries. They are conscious of safety factors. Most sustain concentration, share resources, co-operate well with each other and clearly enjoy science lessons.
92. The quality of teaching is good, overall, and has improved since the last inspection, when it ranged from unsatisfactory to good. Pupils in all classes, including those with special educational needs, make at least satisfactory progress in their learning. Where teaching is good or very good, pupils make good progress in learning. Because of the high incidence of good quality teaching, pupils make good progress, overall.
93. The best lessons have tasks that provide higher levels of challenge for all pupils and a brisk pace to learning. Where this is linked to confident class management and good subject knowledge, learning is at its best. This was well exemplified in a Year 4 class, using keys to classify minibeasts where the teacher set demanding tasks and challenging questions that extended pupils' thinking. Successful teaching and learning are also characterised by good relationships with pupils who are encouraged to evaluate their findings and extend their studies with homework. In less effective lessons, teachers give answers rather than allowing pupils to find information themselves and insufficient attention is given to planning different work to challenge the ability of all pupils, particularly higher attainers, which has an adverse effect on the quality of learning. Support staff provide valuable help to teachers and work in effective partnership to support less able pupils.
94. The co-ordinator is very committed and enthusiastic and has worked hard to revise the scheme of work and improve scientific resources in the school. The new scheme provides good guidance to teachers in planning work that builds continuously and progressively on pupils' previous learning. The new scheme of work has achieved greater consistency in the school's approach to the teaching of science at the appropriate levels and gives good opportunities for experimental and investigative science. Although teachers' planning is monitored there is no opportunity for the co-ordinator to monitor teaching and learning throughout the school. Good assessment procedures have recently been introduced but assessment is not used effectively when planning work, which often leads to inappropriately challenging tasks set for individual pupils. Although pupils' work is marked regularly, the quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified. The school has recently started to collect examples of annotated levelled work to help teachers accurately assess pupils' attainment. However, there are insufficient examples of work in the portfolio, which has contributed to the disparity between

teachers' assessments and the pupils' actual results in the 1999 National Curriculum tests. Useful cross-curricular links have been started in literacy, mathematics and geography. The co-ordinator recognises that this is an area to develop, including more use of the potential of information technology to support pupils' learning. The school grounds offer good opportunities to extend pupils' learning in science and are well used.

ART

95. The standards pupils attain at the end of Key Stage 2 are above average. Pupils make good progress throughout the school in developing skills and techniques and, in particular, in observational drawing and appreciation of artists' work. Good cross-curricular links are made with science, design technology, history and literacy. Standards have been raised, overall, through the improved standard of teaching, supported by a clear scheme of work and improved resources. Pupils use a variety of materials with improving confidence. The standard of work is enhanced by the knowledge and teaching of the specialist teachers. The range of stimulating sources is good. Pupils have access to a well-balanced programme covering all broad elements of the art curriculum; this includes pupils with special educational needs, who make progress in line with their peers.
96. The teaching by both specialist and class teachers is knowledgeable and very well informed. It is good in half of all lessons and very good in the other half. Teachers communicate their own interest in the subject. Consequently, pupils learn well. In the very good lessons, skills, knowledge and understanding are very well taught in an atmosphere of controlled enthusiasm. Pupils are enabled to reflect and to develop their skills and techniques. This has a very positive effect on their efforts, awareness and progress. The language of art is well modelled by teachers and is beginning to be used by pupils. Pupils know, for example, the words hue, tone, shade, texture, sketch and study and use them in correct context. In a very good lesson in Year 4, the class teacher's skilful questioning enabled pupils, who were using viewfinders, to observe a section of a chosen photograph of a mini-beast sufficiently closely to reproduce the texture, colour, shape and shading in effective studies. Teachers use their good subject knowledge effectively and encourage the pupils to use their prior learning from both art and other subjects. In a very good Year 5 lesson, pupils' observation skills and prior learning helped them to investigate and select appropriate materials (twigs, leaves, cones and stones) to produce effective work, depicting animals, birds, masks designs, headdresses and jewellery. This work is a good link with their study of the Amazonian rain forest in geography and was enhanced by the use of appropriate music while they were working. Teachers use praise and encouragement consistently; this is very effective in giving pupils the confidence to experiment. Pupils tend to try hard to produce their best work, which is then evaluated by pupils and teachers. These evaluations inform future work effectively, because pupils respond positively to the opportunities to talk about and to improve their work.
97. Positive and well-informed and planned lessons have a significant effect on pupils' attitudes to learning in art. Pupils respond well to the range of activities. Examples are seen in:
- wax resist in the style of Picasso and charcoal depictions of the iron man in Year 3;
 - designs for roman style mosaics and art deco plate designs in Year 4; and
 - designs using the natural world in the style of William Morris in Year 6 and printed prayer mats using learning in religious education study of Islam in Year 5.
98. Observational drawings of plants and natural objects are developed particularly effectively. The development of the skills of observation and the techniques involved are evident in the Year 3

sketches of animals from the New Forest, the remarkably detailed minibeast drawings in Year 4 and well-executed inkpots in Year 5.

99. Teachers encourage pupils to extend their work well through different media. Pupils develop the process well, for example, in the studies of modern art reproduced in collage by Year 6 pupils. These show the pupils' consideration of the artists' work and the beginnings of their understanding of the feelings and emotions expressed. Skilful teaching and demonstration of techniques enable pupils in Year 5 to produce some finely observed papier mâché figures following the study of body movement in information technology programs and in dance. Some of the carefully formed and observed figures show wit and humour as well as effectively incorporating a sense of movement. Development of use of pastels extends drawings and graphic skills and techniques, as do the designs for posters in Year 6. Good, cross-curricular links are made, for example, in science and design technology where pupils make detailed and increasingly accurate drawings. Pupils have deepened their knowledge in history, for example, by producing Tudor portraits.
100. Resources are suitable, well stored and accessible, which is an improvement since the last inspection. The subject manager is knowledgeable and most enthusiastic. She has clearly expressed plans for the development of the subject in the areas of textiles and clay techniques and has made good links with local artists and neighbouring schools to develop skills and resources. She is successfully sustaining the school's commitment to art.

DESIGN AND TECHNOLOGY

101. Pupils' standards at the end of the key stage match those expected nationally and they make satisfactory progress through the school. These judgements match those of the previous inspection. Some higher attaining pupils make good progress in developing their skills of making artefacts and achieve standards by the end of the key stage that are above those expected. Throughout the school, pupils use the mathematical skills of measurement and addition securely and often tabulate their results correctly.
102. Pupils in Year 4 show good levels of both design and manufacture. When designing bags in the form of mini-beasts, which links well with their science topic, they pay good attention to factors to do with both usefulness and aesthetic appeal and prioritise design criteria sensibly. They sometimes use information technology skills satisfactorily to support their work, for example, when making a two-dimensional repeating pattern for aesthetic effect. They use scientific skills well when studying levers, as in an Egyptian shaduf, and use the appropriate technical vocabulary correctly.
103. In Year 5, pupils design and make cakes, giving satisfactory attention to health considerations, such as personal hygiene, as well as to taste and the look of the finished article. In designing and making a box to hold the cakes, they use their mathematical knowledge of nets of solid shapes well. They draw clear, labelled diagrams and scale drawings to help the design process and this element of their work develops well in this year group. Year 6 pupils design and make imaginative shelters, using a satisfactory range of materials and joins, including wood, plastic, fabric and paper. They develop their knowledge of cogs and gears well as they study fairground mechanisms, answering detailed questions with perception as they do so and relating what they see to their own everyday experiences of, for example, bicycle gears. They draw neat and helpful plans from a variety of points of view and measure length more accurately.
104. In all classes, a significant strength of the provision made in this subject is the work that precedes design and making activities; pupils are regularly involved in studying finished examples of what

they have to design and make to help them understand the often conflicting criteria involved. For example, pupils in Year 4 study bags to decide what size, material and shape their own should be and, in Year 6, pupils study gears made from commercial kits to help them perceive the possible uses and implications for their own fairground machines. In addition, pupils routinely evaluate their own work and that of their peers. This complete design process is very well contained in the very good scheme of work that has been produced by the very knowledgeable and enthusiastic subject manager.

105. Because of the very relevant and interesting activities planned by teachers from the scheme of work, which provides much better guidance to support teachers than it did during the 1996 inspection, and because of the good quality of the teaching, pupils respond well and make satisfactory progress, overall. Only two lessons were observed during the inspection; one of these was of good quality and the other was very well taught. These standards are significantly better than during the last inspection. In these lessons, teachers' knowledge and their teaching of the basic skills were of a very high order and were very well supported by the logical order in which they addressed the sequence of lessons and the activities within the single lessons observed. As a consequence of these factors, all pupils, including those with special educational needs that were well supported by learning support assistants, were fully involved in the activities, concentrated well and produced work of a good standard. It was clear to pupils what they were intended to do, the pace of the lessons was good and teachers and learning support assistants managed pupils well. Consequently, they learned at a good rate and acquired the intended knowledge, skills and understanding securely.
106. The leadership and management of the subject are very good. The subject manager has a good understanding of the standards of work being produced by the pupils through her monitoring of their finished products and of the future needs of the subject. She is not able, however, to monitor or evaluate the quality of the teaching, although she has given good quality training to her colleagues that has been effective in raising their levels of confidence in the subject and improving the quality of their teaching. Resources for the subject are good, are readily available to teachers and are used well. This is an improvement since the last inspection. The accommodation is adequate, but some of the classrooms are small and inhibit free access to practical work, particularly in those classes that have larger numbers of older and bigger pupils. There are good procedures for assessment that are used soundly to provide a broad picture of pupils' attainment and to enable appropriate modifications to the scheme of work. However, they are not used to track pupils' individual progress or to enable teachers to plan for the individual needs of pupils in subsequent activities. The subject manager has already identified this as an area for development.

GEOGRAPHY AND HISTORY

107. Pupils make satisfactory progress in both geography and history and standards of attainment are in line with national expectations at the end of the key stage. Standards have been maintained since the last inspection. During the inspection, due to timetabling arrangements, it was not possible to see any history lessons. Additional information was gained from other sources including policy documents, discussions with staff and examination of past and present work including displays.
108. There are good cross-curricular links in both history and geography. Younger pupils visit Lymington to look at old Georgian buildings and the industrial area. They identify local features on aerial photographs and locate their own houses on a local map. They have the opportunity to visit the source and mouth of the local river. Older pupils successfully compare the human and physical features of St Lucia in the Caribbean and the Amazon rain forest with those in Lymington. They use their numeracy and literacy skills well to produce their own books

comparing climates in polar, desert and monsoon regions in the world, with accurate records in the form of line and block graphs. In history, pupils' knowledge of daily life and customs of periods studied is comprehensive and covers life in Norman, Roman, Tudor and Victorian times. Older pupils effectively use role-play to experience the atmosphere of life in Victorian and Tudor times as part of workshop activities. They use their literacy skills effectively to write and compare family life between the rich and poor in Britain in the 1830s.

109. All pupils, including those with special educational needs, who are well supported by learning assistants, have positive attitudes towards learning. Most pupils listen attentively and show a lively interest in geography and history. They show high levels of interest when they use artefacts, role-play or visits to gain first hand experiences.
110. The quality of teaching in geography is satisfactory, overall, with occasional good teaching. No history lessons were observed and so no judgement can be made about the quality of teaching in this subject. The quality of teaching in geography has been maintained since the last inspection and has a satisfactory impact on pupils' learning, especially where teaching is good. Learning support assistants effectively assist pupils with special educational needs in the classroom. Teachers manage their pupils well and effectively use resources to support pupils' learning.
111. Although assessment procedures in both subjects are good, assessment is not used effectively when planning future work. As a result, the work that is planned is not effectively matched to the needs of all pupils. Although pupils' work is marked regularly, the quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified.
112. The co-ordinators have both worked hard since the last inspection to revise the schemes of work to provide appropriate help to teachers' planning. However, in geography this has not been fully enough developed to ensure the consistent development of all pupils' skills, knowledge and understanding. Neither co-ordinator has an opportunity to monitor teaching throughout the school. They have identified the need to develop the use of fieldwork including the school grounds and cross-curricular links in information technology further to improve the quality of pupils' learning.

INFORMATION TECHNOLOGY

113. By the end of the key stage, pupils' standards are in line with those expected nationally, which is the same as at the time of the last inspection in 1996. They make satisfactory progress through the key stage. Information technology is used well to support other curriculum areas.
114. Some pupils in Year 3 achieve standards in their word-processing that are above those expected when they change the size, colour and font of a text and import graphics, occasionally changing the configuration of the import. They print their work confidently, having first changed the file name appropriately and saved it to the class folder. In Year 4, pupils use a classification key satisfactorily to support their work in science. They confidently navigate the branching program, identify the appropriate icons accurately and shut the computer down correctly when they have finished. They draw mini-beasts and design a repeating pattern before printing their work. Year 5 pupils use the mouse confidently when using programs to support their mathematics work. They log on correctly and move competently between menus to install the database program needed. They control the program soundly. Pupils in Year 6 control events with increasing confidence. They write, with help, a simple program and use a buffer box, for example, to light up bulbs on a clown's face in a pre-determined order.

115. They have good attitudes to their work. They listen and concentrate well and treat the hardware and software with due respect. They share their time at the machines very equitably and are interested in their tasks, applying themselves well throughout.
116. Much of the responsibility for teaching information technology skills has been devolved to learning support assistants. Because their knowledge and understanding of the subject are often good and because they are supported by a good scheme of work, this works well and is a very effective and efficient use of resources. Teachers and learning support assistants plan their work carefully and logically, giving good attention to the teaching of basic skills in a logical order so that pupils are then able to apply them in meaningful tasks, for example, controlling their fairground rides after practising writing simple programs. This gives tasks a purpose that is obvious to the pupils, which motivates them well and ensures that they gain the required knowledge and skills with understanding and retain them securely. They manage pupils well and relationships are good; this ensures that pupils are confident to try new procedures and will ask for extra help or clarification, secure that their problems will be sorted without fuss.
117. The subject manager is extremely knowledgeable and enthusiastic and has a very clear educational direction for the subject. The scheme of work takes very good account of the information technology implications in other subject areas and is being developed well to ensure the assessment, recording and development of pupils' individual skills in all areas of the subject. The subject manager has given colleagues good training; this has had a good effect on their confidence with the subject and, subsequently, on the standard of teaching and learning. She is not, however, able to monitor the quality of their teaching. Currently, resources, although often old, are adequate for the delivery of the required curriculum because they are used efficiently and effectively.
118. The development plan is very clear and precise and identifies very appropriate targets for improvement. These include the updating of the current hardware and software, the training of teachers in their use and the further development of the potential of information technology to support the efforts of teachers. Very sensibly, much of the detailed development work has been delayed until the new machines have been installed; this is a good use of time and resources.

MUSIC

119. Pupils achieve standards in line with national expectations at eleven years of age; this is similar to the judgements of the last inspection. The progress pupils make, including those with special educational needs, is satisfactory, overall, but they are making good progress in developing singing skills.
120. The quality of pupils' performance is satisfactory, overall. Singing in assembly is sweet and well rehearsed. Pupils make good commitment to the hymns and sing in tune, paying attention to pitch rhythm and volume. Pupils are beginning to have a satisfactory command of relevant vocabulary because the specialist teacher carefully introduces and consolidates new words, for example "glissando" and "octave". During a good lesson, pupils in Year 4 developed a class response to represent the sounds made by mini-beasts and took care to improve the performance of their work. They used tuned and un-tuned percussion instruments imaginatively, varying volume and pace in response to written symbols. They responded well to the teacher's direction and knew that music begins from silence. They respected each other's efforts well. In another lesson on the use of symbols to communicate pitch and rhythm, Year 6 pupils were developing a satisfactory understanding of how to use a grid to compose a tune.

121. The quality of teaching, overall, is satisfactory. Behaviour is good in Year 4 because the teacher makes learning interesting and makes good links to the pupils' work in other subjects. In Year 6, learning is inhibited by some pupils' disinterest and inhibitions within the whole group. In this lesson, progress is better when the pupils are working in small, mixed gender groups spread around the hall rather than in one circle where pupils make eye contact with pupils opposite and behaviour is less well controlled. Pupils are encouraged to appreciate music through its sensitive use in other curriculum subjects, for example in art in Years 5 and 6.
122. Visiting teachers of brass, strings, woodwind, guitar and keyboard contribute positively to pupils' learning. A specialist teacher employed by the school from the local authority's advisory service teaches class music lessons. Further specialist teaching is available to the pupils from peripatetic teachers of instrumental music. The specialist teaching across the school is effective in setting high standards and encourages pupils to give of their best. Each class receives input for half-termly blocks of teaching. The class teachers develop the plans of work from the school's scheme of work in the other half term. Both the quality of the specialist teachers' lesson plans and the class teachers' attendance at the sessions provide valuable in-service training and opportunities for the class teachers to assess pupils' standards and progress.
123. The contribution the subject makes to pupils' spiritual, moral, social and cultural development is satisfactory. Music is used well to set the tone for worship in assemblies. Pupils are given the opportunity to reflect on music from other cultures as well as their own, for example West Africa. Resources, including the designated music room are good, are well stored, well deployed and in good condition.

PHYSICAL EDUCATION

124. Pupils make satisfactory progress through the key stage and, by Year 6, their standards are in line with national expectations. This matches the judgement of the previous inspection report.
125. In their games lesson, pupils in Year 3 throw accurately underarm with about half throwing reasonably accurately overarm. Higher attaining pupils throw with good levels of accuracy over long distances. They catch generally securely, with a few confidently catching balls that are thrown high in the air or swiftly. They have satisfactory hand/eye co-ordination and, using a bat, regularly hit the balls that are thrown to them over a short distance. The quality of the throwing in this practice activity deteriorates over distance and skills learned earlier are not well enough applied to enable the striker to derive full benefit from the practice. In Year 4, pupils know the effect of exercise on their heart rate. They use a reasonable variety of speeds, heights and directions to travel and do so with good attention to space and safety. They hold a steady balance, but often fail to extend their limbs adequately. They evaluate their own performance in simple terms as well as that of their peers. In an aerobics lesson in Year 5, pupils plan a series of movements and develop them soundly into a sequence. They show good levels of co-ordination and work well in teams. Year 6 pupils use apparatus safely to develop their own sequences of movements. They use their imagination well to travel, jump, swing and turn with reasonable body control. Higher attaining pupils show good extension of their limbs and point their toes and fingers stylishly. In their games lesson, they throw and catch with generally appropriate accuracy and consistency. The accuracy of throwing decreases with distance but about a third of the class retains good levels of accuracy over some 30 metres.
126. Pupils enjoy their lessons. They generally join in well, although there are some, particularly in Year 6, whose behaviour needs and receives good management. They co-operate and collaborate well. In one class, a pupil with special educational needs was very well integrated into the

activities by her classmates, who ensured that she was able to participate in all activities; this was a very good example of pupils caring for each other and using their initiative.

127. The quality of teaching is very good. Teachers know the subject very well and teach the basic skills very well. This enables them to coach the specific skills required in individual or very small group contexts before they devise small games to reinforce what has been learned. They conduct lessons at a good pace and have high expectations of pupils' attention, application and behaviour. These factors ensure that pupils concentrate and make all reasonable efforts to improve their performance. Because relationships are good and teachers manage pupils well, pupils work together well and learn at a good rate.
128. Teachers make good use of time and resources; there is a plentiful supply of good quality games apparatus that pupils delight to handle. The accommodation is adequate inside and is very good outside for the delivery of the curriculum. There is a very good, large flat grass area and a good-sized asphalt play area that is sometimes used by other local primary schools. The swimming pool is a useful resource that is used during the summer months. Although it was not being used during the inspection because of adverse weather conditions, last year nearly all pupils achieved the nationally expected 25 metre swimming target by the end of the key stage.
129. When Year 6 pupils attend a residential week, they experience a good range of outdoor and adventurous activities that include canoeing, rock climbing and an aerial runway. This visit makes good provision for team building exercises and the development of pupils' personal qualities.
130. The subject manager gives good direction to the work of the school. She does not, however, have the opportunity to monitor and evaluate the quality of teaching or learning. The scheme of work for gymnastics provides good support for teachers. Other individual units of work in other areas of the subject make adequate provision for pupils to acquire skills, knowledge and understanding in logical sequence, but the subject manager has already, appropriately, identified the need to ensure that they build into an acceptable scheme of work that ensures continuity of experience and progression in learning for all pupils throughout the school.
131. A reasonable range of extra-curricular activities enhances the curriculum. Some activities are provided by outside agencies and parents, such as sailing and gymnastics, to complement the soccer, netball and cricket clubs offered by the teaching members of staff. Competitive games have been played against other schools in soccer and netball and it is hoped to extend this to cricket this year.

RELIGIOUS EDUCATION

132. Standards by the end of the key stage are in line with those of the locally agreed syllabus, as they were at the time of the last inspection. Good work is being done in tailoring the recently updated agreed syllabus to meet the needs of the school. This is providing a clear sequence to pupils' learning.
133. In developing their understanding and respect of other customs and beliefs, pupils explore Islam and Hinduism and then compare them soundly to the Christian religion. For example, they identify similarities and differences between special books and are beginning to appreciate that all religions have rules for living. Pupils in Year 3 responded sensitively to a very good role-play session by the teacher and used their responses to write thoughtful prayers. In exploring qualities expressed in parables, younger pupils decided that honesty, kindness and respect are key features. Some good teaching in Year 5 inspired pupils to develop sensitive responses in drama to the use

of symbolism in stories. In Year 6 pupils listened carefully to teaching of the Pentecost and wrote in role as one of the disciples, many showing understanding of the story and the feelings it may provoke. Pupils with special educational needs achieve appropriately because they are well supported in lessons. However, as teachers are becoming more familiar with the religious education curriculum, progress is beginning to accelerate for the majority of pupils.

134. Pupils' response to religious education is mainly good because lessons are interesting and questions challenge pupils. Lessons are delivered in a way that pupils can easily relate to and are often well linked to events within their own experience. Pupils usually behave well, share ideas sensibly and are attentive and respectful listeners. Relationships between each other and with their class teachers are good. An atmosphere conducive to learning is carefully set by sensitive questions and story telling in lessons and by the use of pleasant music and singing in assemblies. Pupils explore feelings of jealousy, anger and frustration in order to cope better with their own emotions.
135. Teaching is good, overall, and is enabling pupils to make steady gains in their learning. Nevertheless, in a minority of lessons the work planned does not meet the needs of all pupils, especially the higher attaining pupils, but this is not as prevalent as in the last inspection. Teaching is never less than satisfactory. Characteristics of very good teaching seen include extremely skilful questions requiring pupils to think very carefully and deeply, high expectations and very well paced and meaningful tasks. Less successful teaching occurred in a minority of lessons where tasks lacked interest and challenge and where expectations were too low.
136. The contribution to pupils' spiritual, moral, social and cultural development is good. Pupils also receive religious education in assemblies and lessons in other subjects. Following an inspiring assembly on the consequences of actions, pupils show understanding of responsibility and respect for others' thoughts and opinions. There are examples in English, history and art lessons when pupils are encouraged to share their own feelings and learn to accept and respect those of others.
137. The subject manager is knowledgeable and enthusiastic. She monitors her colleagues' plans and gives useful advice and guidance. Her role in monitoring classroom teaching and learning is in need of further development, as are procedures and the use of assessment. However, the school has identified these areas as priorities for development, as are the increase of multi-faith resources, visits and visitors and the involvement of the community in the school. Good use is made of the available resources.