

INSPECTION REPORT

NEWTOWN CE VC PRIMARY SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116336

Headteacher: Mr M Prince

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 10th – 14th July 2000

Inspection number: 189618

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Queens Road Gosport Hants
Postcode:	PO12 1JD
Telephone number:	(02392) 584048
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Bloodworth
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis	Registered inspector	Information technology	What sort of school is it?
		Physical education	How high are standards? (The school's results and achievements)
		English as an additional language	
Mrs H Barter	Lay inspector		How high are standards? (Pupils' attitudes, behaviour and personal development)
			How well does the school care for its pupils?
			How well does the school work in partnership with its parents?
Mrs V Grigg	Team inspector	Science	How well are pupils taught?
		Religious education	
		Special educational needs	
Mr G Slamon	Team inspector	Mathematics	How well is the school led and managed?
		Design and technology	
Mrs M Vallis	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
Mrs Wallace	Team inspector	Art	
		History	
		Music	
		Under fives	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newtown CE VC Primary School is situated in Gosport in Hampshire and takes pupils from the ages of four to eleven. The school is an above-average sized primary school; there are 369 pupils on roll in thirteen classes, with 180 boys and 189 girls. The majority of pupils are white (UK heritage), with eight pupils coming from other ethnic groups. No pupils come from homes where English is not the first language. There are 120 pupils on the school's register of special educational needs; this is above the national average. There is one pupil with a statement of special educational need. Forty-five pupils are entitled to free school meals, which is below the national average. Children enter school with levels of attainment, which are well below average for the local education authority, particularly in language and literacy and mathematics.

HOW GOOD THE SCHOOL IS

Newtown CE VC Primary School is an improving school, which is clearly reflected in that it is meeting its own targets for improvement, particularly in the results of the 2000 National Curriculum assessments. The quality of teaching is good, with particular strengths in reception and Key Stage 1. The school is successful in providing for those pupils on its register of special educational needs, with learning needs. It is less successful in managing those pupils with behavioural difficulties. The school provides satisfactory value for money.

What the school does well

- The provision for children under five and five-year-olds in the reception classes which allows them to make very good progress in their learning.
- The quality of teaching.
- The provision for and use of the school's library.
- Provision for pupils with special educational needs, with learning difficulties.
- The leadership and management of the school.
- The effective support that learning support assistants give to pupils to help their learning.
- The school has effective links with its parents.

What could be improved

- Standards in mathematics and religious education in Key Stage 2.
- Pupils' behaviour and the management of that behaviour in Key Stage 2 through rigorous application of the new behaviour policy.
- The way in which pupils present their work and the consistency of teachers' marking.
- The provision for the teaching and learning of more-able pupils.
- The teaching of physical education in Key Stage 2.
- The accuracy of teachers' assessments of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the previous inspection in July 1996. The school has since moved into new accommodation. Schemes of work to identify the skills, knowledge and understanding to be taught as pupils move up through the school are now in place for all subjects. Subject co-ordinators are effective in managing their subjects. The use of assessment and recording procedures for pupils' work has improved to an extent, but there are significant discrepancies between teachers' assessments of pupils' standards and those which pupils actually achieve in the National Curriculum assessments. First-aid facilities are now adequate.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	C	C
mathematics	E	E	C	C
science	D	E	E	E

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Similar schools are those with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

Inspection findings show that, by the end of Year 6, standards in English and science are average, but those in mathematics are below average. The improvement in science is the result of good teaching and the school meeting its targets. The decline in mathematics is the result of pupils having insufficient opportunities to record their knowledge and understanding. In addition, the grouping of pupils by ability is not having a high enough impact on the standards achieved by more-able pupils. The school's results in the 2000 National Curriculum assessments (no national comparative data are available) show a strong improvement in English and science, but a decline in mathematics over its 1999 results.

At Key Stage 2, standards in religious education are unsatisfactory. In information technology, standards meet national expectations. In design and technology, standards are good. In art, geography, history, music and physical education, standards are satisfactory.

By the end of Key Stage 1, standards in reading, writing, mathematics and science are average and show improvement over the previous year; the 2000 Key Stage 1 National Curriculum results show improvement over the school's results in 1999. Standards in religious education are satisfactory. In information technology, standards meet national expectations. In design and technology, standards are good. In art, geography, history, music and physical education, standards are satisfactory.

Children under five make very good progress in their learning. Across the school, pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory, overall, with variations between key stages. Pupils in Key Stage 1 show consistently good attitudes to work; in Key Stage 2, there is greater inconsistency.
Behaviour, in and out of classrooms	Satisfactory, overall. Good in Key Stage 1. In Key Stage 2, whilst often good, the poor behaviour of a minority of boys is having a negative impact on the learning of the majority of pupils.
Personal development and relationships	Satisfactory, again with variations between key stages. In Key Stage 1, they are much stronger than in Key Stage 2.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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, overall, and ranges from unsatisfactory to excellent. The good teaching has a positive effect on pupils' learning, and the progress that they make. Teaching is satisfactory or better in 95 per cent of lessons. It is excellent in eight per cent of lessons, very good in 19 per cent, and good in 41 per cent of lessons. Five per cent of lessons were unsatisfactory.

In Key Stage 1, teaching is good or better in 83 per cent of lessons and it is very good or excellent in 27 per cent of lessons. In Key Stage 2, 57 per cent of lessons were good or better and 27 per cent of lessons were very good or excellent.

The teaching of the under fives is very good and makes a significant contribution to the very good progress they make in their learning. The teaching of pupils with special educational needs is good; they receive effective support from teachers and learning support assistants.

The teaching of literacy and numeracy is good. There are weaknesses in the teaching of physical education in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for the under fives; good in Key Stage 1, with good emphasis on all subjects, for example geography and history. Satisfactory in Key Stage 2, but insufficient time is given to the teaching of religious education.
Provision for pupils with special educational needs	Good for those with learning difficulties; unsatisfactory for those with behavioural difficulties. The special educational needs co-ordinator, teachers and learning support assistants work hard to support pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision for spiritual, moral and cultural development; social development is good.
How well the school cares for its pupils	Strengths in monitoring pupils' academic progress, particularly through records of achievement. Weaknesses in the monitoring and promoting of good behaviour in Key Stage 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the recently-appointed (January 2000) headteacher, ably supported by the deputy headteacher, is working hard to raise standards. There is clear recognition of areas for improvement, including the issue of behaviour in Key Stage 2.
How well the governors fulfil their responsibilities	The governors show a good understanding of the strengths and weaknesses of the school. They carry out their responsibilities well.
The school's evaluation of its performance	The school has a clear understanding of its strengths and weaknesses; the improvements in the 2000 National Curriculum assessments show that it has the capacity to meet the targets it sets itself.
The strategic use of resources	Good, pupils' learning is supported effectively. The use of the 'IT Suite' is underdeveloped.

The school has adequate staff, accommodation and resources to meet the learning needs of its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable to approach the school with questions or problems. • Teaching is good. • The school has high expectations of their children. • Children like school. • Their children make good progress at school. 	<ul style="list-style-type: none"> • The amount of homework. • The range of extra-curricular activities.

Eighteen parents attended the meeting with the registered inspector prior to the inspection and 181 parents completed the questionnaire. Inspection evidence supports parents' positive views of the school. In relation to homework, parents expressed the views that there was either too much or too little. The inspection team finds that the provision for homework in Key Stage 1 is good and it is satisfactory in Key Stage 2, although there are some inconsistencies in provision between the classes. The school is not providing the range of extra-curricular activities that are found in the majority of schools of this size and type. However, the school does provide a 'breakfast' and 'after-school club'.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Under fives

1. Children are assessed when they start school and the results show that standards are well below average for the local education authority, particularly in the key skills of language and literacy and numeracy. Children make very good progress in reception and, by the age of five, meet the expectations of the Desirable Learning Outcomes¹. They settle quickly and happily into the day-to-day routines of school life. Children read accurately and fluently from their reading scheme books. They know very well how to tackle difficult words by the use of phonics, looking at pictures and the first letter of the word. With the teacher's support, children count to fifty in fives and tens. They count forwards and backwards in twos to twenty.

Key Stage 1

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were below average in reading, writing and mathematics for the proportion achieving the expected Level 2² and above and for those achieving the higher Level 3. In comparison with similar schools at Level 2 and above, results in reading and mathematics were well below average; in writing, results were below average. At Level 3, results were below average in reading, writing and mathematics. In the teacher assessments for science, results at Level 2 and above were well below the national average, with those achieving Level 3 below average. In comparison with similar schools³, results were well below average for Level 2 and above and Level 3. Although no national comparative data are available, the school's results in 2000 show an encouraging improvement over its results in 1999.
3. Inspection findings show that standards in reading, writing, mathematics and science are average. The improvement is the result of good teaching which is linked to the successful implementation of the National Literacy and Numeracy Strategies. Standards in science are average, as the result of effective teaching. In literacy, pupils identify characters and retell the plot and predict what will happen next. They use successfully letter sounds and the recognition of familiar words to help their reading skills. Pupils write for a range of purposes and begin to show empathy, for example in letters written to Grace Darling. In numeracy, pupils show good understanding of number facts to 20 and beyond. Most understand the place value of each digit in a number and use this to order numbers up to 100. In science, pupils have a sound knowledge of living things. They used their field studies effectively to sort what they had found into groups, such as living and non-living things. They know that plants need water, food and light in order to grow.
4. Standards in information technology meet national expectations. Pupils are confident in the use of mouse and keyboard and they know how to load and save their work. Word-processing skills are used well in writing stories and factual accounts. In religious education, standards meet the expectations of the locally agreed syllabus. Pupils know why Jesus is important to Christians, that he is the Son of God, and that he died on the cross. They recognise the importance of the cross to Christians, and explain that it is to remind people that Jesus came to life after being crucified.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

² The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

³ Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

5. In design and technology, standards are good and exceed expectations for pupils of this age. In art, geography, history, music and physical education, standards meet expectations for pupils of this age.
6. Pupils apply their literacy and numeracy skills well across the curriculum, for example in reading on-screen instructions to create maps on the computer as part of their work in geography.

Key Stage 2

7. The results of the 1999 National Curriculum assessments for pupils in Year 6 were average in English and mathematics for the proportion achieving the expected Level 4⁴ and above, and those achieving Level 5. In science, results at Level 4 and above and Level 5 were below average. In comparison with similar schools at Level 4 and above results were average in English, below average in mathematics and well below average in science. At Level 5, results were average in mathematics, below average in English and well below average in science. The school's results in 2000 show an improvement in English and science, but a decline in mathematics over its 1999 results.
8. Inspection findings show that standards in English and science are average, but below average in mathematics. The improvement in science is the result of good teaching and the school meeting its targets. In mathematics, standards have fallen because pupils are not having sufficient opportunities to record their thinking and understanding. In addition, the decision to group, by ability, pupils from the mixed Year 5/6 classes has not been as successful in raising standards as the school hoped. In particular, more-able pupils have not been sufficiently challenged. The school has recognised the weaknesses in mathematics and action to address the problem is in the school improvement plan.
9. In literacy, research skills, such as 'skimming' and 'scanning' learned during library lessons, are used productively to extract information from a range of media including the Internet. In writing, pupils are keen to refine their work; they complete a pleasing amount in a given time and recognise the devices used in the good writing of others. In numeracy, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication tables. They add and subtract decimals to two places and use simple formulae expressed in words. In science, pupils have a sound knowledge of physical processes. For example, they explained that gravity is a force and the forces continue to act on an object that is balanced.
10. In information technology, standards meet national expectations. Desk-top publishing skills are good and pupils make very good use of the computers in the library to support their library skills. In religious education, standards do not meet the requirements of the locally agreed syllabus because too little time is given to the subject. Pupils have a muddled view of Christianity. For example, they explain that Jesus was crucified to save the people in the world, but are unclear about what happened in the days before his crucifixion.
11. In design and technology, standards are good and exceed expectations for pupils of this age. In art, geography, history, music and physical education, standards meet expectations for pupils of this age.
12. Across the school, the majority of pupils with special educational needs make good progress in meeting the targets set in their individual educational plans. Some pupils make such good progress that they move down, or off the stages of the Code of Practice⁵. When targets are not fully met, pupils move up the register in order to gain extra support. More able pupils are not always sufficiently challenged in their thinking and learning.

⁴ The national expectation is that at the end of Key Stage 2 pupils should achieve Level 4.

⁵ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

13. With the exception of mathematics in Key Stage 2, the school has shown through the results of the 2000 National Curriculum assessments that it can meet its targets. Inspection evidence is consistent with the school having the quality of teaching and management systems in place that will allow it to meet future targets.
14. The school has maintained the standards set at the time of the previous inspection which were judged to be 'broadly in line' with national expectations in all subjects. However, standards in religious education in Key Stage 2 have declined as the result of insufficient time allocated to the teaching of the subject.

Pupils' attitudes, values and personal development

15. Pupils' behaviour, attitudes and personal development were described as good in the report of the last inspection. Standards of behaviour are now judged to be unsatisfactory and this has had an impact on pupils' attitudes, values and personal development which, overall, are now satisfactory. Although behaviour is always good in Key Stage 1, there are significant behavioural problems in Key Stage 2 which have an impact on pupils' learning and which weaken the standards across the school.
16. In the questionnaires completed before the inspection, most parents said that the standard of behaviour is good and that the school helps their children to become mature and responsible people. They say that children all tend to get on and that there is a good family spirit. Nearly all parents say that their children enjoy coming to school. In individual replies, however, a few parents commented on the poor behaviour of a few pupils and, particularly, a group of boys who are disruptive in one class. Inspectors agree with parents' views about the behaviour problems that exist in Key Stage 2.
17. Pupils' attendance is satisfactory. Since the last inspection, it has risen in line with national trends and is now just below the national minimum expected level of 95 per cent. Although the majority of pupils have satisfactory attendance levels, there are a few pupils who have disrupted patterns of attendance. There are a number of pupils who are regularly late for school or who have frequent occasional days off from school, which are authorised by parents. These patchy patterns of attendance are disruptive for pupils' learning and have a negative impact on their standards of attainment.
18. In Key Stage 1, pupils have good and, sometimes, very good attitudes and behaviour. These positive attitudes and good standards of behaviour are well established by the time pupils leave the reception classes. Pupils are positive about their work and are eager to ask and answer questions. They listen sensibly and are well behaved. Pupils are often totally involved in what they are doing and there is very little inconsequential chatter or noise. They enjoy the tasks set for them and settle to their work quickly. They are well organised and have been well trained in classroom routines. Pupils try very hard to do their best. Some ask for extra work to do at home. Pupils are lively and well motivated. They demonstrate good levels of sociability and there are very good relationships between pupils and with their teachers. They co-operate well together and enjoy paired work, for example, when drawing a map together on the computer. Pupils' attitudes and behaviour are particularly good when the lesson has pace and pupils are excited and motivated by what they are learning.
19. In Key Stage 2, some of these positive attitudes continue, particularly when lessons are well planned, interesting and keep pupils fully involved. When this is the case, pupils are well behaved and are motivated by the tasks provided for them. They are keen to ask and answer questions and listen well to each other when offering opinions. Some pupils are able to work well together in mixed gender groups; for example, in a design and technology lesson in Year 4 when pupils worked on house structures with a high level of involvement and concentration.
20. Pupils' behaviour at Key Stage 2 is, however, not consistent and is therefore not satisfactory, overall. It has a negative impact on their learning and it affects the positive atmosphere encouraged in Key Stage 1. Many pupils do not have automatic respect for adults and for each other. In those lessons where work does not capture their imagination, the influence of

a minority of pupils can spread and lead to interruptions, silly behaviour and a lack of concentration. This hinders the learning of everybody. Many pupils are immature and demonstrate their frustrations when they cannot get their own way with temper tantrums or sulking. There is some open disobedience towards teachers. Pupils are often noisy, indulge in idle chatter or work at half pace. They take too long to settle to their tasks and make a fuss when organising themselves to work. Some pupils have difficulty in concentrating for long periods and are unable to sustain effort. Although some pupils work together in pairs, many are unable to collaborate with others and are selfish. They do not listen to others' points of view and shout out across the classroom, even when they are reminded to put their hands up.

21. Behaviour in the playground is loud and boisterous and there are few places for pupils to go who wish to be quiet. Pupils are noisy and uncontrolled when they move around the school and often run down corridors and in and out of classroom doors to the playground. In the dining hall there is a high level of noise, although the acoustics of the room are a factor in this. During the inspection, some pupils were seen to be chasing around and spitting. There is a lot of litter on the floor which pupils carelessly drop.
22. There have been five fixed-period exclusions, involving five pupils over the past year. This shows an increase since the last inspection. Exclusions were as a result of persistent violent and abusive behaviour towards pupils and members of staff. During the school day, there are exclusions from the classroom when pupils' behaviour becomes difficult to manage. Some pupils recognise that this is a strategy used by teachers and use it for their own benefit in order to 'opt-out' of a lesson in which they are not interested.
23. Pupils' personal development is satisfactory, overall. Pupils in Key Stage 1 are keen to take on responsibilities in the classroom and take their duties, such as register monitors, seriously. All pupils are responsible for scanning their own library books and completing normal classroom tasks which most carry out properly. However, older pupils' personal development is hampered by their unsatisfactory standards of behaviour. Pupils in Year 6 say that most tend to 'follow the crowd' and are easily influenced by others. They feel that they would like to have more opportunities to have their say and to initiate their own ideas, such as fund-raising. Through the 'pupil council', pupils have recently had the opportunity to contribute their ideas on the issue of school uniform. When asked if they have enjoyed their time at school they show little real enthusiasm and some express concern about their move to secondary school.
24. The majority of pupils with special educational needs have a positive attitude to learning. They listen carefully and enjoy the withdrawal sessions. Pupils are eager to make progress and some ask for work to do at home. The majority behave well. Some pupils in Key Stage 2, who have behaviour as part of the reason for being on the school's register of special educational needs, behave badly on occasions. This affects their own learning and that of others in their class.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching is good, overall, and ranges from unsatisfactory to excellent. The good teaching has a positive effect on pupils' learning and the progress that they make. Teaching is satisfactory or better in 95 per cent of lessons. It is excellent in eight per cent of lessons, very good in 19 per cent and good in 41 per cent of lessons. Five per cent of lessons were unsatisfactory. The overall quality of teaching is better than at the time of the last inspection. In subjects, teaching in design and technology is very good or better and it is, overall, good in English, mathematics and science. There is some unsatisfactory teaching in physical education.
26. In Key Stage 1, teaching is good or better in 83 per cent of lessons and it is very good or excellent in 27 per cent of lessons. Lessons are well planned to develop pupils' knowledge and understanding and teachers have good subject knowledge. A variety of activities and teaching strategies are planned, which involve all pupils and sustain their interests. For example, a pupil unable to participate in a physical education lesson assessed other pupils'

- activities and achievements. Teachers consistently expect very good behaviour, so that no time is wasted in lessons through disruptions and pupils make good progress in their learning. Teachers plan very well with the learning support assistants, which ensures that all pupils learn well. Time is very well used in the majority of lessons. For example, in an information technology lesson, the teacher quickly checked that pupils understood how to drag the cursor, which enabled pupils to spend the maximum time possible on the task set. Tasks have a good level of challenge, which results in pupils' high level of motivation. This was seen in an excellent physical education lesson, where pupils developed their throwing and catching skills.
27. Teachers have high expectations that pupils can achieve well. This was seen in lessons with group activities, which encouraged independent learning. Pupils sorted plants and insects into sets using Venn diagrams. They had to discover, on their own, that nothing collected would go into the area where there was an overlap. Skills are very well taught. This was seen in a literacy lesson, in which there was a focus on library skills. Questioning is effectively used to make pupils think. For example, pupils were asked if living things always had to have legs in order to move. This resulted in a lot of thought and the awareness that snakes and worms move by slithering. Plenary sessions are well used to enable pupils to explain what they had achieved. The one unsatisfactory lesson lacked pace and challenge, which led to poor motivation by pupils.
28. In Key Stage 2, 57 per cent of lessons were good or better and 27 per cent of lessons were very good or excellent. Lessons are very well planned and very good use is made of the learning support assistants, which contributes to the progress that all pupils make. Teachers have good subject knowledge, overall, and this contributes to pupils' learning. This was seen in an information technology lesson, when the skills of using the spray in a graphics program were effectively taught, with the result that all pupils were then competent in using it. The very good and excellent lessons have a high level of challenge, and lessons are conducted at a rapid pace so that much is achieved. This was seen in a mathematics lesson, where all pupils were fully involved in their work.
29. In the very good and excellent lessons, teachers have high expectations of behaviour, to which pupils respond positively. In these lessons, the teachers are enthusiastic and their interest in the subject extends to the pupils. In some of the satisfactory lessons and in those that were unsatisfactory there was poor behaviour management, with the result that the lessons were disrupted. This applied particularly to some physical education lessons, where pupils were allowed to be argumentative and aggressive. It applied to some lessons in Years 3 and 4. However, where there was pace and challenge and very high expectations, these pupils responded well. This was seen in an excellent mathematics lesson, where the class teacher made very good use of pace and encouragement to interest and challenge all pupils. However, even in very good lessons, the behaviour of some pupils affected the learning of the whole class.
30. Resources are used effectively to stimulate interest. This was seen in an excellent history lesson, where Victorian artefacts were effectively used. Pupils were encouraged to be artefact detectives. They were taught how to handle the artefacts and how to gain valuable information from them. Where there is a good pace to a lesson, pupils are reminded about the amount of time left, which results in pupils being determined to complete the task set. Questioning is effectively used to make pupils think. This was seen in a design and technology lesson, when pupils were asked why their fairground models worked. Plenary sessions are very good when they are used to consolidate the learning that has taken place, or to challenge pupils. This was seen in a science lesson, when pupils were asked to create circuit diagrams to represent their burglar alarm models. The teacher encouraged them by saying, 'You can do it'. This immediately resulted in pupils confidently and successfully tackling the task.
31. The teaching of pupils with special educational needs is either by the class teacher giving work in class to match those needs, or by withdrawal. These withdrawal sessions are either on an individual basis, or in small groups. The standard of the support given by the teacher for special educational needs and the learning support assistants is consistently very good. Resources are used effectively and imaginatively. For example, a toy tiger was used to hold

letter shapes that pupils had to feel and guess. In addition, a pupil used a camera to create photographs of the origins of sounds around the school, which she then used to explain these sounds to others in her class. This makes learning fun and contributes to the success of these pupils. Positive comments are always given, so that pupils feel that their efforts are valued. For example, when a pupil gave a nonsense word with the correct sound, he was commended for trying hard.

32. Teaching is good in 'Circle Time'⁶, when attitudes and reasons for behaviour are explored. Where teaching is very good, teachers handle issues sensitively and give pupils confidence to discuss their own and others' problems.
33. There are inconsistencies in the quality of teachers' marking. Whilst there are good examples of constructive marking which guides pupils in their future learning, there are examples of work which consists of ticks or no comments at all. Teachers do not consistently reinforce their expectations of how pupils should present their work.

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

34. The school is successful in achieving its stated aim for the curriculum that it should provide a broad, balanced education for each child, be useful and highlight aspects of our common cultural heritage. This is in line with findings at the previous inspection. All statutory requirements relating to the National Curriculum and early learning years are met. Religious education is taught with regard to the locally agreed syllabus, although in Key Stage 2 insufficient time is allocated to teaching the subject.
35. The importance that the school places on play is reflected in the curriculum provided for the under fives which is very good. It is well matched to the needs of the children particularly in relation to language and literacy and contributes well to the very good progress which they make in learning. Time allocation in both key stages is heavily weighted towards English and mathematics. The very low allocation of time for music reflects its current status within school, although the school is aware of this through the appointment of a new co-ordinator. The curriculum in Key Stage 1 is good. The school's desire to retain a topic-based approach to learning has been successful. Much of the afternoon is taken up with groups of pupils working on a range of foundation subjects often linked to one theme. Its success lies in good teachers who plan well for the learning of discrete skills and whose classroom management is particularly good.
36. The curriculum in Key Stage 2 is satisfactory, although insufficient time is allocated to religious education, with the result that standards are unsatisfactory. Time is found for all subjects, some of which are enhanced by very good visits locally. There is still room, however, for further enhancement through activities such as instrumental tuition, choral singing and more opportunities for drama. The curriculum is adapted well to meet the learning requirements of pupils with special educational needs. This is achieved through very good individual education plans, work well matched to ability and the deployment of well trained support staff. Equal opportunities would be reinforced by policies which are more explicit about how the more able are to be challenged and how those experiencing behavioural difficulties are to be managed.
37. The school has implemented fully the National Literacy and Numeracy Strategies. Funding has allowed for resources which are adequate and sufficient. Teachers are committed to the strategies and their influence can be seen in the planning and delivery of other areas of the curriculum. The literacy strategy is well supplemented by the Additional Literacy Strategy in Year 4 and some additional focus on writing is helping to raise attainment. Unsatisfactory systems for setting in Year 5 and 6 have negated some of the benefits of the numeracy strategy in Key Stage 2 and resulted in this year's disappointing results.

⁶ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

38. The school has constructive but not extensive links with other schools and colleges in the area. Most children in reception have benefited from attendance at local playgroups. Subject co-ordinators gain confidence through meeting colleagues from other primary schools in the area to share expertise and plan joint approaches to new initiatives. Pupils from Newtown recently joined other primary schools to celebrate the Millennium with a performance of 'JC 2000' thus strengthening community links. Good relationships with the three secondary schools in the area help smooth the transition of pupils to their next stage of schooling. St. Vincent's College generously shares its sporting facilities with the school. Its students sometimes act as additional instructors and they benefit from work experience within the school.
39. Provision for personal, social and health education is satisfactory. The policy will be updated to include citizenship in the near future. 'Circle Time' provides safe, calm opportunities for pupils to reflect on their lives and actions and how they impact on others. An excellent lesson in Year 2 gave pupils the opportunity to celebrate the talents and uniqueness of each other. Working hard in literacy and being a good scientist as well as being funny were all seen as positive attributes. Parents and governors approve materials used in sex education and issues surrounding drugs are addressed through science in Year 6. The school nurse contributes to health education and the school has received the 'Healthy Schools' Award'.
40. The school has good links with the local community. The wealth of resources which are readily available have been used effectively to support and enrich the curriculum. The spiritual life of pupils is enhanced by services in the local church and by regular visits from its clergy. Ten members of the community who were recruited to support the 'Better Reading Programme' not only aided pupils' progress, but had a first hand opportunity of seeing their new local school in action. Celebrations such as 'Harvest Festival' provide opportunities for the mutual understanding of young and old as elderly residents join pupils for a service and tea. Visits from services such as the fire brigade enhance personal and social education, but this is an area for development. Information and communication technology is being used increasingly to widen knowledge of this country and abroad.
41. Provision for extra-curricular activities, as some parents identified, is unsatisfactory. The small breakfast club and the much larger after school club are successful and well run. They provide a good facility for working parents. These are paid for extras and not open to all pupils. The curriculum is insufficiently broadened by a range of out-of-class activities. The exceptions are football, drama and to some extent netball which are open to boys and girls. Parents and qualified coaches share the training of teams with members of staff. Road safety is stressed through cycling proficiency training and pedestrian awareness. A lunch time recorder club and a new baton twirling club make up the only other activities.
42. The provision for pupils' spiritual development is satisfactory. The school's aims and objectives promote care and inclusion for individuals. This is reflected in the school's positive and supportive ethos. This positive ethos is not reflected, however, in the behaviour of a small number of pupils in Key Stage 2. Pupils are given the time and opportunity to reflect on their lives and consider the lives and beliefs of others. A good example is in Year 2 where thoughtful prayers are written in the Jewish style. As a candle is lit, pupils pause to consider their journey through the infant years and then record their thoughts as they move on to Key Stage 2. Religious education helps pupils identify with other faiths and recognise the importance of spiritual artefacts and symbols. School assemblies provide opportunities for sharing talents and success, whilst providing peaceful moments for reflection.
43. Provision for moral development is satisfactory. 'Golden Rules' for good behaviour are clear and concise, but not always effective in practice. Staff take every opportunity to praise the positive and explain why certain behaviour is unacceptable. From the earliest days in school, pupils are taught to understand the difference between right and wrong. Well-chosen class reading books help them understand through literacy how actions have consequences. Themes in assembly give pupils encouragement to stick to their principles. Writing helps pupils explore moral issues and Year 4 described the sanctions taken when they got into trouble.

44. The provision for pupils' social development is good. Pupils work in a number of groupings throughout the day and usually respond positively. They clearly enjoy each other's company and the company of adults, with whom they converse readily. Pupils support each other in their work; they take turns and help each other in many ways. The library is a hive of activity and contributes significantly to the social development of pupils of all ages. Participation in some drama and music productions and the regular visits out of school aid social inter-action as well as enriching the curriculum. Residential visits and visitors to school widen the pupils' social experiences and broaden their knowledge of the world. The breakfast and after school club and the limited number of other clubs and activities outside the school day provide further opportunities for social inter-action. Social responsibility is fostered through fund raising for the National Children's Home.
45. The provision for pupils' cultural development is satisfactory. The study of Shakespeare resulted in the re-writing and production of 'Twelfth Night' by pupils in Year 4. The money raised enabled a visit to the Globe Theatre for a performance and a chance to question the actors. Children's classics such as 'Tom Sawyer' and works of Dickens are amongst the wide range of books chosen by older pupils. Other areas of the curriculum such as history and geography give opportunities for pupils to study their own culture and the culture of others. Year 4 pupils look at India and compare and contrast life there with Britain. Pupils of all ages study the local area and consider how it has changed over time. Assemblies and religious education, which includes the use of artefacts, extend pupils' knowledge and understanding of faiths other than their own. Music and art contribute insufficiently to cultural development. The music and art of cultures other than European are under-represented.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. As reported at the last inspection, staff at the school know pupils well and the individual care and support, for example when pupils are upset or unwell, are good. However, there are weaknesses in the school's procedures for promoting good standards of behaviour. The school recognises the need to ensure the consistent application of agreed standards through regular training for staff, especially in strategies for managing the behaviour of pupils with emotional and behavioural difficulties. Although plans are in place to address this, the overall educational and personal support and guidance for pupils are unsatisfactory because of the current inconsistencies in behaviour management which are having an impact on pupils' learning.
47. Before the inspection, there were no significant criticisms from parents about the care provided for their children. Parents say that they can approach the school if they have any concerns and they appreciate the way in which staff deals with any concerns that they may have about bullying. Those parents whose children have been upset by others say that the school deals immediately with their concerns. However, although most parents feel that standards of behaviour are good, these views do not correspond to the inspection team's findings that current behaviour management strategies are not sufficiently addressing the unsatisfactory standards of behaviour at Key Stage 2.
48. The school meets the statutory requirements for ensuring that it provides a safe place for pupils and adults to work. The health and safety committee of the governing body have carefully monitored the move to the new school premises to ensure that any potential areas of concern, for example the evacuation procedures in event of a fire, have been assessed for risk. The school is aware of some health and safety issues relating to the use of the field adjoining the school and the inspection team shares their concerns. Staff are appropriately trained in first aid and offer caring and sympathetic care to the many pupils who come in for treatment for minor bumps and scrapes.
49. There are good procedures in place for dealing with any concerns relating to child protection and pupil welfare. The teacher responsible for dealing with outside agencies has professional expertise and gives good advice and support to colleagues. The school recognises that a significant number of pupils suffer from social stress and has set up multi-agency meetings with outside support agencies to ensure that pupils and their families are receiving sufficient help and guidance. It is well supported by the educational welfare officer

who follows up significant patterns of pupil absence based on the school's good procedures for monitoring attendance. However, although some pupils have recently benefited from additional support from the EOTAS service (Education Other Than At School), the school says that they receive very little additional support from the behaviour support services. Staff are not confident when managing pupils who have specific emotional and behavioural difficulties and the policy of excluding from the classroom is ineffective for many of these pupils.

50. Although standards of behaviour in Key Stage 1 are good, the school's policy for monitoring and promoting positive behaviour throughout the school is unsatisfactory. The school has recognised that its current policy is now out of date and that the 'blue sticker' system has lost its effectiveness. A new behaviour policy has been drawn up, with the involvement of staff and parents, which clearly states the need for consistent reinforcement of positive attitudes and behaviour while making clear that unacceptable behaviour will not be tolerated. Training for staff, including learning support and midday staff, is planned for the week following inspection, but the implementation of the new strategies will not begin until the start of the autumn term. At present, staff are inconsistent in their methods of controlling and managing pupils' behaviour and the school wishes to ensure that all staff are well briefed before embarking on new strategies. However, staff report a steady decline in pupils' behaviour since the last inspection and they have significant difficulty in dealing with specific pupils.
51. Some teachers manage pupils' behaviour well because their good teaching skills maintain pupils' interest and concentration. Some teachers use 'Circle Time' well to involve pupils in discussions about how to treat one another and to develop respect for others. The use of exclusion has given a clear message to pupils that anti-social behaviour will not be accepted. However, it is evident that in the daily life of the school, some pupils are still unclear about what is acceptable behaviour and where the boundaries are. Midday staff say they are well supported by the headteacher in their difficult role and appreciate the school's commitment to involving them in training. However, they, too, report a decline in standards of behaviour in the playground and say that the new environment is more difficult to monitor and control. During the inspection, two midday staff dealt very effectively with a fight between two pupils and managed to diffuse a volatile situation. Older pupils say that they are not sure how bullying is dealt with. They are unclear about who they should report their concerns to and they do not know what happens to either the 'victim' or the 'bully' when they do complain. Pupils say that they are usually told to 'just walk away' but that this does not always help. The school has recently introduced a 'time-out' room where pupils who have difficulties in the playground can spend some time 'cooling off'. They are dealt with by staff in a positive manner and are integrated back with their peers at a suitable time.
52. The school has good procedures for monitoring pupils' personal development. The 'pink book' system is very well established and provides an attractive record of achievement and progress as pupils move through the school. Samples of good work and comments from teachers and parents at the end of the school year are presented in the books and are a valuable record of pupils' work and achievement. Pupils assess their own work and achievements in, for example, 'I can do' statements and begin to identify where they need to make improvements.
53. The school has good procedures for assessing pupils' attainment and progress and monitoring pupils' academic performance and personal development. New systems are in place and are not yet fully implemented. Use of assessment to inform planning is currently satisfactory. Since the last inspection, the school has made satisfactory progress in improving the quality of assessment. The reporting system has been changed and a new tracking system introduced to monitor achievement over time. Teachers will use the tracking and forecasting sheet for reading, writing and mathematics. This is due to be fully implemented next term and there is a clear action plan for this development.
54. Assessment in reception is very good and regular on-going assessment related to the 'Early Learning Goals'⁷ and other aspects of development, such as attitude to school and learning,

⁷ The new curriculum for children under six, starting in September 2000 which replaces the Desirable Learning Outcomes.

is recorded rigorously. Assessment, using the local education authority's scheme is in place for pupils entering the school under five. This is completed by the end of the first half term and targets for home and school are set and discussed with parents. Teachers and support staff in reception make assessments as a natural part of teaching and learning and this is used very well to inform planning.

55. Teachers regularly assess attainment and progress in English, mathematics and science and work in most foundation subjects is assessed at the end of each unit of work. There is some inconsistency in the accuracy of teacher assessment in English, mathematics and science at the end of key stages and this does not always conform with nationally agreed levels of attainment. In addition to National Curriculum tests in English, mathematics and science, standardised tests form part of the assessment procedure. Pupils have individual targets in English, mathematics and science. Mid year and annual reports are issued in the spring and summer term respectively and results of national tests sent home. Parents meet with teachers to discuss progress in the autumn and spring terms.
56. All pupils have an individual profile recording their attendance, personal and social development. Reading and spelling records are well maintained. Results are rigorously recorded throughout the school and these supplement national test results. The introduction of daily planning ensures that teachers use their assessment to guide day-to-day planning. The assessment of pupils who have special education needs is good. Individual education plans record pupils' progress well and focus on the particular needs of the pupils. Statutory requirements for assessment are fully met.
57. The records of achievement are excellent and provide a personal record for individual pupils as they progress through the school. The record of achievement ensures that an individual portfolio is compiled and recognises personal and social achievement. Each term, selected work is placed in the record of achievement. One piece of assessed work in English, mathematics and science is added to the records. An 'I can' statement completed by each pupil accompanies this. Pupils review their own work for the term and comment accordingly. Parents and teachers contribute to the records. These statements become more detailed as pupils progress through the school and encourage pupils to reflect on their own learning. Samples of best work from other subject areas are added during the year.
58. Tracking sheets have been established to identify progress over time in reading, writing and mathematics. These will be fully implemented next term and will be used to forecast achievement.
59. The school has a marking policy that identifies clearly intentions of marking but inspection evidence found inconsistency in the quality of marking throughout the school. Consequently, pupils are not always guided sufficiently well in their future learning.
60. The co-ordinator has an action plan for reviewing the marking policy and the school is on target to implement the new systems and review progress by February 2001.
61. The school provides very good assessment procedures for pupils' academic progress. These are effectively used to identify pupils with special educational needs early and to place them on the register of special educational needs, in order that they can gain the necessary support. Regular termly reviews are used to assess and meet these pupils' changing needs. However, the assessment of pupils with behavioural problems is not as detailed as those with learning difficulties. Records of these pupils are sometimes incomplete. Thorough records are essential in order that these pupils are given the support that they need. Not all pupils with behavioural problems are having their needs met as thoroughly as those with learning difficulties. There is very good liaison between schools when pupils are ready to move.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school has maintained the good links with parents reported at the last inspection. The quality of the partnership between home and school makes a good contribution to extending pupils' learning. Parents commented at the meeting before the inspection that the school is open and friendly and that they are encouraged to come in and help. They are pleased with

the development of the school and the leadership provided by the headteacher.

63. Most parents show very good support for the school. Nearly all parents say that their children like school and that they are making good progress because teaching is good and there are high expectations of their children. Most feel that they can approach the school with any concerns they may have and teachers and the headteacher address these concerns well. A number of parents are critical of the provision that the school makes for homework. They feel that there is inconsistency in the amount and type of homework set between classes in each year group and across the school. The inspection team finds that the provision for homework in Key Stage 1 is good and it is satisfactory in Key Stage 2, although there are some inconsistencies in provision between the classes. Many parents are critical of the provision for extra-curricular activities and individual parents commented to the inspection team that the school should provide more opportunities for pupils to take part in additional activities after school.
64. Overall, the quality of information provided for parents is good. The school prospectus has been updated recently. It is well presented and contains good information about the running of the school. The school has recently reviewed its process for reporting on pupils' progress and now provides a mid-term progress review in addition to an end-of-year report. The mid-term reviews give parents good guidance on where their children need to make improvements and the targets set are helpful to those who wish to support their children's learning at home. Pupils' end-of-year reports contain little written information and many just give grades for effort and achievement against descriptions of work covered. There are no identified targets for improvement in English, mathematics or science. However, the written commentary on pupils' personal and social development is good. Parents say, however, that they are pleased with this new format of reporting and that they have a clear picture of their child's progress. Day-to-day information about events and activities in school is provided through good, regular newsletters. However, the governing body's annual report lacks detail and parents are given insufficient information about the progress of the school since the last inspection or about the success of the school's policy for special educational needs.
65. The school shows a good commitment to partnership through its home-school agreement. It has begun to involve parents more fully in its development by inviting them to meetings to discuss changes in policy for uniform and behaviour and these were well attended. Parents' views, for example on the new system for reporting, are sought through questionnaires for which there is a very good response. The school encourages parents to help in whichever way they can. Although the numbers of parents who are regularly involved is limited, those who do give support are valued and welcomed in school. Some parents help with activities such as design and technology, football and netball and the county road safety scheme. Others, including grandparents and people from the local community, regularly hear children read as part of the 'Better Reading Partnership' scheme. A small group of parents give very good support to the school by running the 'Friends of Newtown' and their fundraising and social events are well supported by parents. The school recognises the needs of working parents and provides the setting for breakfast and after-school activity clubs that are well used by parents and enjoyed by the pupils who attend.
66. Overall, parents make a satisfactory contribution to their children's learning. The school has recognised that it needs to find more ways to involve parents in supporting their children. A recent family learning course for parents and children in the reception classes was well attended and helped parents to understand how their children learn in school. There are regular opportunities for parents to meet teachers to discuss their children's progress and teachers encourage informal links with parents by meeting them at the school gate at the end of the day. Although many parents hear their children read at home, particularly in Key Stage 1, there is evidence from the home-link books that this involvement tails off during Key Stage 2. The home-link books are not used as effectively as they could be to promote communication between home and school and to encourage parents to be more active in support of their children's learning.
67. There is very good communication between the school and the parents/carers of pupils with special educational needs. Parents are informed when the child is put on the register. The

school values the input of parents and the beneficial effect that this has on their children's progress. About half of the parents involved attend the review sessions. Parents are closely involved in setting targets which are achievable at home, such as chanting tables. A copy of the review is sent to parents who are unable to attend. There are good lines of communication between parents and school, both formally and informally, as the school maintains an open door policy

68. The governor with responsibility for special educational needs has good knowledge of this area of provision within the school and is undertaking specific training. A legal requirement about this area of provision in the governor's annual report is not met. Valuable opportunities are taken at the annual general meeting of the governing body for discussion about this area of provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The leadership provided by the headteacher is good. Together with the deputy headteacher, he is guiding the school forward with energy and commitment and is providing a clear educational direction for the school. Their unity of purpose is beginning to have a significant impact on the quality of education provided and the raising of standards as, for example, in English and science. They, together with the other senior managers, are fully aware of the strengths and weaknesses of the school and are taking effective action to remedy any shortcomings. The headteacher's good relationships with staff and governors allow for professional dialogue which helps the school to adapt to new initiatives and necessary changes with the minimum of disruption. Standards of communication within the school are good. All staff work well together and plan effectively in their year groups in their determination to raise standards.
70. The school improvement plan is a clear, useful working document and is based on a thorough audit of the school's current position. The involvement of both staff and governors means that educational priorities identified are highly relevant. Targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. It provides a secure framework upon which the school can plan effectively and judge value for money.
71. Educational developments are supported well through good financial planning. The school has good structures in place to ensure that its resources are managed effectively to support pupils' learning. The governors, through prudent management, have achieved a balanced budget this year. They take into account the implications of teaching appointments half way through the school year and always aim to keep staffing costs in mind when formulating the improvement plan. Good use is made of staff, accommodation and learning resources to support pupils' learning. A very good example of this is the way in which the library has been developed and is managed to improve pupils' reading and research skills. The recommendations of the last auditor's report have been implemented fully. The school always seeks best value for money in its spending. This is helping the school to achieve its objectives as set out in the school improvement plan. Specific grants for pupils with special educational needs and for literacy and numeracy are clearly designated and efficiently used. Good financial control is complemented by very efficient school administration. The office staff provides a very efficient service and a warm welcome to pupils, parents and visitors to the school. The caretaker provides efficient service in ensuring that the school is very well maintained.
72. The school's aims are clearly expressed and have been collaboratively developed and agreed. They are relevant and form the basis of a shared sense of purpose. The school is largely successful in meeting these aims, except in the case of expecting the most from all of its pupils in their behaviour. Policies, such as those for improving pupils' behaviour and teaching and learning, have been developed through detailed consultations with staff.
73. The headteacher and the deputy headteacher have monitored the quality of teaching and learning by direct classroom observation. Good use is made of performance reviews of staff to evaluate how well the school is doing. These reviews are used to inform in-service

training, priorities in the school improvement plan and support for individual teachers. There are very good induction procedures for newly-qualified teachers and for experienced teachers new to the school. Test results are closely analysed and comparative data are studied to identify areas for improvement. As well as internal monitoring, there has been monitoring by local education authority inspectors. This good level of quality control is effective in planning for improvement and in helping to improve standards. Subject co-ordinators and target groups monitor teachers' planning and set realistic and challenging targets for improvement. The role of the subject co-ordinator has improved since the previous inspection, but has yet to be fully developed to include the monitoring of teaching so as to promote consistency of practice in their subjects.

74. Satisfactory progress has been made in dealing with the key issues and other weaknesses from the time of the last inspection report. The governing body is closely committed to the school and meets its statutory responsibilities except in the case of reporting the success of the action plan and of the policy for special educational needs in the annual report to parents. The headteacher keeps governors very well informed and is committed to involving them fully in the life of the school. The governors respond well to this commitment and their role in shaping the direction of the school and their understanding of the school's strengths and weaknesses is developing well. New governors are well trained by the local education authority and established governors are attending training in performance management. Governors are open to new ideas, keen to monitor standards more directly and are setting up arrangements for more regular and systematic visits to the school. They are presently considering a draft policy for guiding their visits to the school, so that they become more efficient in the performance of their duties. The finance committee has an impressive knowledge and understanding of the school and its finances and plays an important role in ensuring the efficient use of resources. It meets regularly and successfully applies the principles of best value.
75. The headteacher, senior management team, staff and governors have a shared commitment to improvement in all aspects of the school's work, but particularly in the drive to raise standards. The school's own strategies for improvement, together with the introduction of the national literacy and numeracy strategies, leave the school well placed to raise standards and to meet its priorities for development.
76. The school is well staffed with appropriately qualified and experienced teachers who liaise well together and are committed to providing a high level of teaching and care. Teaching staff are well qualified to match the demands of the curriculum. Specialist knowledge and strong interests in subject areas are utilised when appointing co-ordinators to responsibility positions, for example art and physical education. Co-ordinators have a positive and enthusiastic attitude and are competent and knowledgeable about their subject. There is a good range of experienced and less experienced teachers.
77. There is an appropriate number of support staff who are well qualified and experienced and have a very good impact on the quality of support provided. They work very well with the teachers to provide very effective support for pupils and enhance standards of attainment. The office and administrative staff work very effectively to ensure the smooth running of the school and enhance pupils' learning. The caretaker provides very good support and is fully involved in the life of the school and ensures that the school functions effectively.
78. Arrangements for the professional development of staff are good. The staff use training days appropriately. There is a good policy stating the school's aims and philosophy regarding professional development. All staff employed by the school are included in the development programme. They all receive a basic induction and health and safety training. The school provides mentoring and training for classroom assistants. Induction of new staff and mentoring of newly-qualified teachers are good and they are well cared for.
79. The adequacy of the accommodation is satisfactory, overall, with strengths and weaknesses in the provision. The caretaker and cleaning staff work very well to ensure the very good upkeep of the accommodation. The new school is an attractive and welcoming environment enhanced by the good quality displays around the school. There have, however, been

problems with the new building and this has involved senior teachers using valuable time to sort out problems such as a leaking roof and problems with the guttering and rendering. The site is small and already another classroom is required for the autumn term. The classrooms are rather crowded and cramped for class sizes of thirty and there is little spare room available. The design of the boys' toilets creates extra burdens on cleaning staff. The acoustics in the hall are poor, causing unnecessary strain on teachers' voices and causing noise levels to escalate. The car park can be hazardous with pupils running between parked cars and cars moving off as parents collect their children. The playgrounds are well maintained. However, there is no school field for junior pupils to extend their skills in physical education, although they have access to a sports field which belongs to a local college. Storage throughout the school is inadequate and resources are often stored in cupboards and rooms with very high shelving, making access difficult.

80. Resources are satisfactory, overall, in most areas of the curriculum. The library is an excellent resource and a strength of the school. It is attractive and well used, encouraging pupils to research information, develop independence and enjoyment of books and promoting levels of literacy. There are books for all subjects and the number and range of the books are good. Storage of gymnastic and games equipment is not easily accessible for the hall. Gymnastic equipment has to be carried across a passage way and through two sets of doors before it can be used. This causes inefficient use of teachers' time and takes up valuable learning time. It results in apparatus being erected for pupils thus depriving them of learning opportunities in placement, lifting and carrying and working together co-operatively. The school uses visits very well, for example the visit to Portsmouth dockyard to study the development in ships across the centuries. The effective programme of visits to places of local and national interest supports pupils' learning and enhances the curriculum.
81. Provision for pupils with special educational needs is very well managed. The allocation of learning support assistants to pupils is flexible in order to meet the changing needs of pupils. Teachers, the co-ordinator for special educational needs (SENCO) and learning support assistants meet regularly, which ensures good planning and communication. Individual education plans are excellent with clear attainable targets, such as learning number bonds up to ten. Very good records are kept, which clearly show the progress of pupils and the support that they receive. The school has a very good, informative draft policy for special educational needs. This area of provision receives very good support from outside agencies, from the educational psychologist and health and education services, amongst others. The SENCO is committed to providing very good support for these pupils and has moved the school on in the compilation of the excellent individual education plans. The learning support assistants are well trained and experienced and have specific expertise applicable to these pupils.
82. Time is allocated to the SENCO for administration of this important area of provision. The teacher for special educational needs is the deputy SENCO, which ensures good provision at all times.
83. The school has a specific room for special educational needs, which is quiet and conducive to learning. The school has a toilet for the disabled and access for wheelchairs.
84. Resources for special educational needs are adequate, but poor storage facilities make them not readily accessible.
85. At the time of the last inspection, the school was reported to be providing good value for money. The school now gives satisfactory value for money. This judgement takes into account pupils' personal circumstances and prior attainment, the quality of education provided, pupils' attitudes, behaviour and personal development, improvement since the last inspection and the outcomes of education in terms of standards achieved. It takes into account the unit cost of education, which is above average for a school of this type.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to raise standards and to improve the quality of education, the headteacher, staff and governors should:

a) raise standards in mathematics and religious education in Key Stage 2 by:

- **in mathematics**, analysing the effectiveness of the present 'setting' arrangements on pupils' learning;
- improving pupils' recording skills and to present information and results in a clear and organised way, explaining the reasons for their presentation;
- reducing the use of photocopied worksheets;
- **in religious education**, ensuring that sufficient time is allocated to the teaching of the subject.

(paragraphs 8, 10, 14, 34, 36, 37, 134, 192, 194, 198)

b) improve the behaviour in Key Stage 2 by:

- ensuring that all staff have a shared commitment to implementing the new behaviour policy from the start of the 2000/2001 academic year;
- ensuring that the poor behaviour of a minority of pupils does not have a negative impact on the learning of the majority.

(paragraphs 15, 16, 20, 21, 22, 24, 29, 46, 47, 49, 50, 51, 153)

c) improve the consistency of pupils' presentation of work and teachers' marking by a rigorous approach to monitoring the application of the school's policy in these areas.

(paragraphs 33, 59, 126, 134)

d) write a policy which will show how the school will identify more-able pupils and how it will address their specific learning needs;

(paragraphs 12, 129, 146)

e) improve the teaching of physical education in Key Stage 2 through in-service training on the management of pupils in lessons;

(paragraphs 29, 190)

f) improve through in-service training the accuracy of teachers' assessments of standards achieved at the end of Key Stage 1 and Key Stage 2.

(paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	25	40	22	5	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	369
Number of full-time pupils eligible for free school meals	45

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	120

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	17
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	30	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	24
	Girls	25	28	26
	Total	46	49	50
Percentage of pupils at NC level 2 or above	School	77 (76)	82 (79)	83 (85)
	National	82 (81)	83 (82)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	24	22
	Girls	25	24	23
	Total	44	48	45
Percentage of pupils at NC level 2 or above	School	73 (66)	80 (85)	75 (87)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest 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	25	24	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	19
	Girls	18	14	15
	Total	35	34	34
Percentage of pupils at NC level 4 or above	School	74 (53)	69 (42)	74 (56)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	16	20
	Girls	14	12	16
	Total	25	28	36
Percentage of pupils at NC level 4 or above	School	51 (42)	57 (42)	73 (67)
	National	68 (64)	69 (64)	75 (70)

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	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	361
Any other minority ethnic group	0

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: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	258

Financial information

Financial year	1999/2000
	£
Total income	658,333
Total expenditure	666,355
Expenditure per pupil	1,810
Balance brought forward from previous year	8,103
Balance carried forward to next year	78

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	369
Number of questionnaires returned	181

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	4	0	1
My child is making good progress in school.	50	45	4	0	1
Behaviour in the school is good.	33	52	10	1	4
My child gets the right amount of work to do at home.	33	45	18	2	2
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	46	41	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	51	45	1	0	3
The school works closely with parents.	41	43	13	1	2
The school is well led and managed.	45	45	3	1	6
The school is helping my child become mature and responsible.	44	50	4	0	2
The school provides an interesting range of activities outside lessons.	22	46	22	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

87. The school admits children to the reception class in the autumn term of the year they reach five and entry to school is staggered, depending on birthday dates. There are two reception classes with two full-time teachers and two ancillary staff. During the inspection, there were sixty children in reception, six of whom were under five. At the time of the inspection, six children in the reception class were identified with special educational needs.
88. Evidence from assessment findings indicates that, on admission to the school, most children's attainment is well below that expected for their age in English, mathematics and knowledge and understanding of the world. There is a smooth transition between home and school and this has a good impact on children developing a positive attitude towards school. Very good relationships are established and open channels of communication between home and school are maintained. Children follow a broad and relevant curriculum, which provides very good opportunities for them to make progress in all areas of learning. The curriculum based on the Desirable Learning Outcomes is appropriate for children under five and they make very good progress. Children with special educational needs make good and sometimes very good progress. By the age of five, children have achieved the targets expected nationally for children of this age.
89. In the previous inspection report, provision for the under fives was good and identified as a strength of the school. Provision has improved from good to very good as teaching is consistently of a high standard in both classes. The support given by the two learning support assistants is consistently very good.

Language and literacy development

90. By the time they are five, children make very good progress and attain standards expected for children of this age in language and literacy. The teaching of literacy is consistently very good and occasionally excellent.
91. All children listen attentively to instructions, to stories and to each other in small and large groups. They learn the conventions of discussion, they talk confidently and clearly and they listen to others. The role play areas such as the animal clinic and the house provide the children with good opportunities to speak and listen to each other. More-able children use extended language and talk with growing vocabulary providing good detail when explaining events. They talk about the differences between humans and animals describing features such as 'fur' 'legs' and 'feathers'. Listening skills are very well developed. Children listen to the story of 'Tyrone' and they are fully motivated and eager to answer the teacher's questions about the story. Children explain the meaning of words such as 'swamp' and 'dinosaur'. The teacher's penetrating questions ensure that everyone understands the story. Children suggest explanations for the events unfolding in the story and show real concern about what will happen to 'Tyrone'. At the end of the story, children are eager to talk about possible future events. Teaching is very good and children are encouraged and stimulated to contribute. Their contributions are always valued and appreciated.
92. Children are well launched in reading and have many opportunities to read to adults. Children have a very good understanding of the difference between fiction and non-fiction books because the teacher explains the features of each. A significant strength in both reception classes is the excellent way teachers guide children's observations to know and understand the contents of the book, including the author, illustrator, title of the book and contents page. Evidence of this learning was noticed during the inspection when children confidently used the library and showed enjoyment of books and reading. They all have a positive attitude to reading and talk about books they read at home. They talk about the characters in their books and predict what might happen in the story. Children read accurately and fluently from their reading scheme books. They know very well how to tackle

difficult words by the use of phonics, looking at pictures and the first letter of the word. Evidence of very good learning is seen where children recognise the 'oo' sound and identify words such as oozy, too and soon in the text. Children take books home and reading records give detailed information about their attitudes and competence in reading. They enjoy reading the big book with the teacher. The teacher challenges and extends children's learning with words such as 'punctuation.' Children know, explain and recognise question marks and reported speech in the text and some more-able children use expression when reading reported speech and questions.

93. Writing is well linked to topic work. Children write a list identifying the menu for the 'Owl and the Pussycat's' wedding. Children independently write their own menu including items such as ice cream, cakes with cherries, cheese on toast. They confidently tackle words such as spaghetti bolognese. Handwriting is developing well and children show consistency in the size, shape and spacing of letters and words. Clear guidelines are given for handwriting and children practise the shape of letters. They write their own names and begin to write simple sentence copying the teacher's writing. They arrange words to make sentences and they are writing appropriate words inside speech bubbles. Children show very good development in ordering the sequence of events. They place pictures in the correct order to tell a story. The teacher continually challenges the children in the amount and quality of their work. The teacher guides children to spell words like 'are.' The excellent pace and levels of challenge ensure that children eagerly write words such as 'into'. Very good and sometimes excellent teaching guides children skilfully from supported writing to unaided confident writing. Very good use is made of the white boards to develop children's writing skills.

Mathematical development

94. By the time they are five, children make very good progress in mathematics and attain standards expected for their age. Teaching is good and often very good.
95. Counting is well developed. With the teacher's support, children count to fifty in fives and tens. They count forwards and backwards in twos to twenty. The teacher encourages children to use the hundred number square as a guide. The teacher challenges children to count numbers from ten to twenty using the carpet tiles. Children estimate which carpet tile 'Freddie Frog' will land on if he jumps two tiles. They develop enjoyment and competence through number games. A strength of the teaching is the use of repetition in the singing games which the children enjoy and the fun games that develop children's counting skills. They develop the ability to add and take away simple numbers adding small groups of objects together. More-able children play 'beanstalk maths', climbing the beanstalk by adding numbers; children are encouraged to select their own starting number. Lower attaining children read and order numbers up to ten.
96. Appropriate activities help children to develop an understanding of capacity. With the very good support of the learning assistant and using different containers, they are encouraged to estimate how many times the small cup of water will fill the larger container. They investigate to test their estimation. Learning opportunities continue in the informal play situation of the classroom. In informal play activities they use pasta to observe 'full' and 'half full'. During the inspection, children were observed discussing the amount of pasta in the container.
97. Children write numbers and practise writing the numbers, such as six. In the 'Jumping Frog' game, children use the white boards well to write numbers over ten, such as twelve. They write the price tickets for the 'Owl and the Pussycats' wedding presents. Children know and recognise real money, including one, two, five, ten pence pieces. Children match prices and amounts of money. They make good progress exploring different ways to make five pence using one, two and five pence coins. More-able children use ten, twenty and fifty pence coins to make amounts of money.
98. Children name basic shapes such as 'circle', 'square', 'rectangle', 'triangle' and 'hexagon'. The very good support and questioning of the learning support assistant enable children to recognise the difference between a 'circle' and a 'sphere'. They know and understand the

term 'symmetrical' because they paint a butterfly wing, folding the paper to make the symmetrical shape.

99. The teaching of mathematics is very good in both reception classes. Teachers and learning support assistants are enthusiastic and the children respond to the challenging learning activities with enjoyment and high levels of motivation.

Personal and social development

100. Personal and social development in both reception classes is very good and children make very good progress in this aspect of their development. Teaching in this area of learning is consistently very good in both classes. All adults provide good role models for the children and relationships are very good. Consistent messages are given to children to share and consider the feelings of others. From the time they enter school, they are taught about the importance of valuing each other and appreciating achievement.
101. The teachers are very good role models, encouraging children to smile at each other and start the day in a happy mood. Children develop independence and responsibility in many activities, including returning the register to the office. They are continually reminded to think of others, to listen quietly and look at others when they are talking. They develop a sense of responsibility when they take 'Bertie Bear' home for the night. Next day, they develop their confidence in speaking when they describe 'Bertie Bear's adventures in their home. Evidence of independent behaviour was strong during the weekly library session. Children select their own books and take responsibility for their own cards and scanning their new books through the computer. They are encouraged to think of others in their hands of friendship statements.
102. Moral development is very good. Children know the rules for using apparatus in the hall. They learn to share resources and distinguish between right and wrong. Children are asked to sit well, but the instructions are all given with gentle firmness and a positive, supportive manner that is most effective in developing children's confidence and enjoyment of school and learning. Children sustain concentration, answer questions confidently and talk about their work. They are sensible and thorough when clearing up resources. In outdoor play, children are guided to collect all the toys and return them to the outdoor store.
103. A significant feature in both classes is the way children are encouraged to be independent and contribute their own ideas.

Creative development

104. By the age of five, children make very good progress in their creative development and achieve standards in line with what would be expected for children of this age. Teaching in creative development is very good.
105. Resources, indoor and outdoors, create very good opportunities for role-play. Children enjoy dressing up as policeman and fireman and taking calls on the telephone. They create home and family situations with convincing conversations such as 'It's your turn, you must talk to your boss, you have got a day off work today.' Indoors the vet's surgery provides opportunities to develop caring and thinking of others. Children dress in white coats and give injections to toy dogs and cats. They co-operate well with each other to ensure that the pets are well looked after and given food and rest.
106. Children experience a range of materials and use paint and glue in creative ways. They create their own collage picture scene. The individual response to this activity shows a wealth of individual ideas. The pictures all have their own wooden frame and typed title that the children have helped to make. Children are confident with line drawings; for example they draw pictures for their class non-fiction book about animals.
107. Children show obvious delight in singing simple number and rhyming songs, for example 'Three green jelly fish sitting on a rock.' Singing shows good expression and dynamics and is

accompanied by simple actions. Teachers skilfully link learning with the topic focus and children use the computer to compose music for the 'Owl and the Pussycat's' wedding. They are encouraged to work with a partner selecting appropriate tunes.

Knowledge and understanding of the world

108. The children make very good and sometimes excellent progress in their knowledge and understanding of the world and achieve very good standards for their age and ability. Teaching in knowledge and understanding of the world is very good and sometimes excellent.
109. Children develop a good knowledge of the days of the week, the months, seasons, weather and year because the teacher regularly uses the calendar effectively to reinforce learning. Children are eager to change the information daily. These procedures ensure that children observe the daily weather conditions, identifying changes such as cloudy and dull or cold and wet.
110. Teaching of investigative and observational skills is excellent. Teachers and support staff make very good use of questions to extend knowledge and understanding and develop and extend vocabulary. Children know and explain how to make an electrical circuit. They know and use language such as 'crocodile clips', 'batteries', 'wires', and 'circuit'. They successfully complete the circuit making the lights light up for the 'Owl and Pussycat's' wedding. They know and explain that the circuit will not work without batteries and needs to be a complete circuit. Children investigate water and the effect of whisking. They observe and talk about the bubbles and show great joy when detergent is added to the water, making more bubbles. The teacher skilfully guides the children's observation of the bubble shapes when blown through a circle and a square shape.
111. In the weekly lesson for personal and social development, children develop awareness and appreciation of differences. They are encouraged to talk to others about the differences and similarities between animals and humans. For example, in a very good lesson, the teacher encourages children to identify one similarity and one difference. Children develop research information skills, for example about animals from reference books. Evidence of very good learning is evident, as children are eager to share their knowledge of insects, grasshoppers and cuckoo spit. They have a good understanding of living things because they grow beans in the classroom. Children identify the root, stem and leaves. The teacher uses the 'Owl and Pussycat' theme to introduce the children to different places of worship such as a church, temple and synagogue.
112. Children design their own decoration for a mitten and use sellotape and glue to join the material together. There are good opportunities within the classroom and during outdoor play to use construction materials. Children choose from a variety of construction materials to build a church for the 'Owl and Pussycat's' wedding ceremony.
113. Children develop competence on the computer through regular opportunities to practise their skills. Children have good control of the mouse and can direct and click on intended features they play in games. They observe changes through observation of photographs of themselves and their family. Awareness of routes and maps is developed when children draw their own route through and around the shape map.

Physical development

114. By the time they are five, children make good progress in their physical development and achieve standards appropriate for their age.
115. They are encouraged to improve their manipulative skills with a range of appropriate activities. Children use pencils, crayons, and scissors and paint brushes effectively and with confidence. They draw and cut out pictures of animals and insects they have researched in reference books. Hand and eye co-ordination is well developed through matching and

positioning shapes, decorating and sticking.

116. Children have regular opportunities to develop physical skills through structured lessons in physical education and in the more informal outdoor play session when children can make their own choices. Children change their clothes for physical education with minimum assistance. In physical education lessons, children know the rules very well. They know that a warm-up helps the heart beat faster and the muscles are warm. They enjoy the warm-up game of 'Captain's Aboard' and the teacher reminds the children to use both hands as they scrub the deck. Learning is good because the teacher constantly uses appropriate teaching to extend learning. Children know they should bend their knees as they land from a jump. They are developing good resilience and more-able children are beginning to demonstrate extension as they stretch into space. Spatial awareness is well developed as children find their own space and move sensibly in space alongside others.
117. They ride bicycles, demonstrating good control turning to the right and left, steering between the lines of the track. More-able children pedal, carrying passengers. Teachers set up a range of interesting and challenging activities in the outdoor space and this encourages high levels of enjoyment and interest. Children co-operate well in a large group, lifting and lowering the parachute. They demonstrate good running skills running around the parachute when it is their turn. Children show well-developed ability throwing and catching a large ball because the teacher emphasises sensitivity, control and appropriate teaching points. Children respond to the teachers' high expectations, showing good accuracy for their age as they throw, catch, roll and bounce a ball. They work with a partner or in threes, developing a little pattern of throw, bounce and roll. Children know the order of their actions.
118. Teaching in physical development is very good, overall. Teaching in gymnastic skills is good, teaching in games skills is excellent and teaching during the less structured exploratory and imaginative play is very good. The lessons are supported by good use of language to extend children's knowledge of physical activities.
119. All adults are highly motivated, enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of the under fives and provide a gradual transition to Key Stage 1 work through a well-organised range of appropriate activities. Teaching and support staff work effectively as a team. They are clear about roles and responsibilities and have common shared aims and objectives. This has a significant effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times. Routines are well established and children clearly know what is expected of them. A secure, purposeful and highly motivating learning ethos is established.

ENGLISH

120. Standards in English by the end of Key Stage 1 in 1999 were below the national average. This shows a decline in standards in reading and writing in comparison with the national average over the previous two years. Standards have fallen since the time of the previous inspection when they were reported as good, overall. In 1999, standards were well below those of pupils in schools similar to Newtown. The standards reached by girls in reading was below that of boys and the number of boys and girls reaching higher levels in reading and writing was well below the national average. Observation and test results show that standards have improved significantly this year, although there are no official national comparisons or comparisons with similar schools at this time. Inspection findings judge standards to be average.
121. Standards at the end of Key Stage 2 in 1999 were close to the national average. This shows an improvement on the previous two years when boys and girls were below the national average. Standards were in line with those in similar schools and at the time of the previous inspection. Observations and test results show that satisfactory standards have been maintained in 2000, although no comparisons are available nationally or against similar schools. Unofficial figures show an increase of 8 per cent in the number of pupils reaching the expected level 4 with the percentage of pupils reaching level 5 consistent with last year at 16 per cent. Targets set have been exceeded.

122. By the end of Key Stage 1, pupils' attainment in speaking and listening is satisfactory. Listening skills are often good, especially during whole-class work. Pupils show good re-call of previous lessons and prove by their answers that they have listened carefully to questions. They carry out instructions given orally and show animation when engaged in conversation with adults and peers. Although speech is clear and to the point, standard English is not always spoken. Pupils have a sufficient but not extensive vocabulary. However, good progress is being made. They are able to express their needs and opinions as when pupils in Year 1 were asked how they would feel on encountering a whale. They volunteered 'amazed, astounded and astonished.' Sustained role-play in the 'Estate Agents' in Year 1 and 'Travel Agents' in Year 2 stimulates imagination and reinforces the vocabulary used in other subjects.
123. Attainment in speaking and listening at the end of Key Stage 2 is satisfactory. Good opportunities in a number of subjects supplement the development of oral skills taught during English. Lessons such as 'Circle Time' and religious education help pupils to develop an emotional vocabulary and encourage listening with empathy. Pupils make progress in learning how language works and how words can be manipulated for many purposes. This helps pupils become confident speakers and listen to implicit meaning. Pupils in Year 3 show enjoyment in riddles whilst those in Year 4 show humour and sensitivity to the rhythm of language when completing a group poem. Older pupils justify their reasoning and present both side of an argument. Careful questioning by teachers and support staff helps to ensure that pupils with special educational needs make progress in line with their peers.
124. By the end of Key Stage 1, pupils' attainment in reading is satisfactory and sometimes good, maintaining the good progress made during reception. Exposure to a wide range of fiction and non-fiction widens choice and ensures that all tastes are catered for. Listening to reading aloud is a pleasure as pupils' enthusiasm bubbles over, as was witnessed in Year 2 with the story of the 'Ugly Duckling'. They identify characters and retell the plot and predict what will happen next. Increasing knowledge of letter sounds and the recognition of familiar words help reading skills. Developing reference skills help pupils select information from the library and class reference books. Home-school records show parents working in partnership to support their child's reading development.
125. By the end of Key Stage 2, attainment in reading is still satisfactory. Positive attitudes and willingness to sample a range of genres contribute to good learning. Many pupils, having been enthused by the school library, become members of local libraries. Research skills, such as skimming and scanning, learned during library lessons are used productively to extract information from a range of media, including the Internet. Whole-class books and regular opportunities for group and individual reading provide the regular practice needed to sustain progress and broaden horizons. Learning support assistants and good short-term targets on individual education plans contribute significantly to the good reading progress made by pupils with special educational needs. Progress is aided by the 'Better Reading Scheme' which involves members of the wider community supporting reading within school.
126. Attainment in writing at the end of Key Stage 1 is satisfactory. By the end of Year 2, many pupils have adopted a well-formed joined style of handwriting encouraged by the good start they make in reception. Unfortunately, good presentation is not supported well by an over use of work sheets. Strategies for teaching word building and common vocabulary help pupils in the good progress they are making with spelling. By the end of Year 1, more-able pupils can, with guidance, write a simple story. By the end of Year 2, they write for a range of purposes and begin to show empathy, for example in letters written to Grace Darling.
127. At the end of Key Stage 2, attainment is satisfactory. The school has worked hard to raise the standards of writing, especially for boys. Success can be seen by the developing use of lively vocabulary and closer attention to the structure of good writing. A Year 4 pupil writes 'I love to look at the blue sky/ Making pictures out of candyfloss clouds.' A budding author in Year 6 sets the scene with 'Fingers Mergrub was on the prowl, just waiting to pounce.' Pupils are keen to refine their work; they complete a pleasing amount in a given time and can recognise the devices used in the good writing of others. Information technology is used

insufficiently to support the drafting and re-drafting of work. The group of editors who produce the 'Newtown BUZZ' magazine show a good range of writing skills.

128. The National Literacy Strategy (NLS) has been thoughtfully implemented. Teachers have overcome some initial reservations and are now enthusiastic about its benefits. Strong leadership and very good co-operation between staff, including support assistants, have contributed to the success. Pupils in Year 4 who might otherwise struggle to reach the national average are being well supported by the Additional Literacy Strategy (ALS). Resources have been chosen with care. Big books for whole class reading are particularly enjoyed by pupils and used well to generate enthusiasm for the written word. The National Literacy Strategy has helped to widen the range of texts studied, introducing pupils to a broad spectrum of writing. The linking of reading with the skill required for writing is beginning to be observed in their own work and can be seen across the curriculum. For example, recording in design and technology provides the opportunity for pupils to demonstrate the key vocabulary which they are taught in a number of subjects. Correct terminology is used in science when wiring a circuit. Bread making is the stimulus for sequential writing in Year 2 and the skills of letter writing demonstrated in geography by Year 3 were commended by the recipients in St. Ives. The overuse of work sheets in a number of subjects does not support good presentation, especially with the development of handwriting skills.
129. Teaching is good and often very good. In Key Stage 1, the teaching is at least good in 87 per cent of lessons with over half of all teaching being very good. One lesson in Year 1 was unsatisfactory. Teachers communicate their enthusiasm for the subject well. Through the very good choice of books and the creation of a secure, sharing environment, the love of reading is being fostered. Active listening is enhanced. Good, focused questioning helps pupils of all abilities to develop their language skills, including the use of precise vocabulary. Teachers are secure in their knowledge of phonics and the strategies to use in developing written work. There is a consistency in approach in the teaching of spelling, although dictionaries are under-used. Pupils were not moved on fast enough in their learning in the one unsatisfactory lesson and the work was insufficiently challenging for the more able pupils. This teacher, as did all teachers in both key stages, worked in close harmony with the learning support assistants who contributed significantly to teaching and learning.
130. Teaching is at least satisfactory in all lessons in Key Stage 2. The majority of lessons (85 per cent) are good or better and some teaching in Years 3 and 4 is very good. In these lessons, pupils' thinking is challenged, for example when considering how different messages are conveyed through the vocabulary chosen. Pupils with behavioural problems are not allowed to impede the progress of others. Good teaching in all classes involves pupils in their own learning. The objectives of lessons are explained clearly and sufficient support is given to ensure success. A very good story written by the co-ordinator was used well by all teachers in Years 5 and 6 to focus on the devices used in writing and sufficient support was given to enable pupils to succeed as authors. Work in both key stages is very well planned for pupils with special educational needs.
131. The co-ordination of English is good. The skill of the co-ordinator is recognised by colleagues who have benefited from her expertise and thorough planning. A new co-ordinator is to take over the role in September. The literacy governor is supportive and, through her position on the school staff, is able to feed back informatively to the governing body. Good monitoring of the subject by senior staff and good liaison help to maintain high standards of teaching and parity between classes. Records of achievement, which include samples of written work from each term, contribute well to pupil assessment. The formal teacher assessment at the end of Key Stage 2 is a weakness, with attainment levels significantly under-estimated for the last two years. Marking is a weakness. English supports well the spiritual, moral, social and cultural development of pupils. Poetry helps pupils understand and express emotion whilst opportunities to consider consequences are afforded in reading and writing. The good provision for children's classics, the study and performance of Shakespeare as well as visits to theatres, including the Globe theatre, help pupils understand and appreciate the place of literature and drama in our culture. Stories and themes from other cultures are studied, but this is an area for development.

132. The library is a strength of the school. As a resource for learning and as an encouragement to sharing and enjoying the written word, it is exemplary. Its central position and eye-catching displays give it status and the enthusiasm of the library manager is infectious. All pupils learn reference skills, selecting information from a number of sources including information technology. All pupils from entry to school check their books in and out by computer. Pupils of all abilities are encouraged to choose from a wide range of genres as they curl up together sociably to share their reading or picture book.

MATHEMATICS

133. The results of the 1999 National Curriculum tests show that by the age of 11, pupils' attainment was close to the national average and to the average for schools with pupils from similar backgrounds. The number of pupils achieving the higher levels was close to the national average. Results of 1999 National Curriculum tests for pupils aged seven, show that attainment was below the national average, with just over eight out of ten pupils reaching the expected standard. The number of pupils reaching the higher levels was below average. These results show a significant decline in standards at the end of Key Stage 1 since the time of the previous inspection. This is because of an above average number of pupils with special educational needs in that year group.
134. Inspection evidence shows that standards achieved by pupils currently in Year 6 are below average. Although pupils' mental strategies have improved since the implementation of the National Numeracy Strategy, their recording skills are below average. Pupils in Key Stage 2 do not present information and results in a clear and organised way, explaining the reasons for their presentation. This is the result of an over reliance on photocopied sheets which, in turn, does not allow pupils to assess their own progress or for teachers' marking to extend their learning.
135. Pupils enter the school with well below average levels of attainment in mathematics. They make very good progress in reception and this provides a good foundation for their learning in Key Stage 1. Standards of work seen in Key Stage 1 during the inspection show that pupils currently in Year 2 are attaining average standards, with more pupils working at the higher levels than in 1999. Improved standards in this key stage are because of consistently good teaching, pupils' good behaviour and attitudes and the way in which teachers focus on developing pupils' mental skills.
136. Pupils develop a confident understanding of number systems and become increasingly proficient in mental computation as they move through the school. This is a strength of the teaching. Pupils benefit from regular practice at the start of lessons and from frequent opportunities to discuss different strategies. Where teaching is most effective, it is lively, has a brisk pace, challenges pupils with carefully targeted questions and enables the more-able pupils to make rapid progress. In some otherwise satisfactory lessons, pupils spend too long sitting on the carpet and become restless. This results in inappropriate behaviour, which affects the learning of all pupils in the class. Pupils with special educational needs are very well supported by well-trained support staff and this enables them to make good progress in their learning. By the end of Year 2, all pupils gain a good grasp of number facts to 20 and beyond. Most have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They recognise sequences of numbers, including odds and evens. More-able pupils use mental strategies, such as 'near doubles', for adding and subtracting numbers with two digits.
137. Most pupils continue to make good progress in their learning in Key Stage 2. This good progress is made by developing skills in analysing patterns in numbers, extracting and interpreting data and solving numerical problems. By the end of Year 6, most pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication tables. They add and subtract decimals to two places and have begun to use simple formulae expressed in words. More-able pupils calculate fractions and percentage parts of quantities and measurements, using a calculator where necessary. Pupils make good progress in probability and interpreting graphs, including pie charts, and draw

conclusions.

138. All aspects of mathematics, except for the ordered presentation of work in Key Stage 2, are given appropriate consideration. The National Numeracy Strategy has, for the most part, been successfully implemented. In some classes, pupils have too little time to record their work independently. In an excellent lesson, pupils in a Year 4 class worked enthusiastically with the teacher and each other, to estimate and compare areas of odd shapes by counting whole and half squares. With success behind them, pupils worked hard on very appropriate tasks to consolidate what they had learned. The class teacher set an excellent pace to pupils' learning and the skills of the learning support assistant were very effectively used to support the learning of pupils with special educational needs. Another excellent example of high quality teaching was observed in a lower Year 6 set group in which pupils were highly motivated by the teaching and persevered in recognising the equivalence of fractions and decimals.
139. The quality of teaching and learning is consistently good in Key Stage 1. Teaching was very good in 17 per cent of lessons seen and good in 83 per cent. Teaching is good in Key Stage 2, but not as consistently so as in Key Stage 1. In the lessons seen, teaching was excellent in 29 per cent, very good in 14 per cent, good in 28 per cent and satisfactory in 29 per cent. The quality of learning in some lessons in Years 3 and 4 is often disrupted by the inappropriate behaviour of a minority of pupils. Common features of the best lessons are teachers' positive rapport with pupils, high expectations of work and behaviour and lively presentation which captures the interest of all pupils. In addition, pupils benefit from clear explanations of strategies to successfully develop their mental skills. Teachers plan activities to build on learned skills and allow scope for individual learning and reflection. Most pupils in the school are keen to learn and their good behaviour and attitudes make a positive contribution to their learning.
140. The subject is well managed by the co-ordinator who has worked hard with colleagues to implement the National Numeracy Strategy. She has a clear view for the development of the subject. In order to raise standards in Key Stage 2, the co-ordinator has identified the need to monitor teaching to ensure consistency of practice and to review setting arrangements so as to improve provision for all pupils, especially for those of higher attainment. Pupils' learning is well supported by work in other areas of the curriculum, such as science, geography and design and technology.

SCIENCE

141. Standards in science in both key stages have risen since the time of the last report. In Key Stage 1 in 1999, 78 per cent of pupils gained Level 2 and above, as against 87 per cent nationally and seven per cent of pupils gained Level 3 and above, as against 20 per cent nationally. There has been a significant improvement in 2000 as 93 per cent of pupils gained Level 2 and above and 15 per cent of pupils gained Level 3 and above. There are no national averages for this year. In Key Stage 2 in 1999, 74 per cent of pupils gained Level 4 and above, as against 78 per cent nationally and 11 per cent of pupils gained Level 5 and above as against 27 per cent nationally. There has been a significant improvement in 2000, with 82 per cent of pupils gaining Level 4 and above and 21 per cent gaining Level 5 and above. At present, there are no national averages for this year. Inspection findings judge standards to be average at the end of both key stages.
142. At the end of Key Stage 1, pupils have a good understanding of experimental and investigative science. When conducting experiments, for example on materials that insulate, they predict, explain the concept of a fair test and use results to make sensible comments. Pupils have a sound knowledge of living things. They use their field studies effectively to sort what they had found into groups, such as living and non-living things. They explain that plants need water, food and light in order to grow. Pupils know that moths and butterflies are different colours and moths are brown so that they cannot be seen at night. Pupils know that materials have different properties and explain this clearly, with reference to the houses built in the story about the 'Three Little Pigs'. Pupils have a sound knowledge of light, sound and electricity. They explain that bulbs light up when circuits are complete and that sound

lessons with distance.

143. At the end of Key Stage 2, pupils conduct experiments, taking care to make accurate measurements and to record them in a variety of ways. Predictions and conclusions are missing from these experiments, which is an essential element of investigations. Pupils have a sound knowledge of living things and use observable features to group them. Pupils' observations of the life of a wood mouse are to a good level. Pupils have a clear understanding of the three states of matter and explain that liquids fill the shape of the container and that gases expand to fill any space available. They have a sound knowledge of physical processes. For example, they explain that gravity is a force and the forces continue to act on an object that is balanced. By the use of mirrors to show reflections, they explain that light travels. Their knowledge of electrical circuits is to a good level. For example, they explain that variations in current affect bulbs or buzzers.
144. All pupils, including those with special educational needs, make good progress in both key stages from a good understanding gained in the early years. This is due to the good teaching based on a sound scheme of work. In addition, the improvement in standards in Key Stage 2 is due to a thorough revision course with complementary homework, undertaken before the standard attainment targets were taken.
145. Pupils enjoy science and talk readily about the work that they have done. For example, pupils in Key Stage 1 explained how they had planted seeds, watered them and watched them grow. Pupils' interest extends beyond the classroom. This was seen in Year 6, when a pupil conducted an experiment with circuits at home, in order to find out which materials were conductors. Pupils tackle tasks in lessons with enthusiasm and concentration and are ready to explain their work. For example, pupils described in detail their model burglar alarms and explained that bulbs and buzzers would not work when placed in series, but would work when wired up in parallel.
146. The quality of teaching is good in Key Stage 1, with 50 per cent of lessons very good. It is good in Key Stage 2, with 75 per cent of lessons good or better. Teachers plan well and use time effectively. In the good and very good lessons, questioning is used to make pupils think. For example, pupils were asked why circuits did not work and what would have to be done to make them work. Different tasks for pupils with a lower level of attainment, ensure a good level of challenge. However, the more-able pupils are not always sufficiently challenged. The learning support assistants are very well used to provide support where it is most needed, and to ensure that pupils with special educational needs make good progress. Tasks capture pupils' interests and build on their own experiences. For example, pupils went out of the classroom to find living and non-living things and used what they found to sort into groups.
147. The school has a committed co-ordinator, who has produced a sound scheme of work that allows for progression and the necessary revision of topics, to ensure that good standards are achieved. There is an over reliance on worksheets, which does not encourage high standards of presentation. Visits considerably add to pupils' interest and knowledge.

ART

148. Overall standards of attainment in art at both key stages meet expectations for pupils of this age and pupils make satisfactory progress. During the inspection, two lessons were observed in Year 3. Due to the organisation of the timetable, no lessons were observed at Key Stage 1. A close scrutiny of pupils' work, teachers' planning and discussion with pupils and teachers enabled judgements to be made. Since the last inspection, standards have been maintained. The school has developed a visual scheme of work and planning identifies a clear progression in all aspects of drawing, painting, collage and sculpture.
149. Pupils in reception show well-developed imagination for their age and ability. They create their own, pictures using collage and painting, their work is labelled and displayed in individual wooden frames. Reception pupils are confident in their line drawings, communicating objects well. They use a wide range of materials and techniques. Printing is

well developed; pupils fold the paper to print butterflies when exploring symmetrical shapes.

150. By the end of Key Stage 1, printing techniques are well established and pupils' work shows good control. Care is evident in the work; pupils print with different shapes and colours. Effective line drawings show good attention to detail, pupils draw a range of different modes of transport. More-able pupils begin to use shading in their work. Colour mixing is good and pupils in Year 1 mix a range of colours to make a flesh colour. Art books are used for experimental work. Pupils use a range of materials and techniques well. However, evidence of pupils working in the style of professional artists is less well developed.
151. By the end of Key Stage 2, work is well linked to topic work. Pupils in Year 5 and 6 create effective pastel drawings of Jesus' temptations. The standard of this work is good. Steady progress in learning continues throughout the school. Pupils in Year 3 use collage and oil pastels to represent beach sculptures after a class visit to the beach. They use the stimulus of Michael Foreman's sand structures to create a collage using a range of materials, including newspaper, suede and leather and wallpaper and objects from the beach. The local area is well used and there are good opportunities for discussion and social development.
152. Pupils are interested in their work and eager to talk about their sculptures, describing the rough and smooth texture. Pupils use rough sketches and photographs as a stimulus before using oil pastels. Most pupils use the colours well, shading rocks and limpet shells effectively. Pupils with special educational needs receive good support from classroom assistants and are guided in their understanding and learning, for example clarifying the meaning of collage.
153. The majority of pupils remain on task and are well involved in their own learning and they concentrate well. However, a significant minority in Key Stage 2 do not settle to their work and engage in inappropriate behaviour and they do not organise their work effectively. Behaviour by some pupils impedes progress and the amount of work achieved and pupils with special educational needs require considerable support to complete their work.
154. Teaching is satisfactory. Careful planning ensures that learning is clearly identified. Introductions to lessons are often good. However, the pace of lessons tends to diminish after the good introduction. Planning identifies a clear progression in learning in all aspects of art, drawing, painting, collage, three-dimensional and print work. Techniques are clearly identified.
155. The resources are adequate, although resources need to be more accessible for all staff. The co-ordinator is aware of this and there are plans to remedy the storage and accessibility of resources. Professional artists' work is used as a stimulus, for example, Michael Foreman, but this aspect is under-developed, as is pupils' evaluation of their own work.
156. The co-ordinator has not had time to monitor work throughout the school. Pupils' work is appreciated and valued and displays of work around the school are good.

DESIGN AND TECHNOLOGY

157. At the time of the last inspection, standards were good at the end of Key Stage 1 and 'sound' at the end of Key Stage 2. Inspection evidence shows that standards are now good at the end of both key stages. The subject is well taught as a discrete subject and enhances other areas of the curriculum. A good example of this is when reception pupils design and make cars after reading the story 'Meg's Car' in their literacy lesson. Another good example of cross-curricular links was seen where pupils in Years 5 and 6 were making very good use of their knowledge of electrical circuits to power the fairground rides they had made. Evidence from lessons and an examination of teachers' planning, of work in progress and of past examples on display, show that pupils develop skills and techniques in meaningful ways.
158. By the end of Key Stage 1, pupils exhibit a good level of competency and choose from a range of tools, materials and resources. They assemble their products by cutting and

shaping components and materials with some precision. They use construction kits well to build toys with moving parts. Pupils use pictures and words to convey what they want to do. Pupils in Key Stage 2 work from plans they have produced, evaluate ideas, showing understanding of the situations in which designs will have to function and have an awareness of resources as a constraint. They understand and explain a variety ways of joining a structure together and think ahead about the order of work, choosing materials, tools and techniques realistically. They are good at evaluating their work as it develops, bearing in mind the purpose for which it is intended. Completed work in design and technology is imaginative and takes good account of aesthetic considerations.

159. Food technology is appropriately represented. A strength of the subject is pupils' skill in designing at the end of Key Stage 2. Their designs for carousels and other fairground rides are impressive. They produce step-by-step plans that identify the main stages in making and list the materials needed. Teachers ensure that all pupils have full and equal access to all aspects of designing and making. The subject makes an effective contribution to pupils' numeracy and literacy skills through the opportunities provided for measuring wood and other materials and in acquiring the appropriate design and technology vocabulary.
160. Although no lessons were observed in Key Stage 1, other evidence, such as discussions with teachers and analysis of pupils' work, indicate that teaching is good and that teachers ensure that pupils acquire new skills, develop their ideas and increase their understanding of the subject. The quality of teaching and learning is good, overall, in Key Stage 2. Of the lessons seen, one was excellent, two were very good and one was unsatisfactory. Teachers plan well and they have good knowledge of the subject, which enables them to teach the skills required. Pupils' behaviour is well managed and most teachers have good, positive relationships with their pupils. The unsatisfactory teaching was the result of unsatisfactory management of pupils, resources and time. In all other lessons, pupils' very good attitudes to work had a positive impact on learning. Pupils enjoy their lessons and are enthusiastic about their work. Girls and boys work equally well on tasks, and pupils work well together.
161. Very good use is made of learning support assistants to support the learning of pupils with special educational needs. As a result, they make good progress in their learning. An excellent example of this strong interaction between class teacher and support assistant was seen in a Year 4 lesson in which pupils were making excellent progress in their learning. In this lesson, pupils worked enthusiastically, with very high levels of concentration and independence, when applying finishing techniques to houses they had designed and made.
162. The subject co-ordinator has effectively reviewed planning to ensure good cross-curricular links. Resources are good, allowing the subject to be taught effectively. The scheme of work identifies skills to be developed and suggests ideas for teachers. The subject makes a good contribution to pupils' social development and sense of achievement.

GEOGRAPHY

163. Standards in geography at the end of Key Stage 1 and 2 are satisfactory. This is in line with standards at the time of the previous inspection. This judgement is based on the small number of lessons seen, the scrutiny of work on display and in files, looking at teachers' planning and speaking with teachers and pupils. The geographical skills, knowledge and understanding shown by pupils are satisfactory. Pupils in Year 1 draw a simple map to plot the route taken by a character in a story. They understand weather symbols and use them to chart weather during the week. Skills of independence are developed as pupils take it in turn to record the daily temperature. Year 2 pupils devise keys and make comparisons with the local area in their recording of a visit to Wickham. Pupils in Key Stage 2 have further opportunities to compare localities in this country and abroad. Year 3 pupils visit web sites to obtain information on Cornwall and pupils in Year 4 benefit from the personal experiences of their teacher in India. They study photographs, artefacts and videos when comparing their daily lives with children in Bombay. Pupils in Year 5 and 6 show good factual knowledge of the geography of the British Isles. They name major rivers and cities and show understanding of settlements on the Thames. They are articulate about what is good and what needs refining in the subject, correctly identifying that a concentration on environmental

issues is sometimes to the detriment of time spent on skills such as map work.

164. Pupils make good progress in Key Stage 1 through work well matched to their ability and interest. They explain directions on a map and use a variety of ways to record their work, including graphs and Venn diagrams. Good opportunities for role-play in the travel or estate agent's promote oral development. Progress in Key Stage 2 is satisfactory. Spiritual development is encouraged in Year 3 where pupils consider how environmental decisions affect the quality of our lives. They use digital cameras to record attractive and unattractive areas of their new school. The progress of pupils in this year is sometimes impeded by the poor behaviour of a minority of pupils. During Year 4, progress is made in map work with the study of maps of different scales and the use of grid references. The oldest pupils in Key Stage 2 study a river in detail and develop the vocabulary to describe its course. They consider similarities and differences between their lives and those of children in St. Lucia. Pupils with special educational needs make progress, often with good support, in line with their peers.
165. In the small number of lessons seen, all teaching was satisfactory, with most lessons good. These include the information technology lessons, with a significant geographical input. Teachers use information technology well to support teaching about geographical features such as lakes, mountains and rivers. Opportunities given to pupils to consult web sites or use CD-ROMs increase information technology and independence skills as well as supplying relevant geographical information. Resources are used imaginatively and attractive displays enhance the subject and stimulate discussion. More maps and globes are needed, however, in both key stages. The co-ordinator works hard but has insufficient time to monitor geography and this is unsatisfactory. The assessment of geography is unsatisfactory; there is no formal assessment. The curriculum is due for review in September when it is hoped that a new impetus will be given to the subject.
166. The local area is particularly well used to support learning about land use, maps, employment and transport. Walks close to school for younger pupils progress to a visit to Wickham in Year 2 and Alverstoke and the beach in Year 3. Local supermarkets and Portsmouth Naval Base provide other opportunities for learning. Homework is often imaginative and involves parents, as when they were asked to consider how would they improve Gosport or what re-cycled paper can be found in the home.

HISTORY

167. By the end of both key stages, pupils achieve standards that meet expectations for their age. Pupils make good progress in developing a sense of chronology and the depth of their historical knowledge and understanding. Good use is made of visits and local resources to ensure that progress is made in learning. The work in most year groups is as good as it could be for the ability of pupils. However, use of too much cutting and sticking in some lessons limits learning in history. Ability to relate new knowledge to prior learning is less well developed, as are depth and levels of inquiry.
168. A close scrutiny of work, including planning and discussion with pupils, enabled judgements to be made. Standards in history have been maintained since the last inspection and the quality of teaching is good, overall. Planning has improved and national guidelines are now being used well as a resource. There are good links with literacy in Year 2.
169. By the end of Key Stage 1, pupils have satisfactory knowledge of famous people in history such as Grace Darling. Pupils in Year 2 empathise with survivors from the ship 'Forfarshire' and discuss Grace Darling's heroic deed. Teachers use effective methods, encouraging pupils to record notes in a newspaper reporter's notebook. Independent writing is well used to explain the rescue in the form of a letter. Pupils write to express their thanks to Grace Darling, as if they were survivors from the accident. Pupils know the date of the rescue was 1838. The teacher encourages pupils to consider the consequences of the rescue and consider the passengers' feelings. They examine the captain's role and the cause of the accident. Pupils have sound knowledge of where the ship was going and why. They know that the engine blew up and the captain made the decision not to return the ship to the safety of the port. More-able pupils ask questions such as, 'Did the engine blow because of the

storm or because of the design?' More-able pupils have good knowledge of the story and events. They know that tuberculosis was a common illness at that time.

170. In Year 4, the visit to Portsmouth dockyard is well used to help pupils develop an understanding of the development of battleships over time and develop a sense of chronology. Pupils arrange the ships on a time line using Mary Rose, Victory, Warrior and modern ships; they enter dates and describe materials used for construction. More-able pupils research information from the library and bring in reference material from home. While the visit is effective in developing interest and motivation, follow up classroom activities using cutting and sticking skills are less challenging for this age group. All pupils can cut and arrange the ships in the correct order and pupils demonstrate more interest when given the opportunity to research information from books. Pupils compare differences between the Mary Rose and the Warrior and they use their experience of their visit to describe armoury, sails and power.
171. By the end of Key Stage 2, pupils have a good understanding of schools and school experience in Victorian times. Their understanding is helped by the teachers' good use of artefacts to develop knowledge, awareness and incite curiosity and interest. In the better lessons, pupils learn to handle artefacts with respect and care, contributing to moral development. Pupils identify and describe artefacts such as the slate, teacher's ink bottle, abacus and ink well. Pupils examine Victorian toys such as the ball and cup. They select their favourite five or six artefacts and identify their modern day equivalent. A strength in learning is pupils' ability to relate the objects to present day. All pupils describe modern day equivalents such as the computer replacing the abacus. More-able pupils know that there were no coloured photographs in Victorian England and that photographs were mainly black and white and sepia. In a good lesson, the teacher draws attention to the stern facial expressions, explaining that it took a long time to take a photograph. The rich collection of artefacts enables pupils with special educational needs to debate whether they would like to live in Victorian England. They talk about the fun of writing on the slate, but argue that it would be difficult to save their work and it would easily be rubbed off. More-able pupils demonstrate good knowledge of Victorian times.
172. Teaching is mainly good with instances of excellent teaching. A strength of teaching is the use of artefacts and the local area as a resource. Open-ended questions guide pupils to understand and identify a good range of facts about life in Victorian times. Good planning ensures progression and coverage. In the excellent lesson, the teacher uses role-play effectively to show the different relationships between teacher and pupil today and in Victorian times. The stern body posture and mannerisms are communicated effectively and pupils respond to this in their upright, alert body tension and apprehensive manner, never daring to look sideways and responding immediately to the teacher's commands. Tables are chanted and 'No sir, yes sir' frequently used. In the excellent lesson, the quality of discussion, penetrating questions and pace of learning is effective. High attaining pupils explain the consequences of change. For example, more paper is used today, but that can be a disadvantage for the environment. In lessons where learning is less evident, pupils spend too much time cutting and sticking. Assessment in history is currently under-developed. However, there are plans to develop this aspect next year.
173. Attitudes are good and pupils are interested in their work. This was particularly evident in Years 5 and 6 and Year 2. The effective use of artefacts and role-play encouraged good levels of motivation and interest in their work.

INFORMATION TECHNOLOGY

174. By the end of both key stages, pupils, including those with special educational needs, achieve standards which meet national expectations. The school has maintained the standards from the previous inspection. Literacy skills are used well through the reading of on-screen instructions and in word-processing stories and poems. Numeracy skills are applied successfully in the use of handling data to create graphs.
175. By the end of Year 2, pupils are confident in the use of the mouse and keyboard. They know

how to 'log on' and 'log off' to the school's network of computers. Pupils use their literacy skills well, including accurate spelling and punctuation when they word process factual accounts of different types of transport. In good work linked to geography, they use map symbols well to create imaginary islands. They follow on-screen instructions well to show, for example, 'from a lake in the north, a river flows north to the sea'. Pupils collect, enter and interpret successfully information which they display in graphs to show 'favourite pets'.

176. By the end of Year 6, pupils develop their word-processing skills well and show good skills in changing fonts, font sizes and the layout of their work. For example, in Year 4, pupils 'centre' their 'Who am I?' riddles. Desk-top publishing skills are used well, including combining text and pictures, for example in posters to advertise holidays in St. Ives or trips to Portsmouth Dockyard. Pupils are successful in combining text with pictures taken using the school's digital camera.
177. A significant strength is the school's use of information technology in the library. Pupils use a computer when borrowing and returning books by using 'bar-code' technology. They use the library successfully to research information using CD-ROMs, for example pupils in Year 6 in their study of 'sound'. They interrogate the library database to find which books will provide information they need.
178. Teaching of information technology is good, overall, particularly when the school's 'IT Suite' is used. Teachers show good subject knowledge and there is a strong emphasis on improving individual pupil's skills and knowledge. Very good use is made of learning support assistants, particularly in managing pupils in the 'IT Suite' which consists of two 'banks' of computers which are separated by a short distance. Learning support assistants are fully briefed by teachers and they support pupils' learning most effectively. Effective support from teachers and learning support assistants results in pupils enjoying lessons and being confident and capable in their work.
179. The subject is effectively managed by the co-ordinator. The 'IT Suite' is not, at present, used to its maximum potential, particularly in the mornings. The use of information technology to support pupils' learning in literacy and numeracy, whilst not unsatisfactory, is inconsistent. Resources are good, with the exception of printers which are slow and this results in pupils, particularly younger ones, being frustrated by their work not being printed by the end of the lesson.

MUSIC

180. Overall standards of attainment in music at both key stages meet expectations for pupils of this age and they make satisfactory progress in their learning. Music is a developing subject within the school. The recently-appointed subject co-ordinator, has specialist knowledge and is keen to develop music and raise standards within the school. A specialist music teacher has been working with most class teachers this year and this has had a beneficial impact on the quality and range of the music curriculum provided. There is a good balance of composition, performing and appreciating music. However, standards of performance in the Key Stage 2 classes observed are reduced by a minority of pupils unable to concentrate and becoming easily distracted.
181. Since the last inspection, standards have been maintained. Music is a developing subject within the school and there are currently no significant strengths in music. The school and co-ordinator are aware of the situation and an action plan is being compiled to develop teacher's subject knowledge and confidence. Planning has been developed that identifies progression and a balanced music curriculum throughout the school.
182. During the inspection, one lesson was observed in music at Key Stage 1 and Key Stage 2, together with a whole-school singing practice and a video of performance work. Scrutiny of planning and pupils' work, together with discussion with pupils and teachers, enabled judgements to be made.
183. By the end of Key Stage 1, pupils talk enthusiastically about music by Strauss. The teacher

makes very good use of this positive attitude to develop pupils' knowledge and understanding. Pupils enjoy the music and identify the percussion instruments used, for example the tambourine and drums. They talk about why the instruments were used in the music. For example, the drum is used to represent canon fire. The teacher uses a very good range of teaching strategies, getting the pupils to pass the tambourine around the circle without making a sound and developing concentration. This results in very good control. There is clear evidence of progression as pupils perform, using simple scores. They perform by clapping and using untuned instruments; they make very good use of the rest periods and rhythm. The teacher is very confident and work is linked to literacy as pupils have studied rhythm in literacy. Pupils handle instruments carefully as a result of the very good teaching and emphasis on how to use instruments.

184. Progression in learning is very good in Key Stage 1 and satisfactory at Key Stage 2. The teaching is consistently good at Key Stage 2, but the learning is only satisfactory because standards of behaviour affect progress in learning. Attitudes and behaviour are satisfactory, overall. Pupils in Year 3 experience playing from a graphic score with the title 'Underneath the Sea'. The teacher's specialist knowledge enables pupils to receive a balance of skills within the music lesson. Within the structure of the score, pupils interpret and express an aspect of sound under the sea. Pupils discuss the sounds from under the sea and draw and cut out sea creatures. The teacher extends learning by an effective use of questions to challenge pupils to consider the different sounds. They sort their fish into three categories of darting fish, gliding sea creatures and shellfish; they add sea plants and sea sounds such as bubbles, waves and sand movement. Pupils work in small groups selecting instruments and sounds appropriate to their group. The teacher mounts the pupils' ideas and arranges them into a pictorial score. Pupils develop their sounds in relation to the score and perform them. Pupils perform successfully in groups. More-able pupils play with expression and control and they communicate the characteristics of the gliding fish very well. Average and lower-attaining pupils resort to banging out the sound with little attention to rhythm and lower attaining pupils get carried away and do not watch the score carefully. Progress in learning and standards of attainment in performance are limited by inappropriate behaviour from a minority of pupils.
185. In Years 5 and 6, pupils develop their vocal skills and there is an appropriate attention to breathing. Pupils enjoy singing their Victorian songs and develop the technique of playing simple chime bars. They talk about why they like the songs, showing appreciation of the lyrics and rhythmic beat.
186. Resources are basic, the co-ordinator is aware of the need to make musical instruments more accessible and to increase the number and range of percussion instruments, including those from other cultures. There is a recorder club for a few more-able pupils and this provides good opportunities for pupils to extend their performance skills and knowledge.

PHYSICAL EDUCATION

187. By the end of both key stages, pupils, including those with special educational needs, achieve standards which meet expectations for pupils of this age. By the end of Year 6, 80 per cent of pupils meet the national expectation of being able to swim 25 metres unaided. Over the academic year, pupils receive a full programme of physical education activities.
188. By the end of Year 2, pupils know the importance of a 'warm up' and 'cool down' at the start and end of lessons. They know the importance of regular exercise in keeping their bodies fit and healthy. In gymnastics, pupils show a good awareness of space and move around the hall well. They are confident in using the apparatus, including the ropes and climbing frame where they work high off the ground. Pupils apply successfully skills learnt in floorwork to the apparatus. In games, pupils show good progress in the development of tennis skills. They learn to hold a racquet correctly and know how to volley to a partner.
189. By the end of Year 6, pupils show satisfactory skills in athletics, with more-able pupils showing examples of good performance and techniques. Pupils know the correct stance for the start of a sprint run. They know how to pace themselves in using stamina for longer

distance running. Skills in throwing the javelin and putting the shot are developed successfully. Pupils enjoy throwing the discus and show satisfactory technique. They respond well to opportunities to measure their performance and to improve the length of throws or times in sprint runs. In cricket, they show satisfactory skills in batting, bowling and fielding, including catching and returning the ball to the bowler or wicket keeper.

190. Teaching is satisfactory, overall, although it varies from very good to unsatisfactory. Strengths of teaching include sustained and vigorous 'warm-ups'. In lessons, teachers support pupils effectively by improving skills and techniques, for example in how to hold a javelin correctly. Pupils are managed well, including the organisation and rotation of group activities. Where teaching is good or very good, pupils make good progress in lessons. Example of unsatisfactory teaching were seen in Key Stage 2. In these lessons, teachers were not successfully managing the behaviour of a small minority of boys. This resulted in the learning of the majority of the class being unsatisfactory as teachers spent a disproportionate amount of time dealing with poor behaviour.
191. The subject is managed effectively and good resources support pupils' learning effectively. The school is aware of the need to check the sports field, to which the public has access, prior to lessons in order to check for litter and the fouling by dogs. Pupils enjoy an annual sports day and take part in netball and football clubs.

RELIGIOUS EDUCATION

192. Standards in religious education at the end of Key Stage 1 are in line with the expectations of the Agreed Syllabus. They are below the expected standards at the end of Key Stage 2 and have declined since the time of the last report.
193. In Key Stage 1, pupils explained why Jesus is important to Christians, that He is the Son of God and that He died on the cross. They recognise the importance of the cross to Christians and explained that it is to remind people that Jesus came to life after being crucified. They added that Jesus is always with us and that when they pray they talk to him. Pupils retell known Bible stories with confidence and clearly explain their meaning. For example, they retold the story of the lost sheep and explained that it shows that everybody is important to God. Pupils have a sound knowledge of both the Christian and the Jewish faith. They clearly explained that Jesus was brought up as a Jew and that the holy book for the Jews is the Old Testament. They added that Christians worship in churches and that Jews worship in synagogues.
194. In Key Stage 2, pupils have a muddled view of Christianity. They explained that Jesus was crucified to save the people in the world, but were unclear about what happened in the days before his crucifixion. Pupils know many of the stories that Jesus told, such as the parable of 'The feeding of the five thousand'. However, they were unable to explain the meaning of the stories. Their knowledge of other religions is unsatisfactory. For example, they were uncertain about where Jews and Hindus worshipped. Pupils were able to explain the differences between the Bible and the Torah and they know that the Torah is written on a scroll.
195. All pupils in Key Stage 1, including those with special educational needs, gain a sound knowledge of religious education, because teaching extends beyond the classroom. The short time allocated to the subject is very well used and the good teaching encourages pupils to work at home. This was seen when pupils brought in prayers that they had written. Progress is poor in Key Stage 2, because of the inadequate time allocated to the subject. This results in insufficient coverage of the locally agreed syllabus.
196. Pupils enjoy religious education. They listen carefully and respond positively. For example, they listened thoughtfully to a discussion about the 'Ten Commandments' and contributed their own ideas. They explained that rules are necessary to create an orderly community. Pupils tackle tasks with interest.
197. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2, with 25 per

cent of lessons very good. Teachers plan well and use the short time available effectively. Good use is made of artefacts to reinforce knowledge. For example, Year 1 pupils recognised a picture in the Bible as showing Jesus being baptised by John. Photographs of a Hindu wedding were effectively used to extend pupils' understanding and knowledge. In one lesson, pupils spent too long sitting, which resulted in the absence of any written work, the provision of which would consolidate learning. Good use is made of prayer to enable pupils to think about issues and to reflect.

198. The time allocated to religious education in both key stages is well below the recommended minimum. In addition, teaching to the schemes of work is unsatisfactory. Planning indicates an inadequate amount of work to be covered, even taking into account the limited time available. Children's Bibles are not available for classes, which considerably hinders the development of pupils' knowledge and understanding. At present, responsibility for religious education is shared and there is insufficient expertise by the co-ordinators to raise standards.