

INSPECTION REPORT

BIDBURY INFANT SCHOOL

Bedhampton, Havant

LEA area: Hampshire

Unique reference number: 116084

Headteacher: Mrs P Rowley

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: March 27th –30th 2000

Inspection number: 193012
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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	Fraser Road Bedhampton Havant Hampshire
Postcode:	PO9 3EF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Clark
Date of previous inspection:	04/02/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Hilary Bonser	Registered inspector	Religious education; geography; history; equal opportunities.	The school's results and achievements; teaching and learning; learning opportunities, including personal, spiritual, moral, social and cultural development; assessment; leadership and management.
Geraldine Osment	Lay inspector		Attendance; links with community; Care and welfare of pupils; partnership with parents.
Anthony Green	Team inspector	Mathematics; science; information technology; design technology; physical education	Financial efficiency; staffing, resources and accommodation.
Janet Sinclair	Team inspector	Under-fives; English; art; music; English as an additional language; special educational needs.	Attitudes, values and personal development.

The inspection contractor was:

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community infant school for boys and girls of 4-7 years of age. It has 169 full-time pupils, of whom 59 are in the reception classes and are not yet six years old. The school draws its pupils from the local area. Pupils come from a variety of backgrounds, including some from socially deprived homes. Pupils' attainments are below average overall when they start school. There are 44 pupils with special educational needs, which is above the national average. This is considerably less than at the time of the last inspection, although the number of pupils in the school has dropped only slightly. About twenty pupils are eligible for free school meals, which is broadly in line with the national average. At present there is a very small number of pupils who speak English as an additional language and come from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

Bidbury Infant School is an effective school with many good features. Pupils now achieve well, especially in reading, mathematics and science, where standards are above average. They behave well and are keen to learn. The school provides well for its pupils and the quality of teaching is good. The headteacher, governors and staff work together very well to improve standards. Compared to national figures, the school has a higher than average income, but provides sound value for money.

What the school does well

- Standards in reading, mathematics and science are above average and pupils make good progress.
- Teaching is good in three-quarters of lessons.
- The headteacher provides very good leadership; the school is managed very well overall.
- Pupils behave well and work very hard; they show good personal development and get on very well with each other and all the adults who work with them.
- Children in the reception classes receive a very good start to their education and achieve well.
- The school makes good provision for pupils with special educational needs; they make good progress.
- There are very good arrangements for assessing and recording pupils' progress and achievements.
- There is a wide range of good learning opportunities for all aspects of pupils' development.

What could be improved

- Standards of writing in Year 2.
- The match of work to the needs of more able pupils in some subjects.
- Some remaining inconsistencies in teaching methods and planning to make teaching and learning even better.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997, when it was found to be a school with some good features and several that were unsatisfactory. The action points noted have been tackled very successfully. Standards in reading, writing, mathematics and science have risen rapidly. Standards in geography have also improved. There have been substantial improvements in the quality of teaching and in planning and assessing the curriculum, all of which have contributed to the rising standards. The quality of leadership and management has improved further and governors are now more fully involved in the school. More improvements have also been made in the provision for pupils with special educational needs and for children in the foundation year. There is a strong determination in the school to continue to raise standards and the quality of teaching and learning, which is backed by effective action and good teamwork.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	C	C	C
Writing	E	D	C	D
Mathematics	D	C	B	B

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

The results from last year show that standards are above average in mathematics, and average in reading and writing, in comparison with schools nationally. Compared to schools with a similar context, they are above average in mathematics, average in reading, but below average in writing. This is because less than half of the pupils reached the higher grades of the average level 2. Over the last three years, results have risen rapidly. Current work and lesson observations show that standards this year have improved further and are now above average in reading as well as mathematics. This shows the increasing impact of the improvements since the last inspection, as well as measures such as the successful early introduction of the literacy and numeracy hours. Children in the reception classes make good progress, and by the end of the year, the majority meet the expected standards in all the areas of learning and exceed them in physical, personal and social development. In Key Stage 1, boys and girls of all abilities build on this secure foundation, make good progress overall and achieve well by the time they leave the school in reading, mathematics and science. The school is making good progress towards the challenging targets it has set to continue to raise standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good throughout the school.
Behaviour, in and out of classrooms	Good overall; it is very good in the reception classes.
Personal development and relationships	Good overall; very good in the reception classes.
Attendance	Satisfactory; similar to the national average.

Pupils are keen and very interested in their work. They behave well and this helps to create the orderly environment, where they feel secure. They show care and concern for each other and act sensibly. They work and play together very well and enjoy very good relationships with the adults in the school. They concentrate well when working on their own. In the reception classes pupils show high levels of independence and initiative, as teachers plan very carefully for this.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Good overall	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 overall is good or better in 76 per cent of lessons and very good in 9 per cent of these. No unsatisfactory teaching was seen during the inspection. This is a significant improvement from the time of the last inspection, when 15 per cent of teaching was unsatisfactory. Teaching is good overall in the core

subjects of English, mathematics, science, information technology and religious education, and also in music. This contributes strongly to the good progress pupils make in these lessons. In the well-taught lessons, teachers are very clear about what they expect pupils to learn. They use skilful questioning and well-matched activities to extend pupils of all abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; enriched by a good variety of clubs, visits and visitors.
Provision for pupils with special educational needs	Good; pupils have clear achievable targets and are supported well.
Provision for pupils with English as an additional language	Good; great care is taken to make pupils feel fully part of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall in all aspects. Very good provision for personal development in the reception classes.
How well the school cares for its pupils	Very good assessment arrangements contribute to the very good support and guidance pupils receive.

The good provision for bilingual pupils and those with special educational needs help them to make good progress throughout the school. In subjects other than reading, mathematics and science, the provision for higher attaining pupils is not as effective. The wide range of good learning opportunities contributes well to the great interest and involvement that pupils have in their work and to their good personal development and behaviour. However, pupils do not have as many opportunities to show initiative in their work in Years 1 and 2 as they do in the reception year. The school works well in partnership with parents and keeps them very well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher, supported very well by the senior management team.
How well the governors fulfil their responsibilities	Good; the governors take an increasingly effective and active part in the management of the school.
The school's evaluation of its performance	Strengths and weaknesses are analysed very well and result in effective action.
The strategic use of resources	Available money is used well to support priorities on the school strategic plan.

The headteacher has successfully promoted a very strong, shared sense of direction and effective teamwork. There is a very clear view of what needs to be done to raise standards and well-planned action to achieve it, as shown by the considerable improvements over the last three years. Principles of best value are applied very well to all decisions. The levels of staffing, the accommodation and learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• Their children are well taught.• The school expects their children to work hard and helps them to make good progress.• The school helps their children to become more mature and responsible.• The school is well led and managed.• Children are well behaved.• Staff are approachable and responsive to their views and concerns.	<ul style="list-style-type: none">• The range of activities outside lessons.• The information about their children's progress.

The judgements of the inspection team support the very positive views that parents have of the school. However, evidence shows that there is a good range of extra-curricular activities for older pupils and all pupils go on a wide variety of visits. There are also a good number of appropriate ways for parents to find out about their children's progress, including termly consultations, the sharing of targets and good quality annual reports, as well as informal meetings with teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results in the 1999 National Curriculum tests at the end of Key Stage 1, based on average points, are broadly in line with the national average in reading and writing, and above average in mathematics. The proportion of pupils reaching the higher level 3 is also close to average in reading and writing and above average in mathematics. Compared to schools in similar context, the results are above average in mathematics, average in reading, but below average in writing. Variations between the performance of boys and girls are not significantly different from the national picture. Teacher assessments in science indicate that standards are above the expected levels. National test results have risen rapidly since the last inspection from well below average in reading and writing, and below average in mathematics and science. In comparison to national trends, the greatest improvement has been made in writing, although the small proportion of pupils attaining the higher grades in Level 2 is reflected in the below average comparison with similar schools. The substantial rise in standards reflects significant improvements in the quality of teaching and leadership and management since the last inspection. These have added to the increasing impact of carefully focused, effective action to raise the standards of work of pupils of all abilities. This includes the early introduction of the national literacy and numeracy strategies, the consistent implementation of very effective curriculum planning and assessment, and further improvements in the provision for pupils with special educational needs.
2. Current work and lesson observations confirm that standards are above the expected levels in mathematics and science and continue to meet national expectations in writing. Standards in reading are now also above the expected levels. The school has set challenging targets this year to continue to raise standards in reading, writing and mathematics. These are based on the careful tracking of individual pupils and the school is on course to meet them.
3. Children's attainments on entry to the school, as shown in baseline assessments, are below those expected for their age especially in language and literacy and mathematics. Children make good progress overall and achieve well. By the end of the reception year, the majority of children meet the expected levels in all the areas of learning and exceed them in physical, personal and social development. In Key Stage 1, boys and girls of all abilities build on this secure foundation, make good progress overall and achieve well by the time they leave the school in reading, mathematics and science. This is a result of good teaching, challenging work and good support for those pupils in need of additional support. The good behaviour, concentration and positive attitudes that pupils have towards their work also make a significant contribution to this.
4. By the end of Key Stage 1, standards in English are above the expected levels in reading and meet them in writing, speaking and listening. Pupils make good progress overall. By the age of seven pupils listen carefully to their teacher and to each other. While some speak confidently in front of groups of different sizes, others still need help to explain their ideas clearly. Pupils achieve well in reading. They use a good range of strategies to establish the meaning of unfamiliar words and read a wide variety of books. They write sequences of simple sentences, using some punctuation. A few write interesting stories with well-chosen words and more complex structures. Their spelling of common words is generally accurate. However, pupils make generally better progress in writing in Year 1 than in Year 2 due to the limited focus placed on improving work and lower expectations of pupils in one of the Year 2 classes. The literacy hour has been introduced in a consistent way that gives continuity of approach for pupils as they move between year groups. The benefits from this are clear, in the good progress pupils have made over the last two years. All pupils are given frequent opportunities to practise and extend their literacy skills in other subjects. For example they record their observations in science and recount the events of the first Christmas in religious education.
5. Standards in all aspects of mathematics, including numeracy, exceed national expectations at

the end of Key Stage 1. Pupils make good progress and achieve well. By the age of seven, most add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. They improve their strategies for mental calculations. Pupils use and extend their numeracy skills across the curriculum. In a Year 1 science lesson for example, pupils draw graphs to show the growth of beans. Good use is made of information technology to support pupils' developing mathematical skills.

6. Standards in science are above national expectations, at the end of Key Stage 1. Pupils make good progress in all aspects of the subject and achieve well. They show a good understanding, for example, of the process of hypothesising, constructing a fair test and drawing conclusions. They can identify the major parts of the body correctly and describe the effects of heat on different kinds of food.
7. Standards in information technology meet national expectations at the end of Key Stage 1 and pupils make satisfactory progress overall. Pupils open files, edit, save and print their work confidently. The additional, well-used learning opportunities now available through the new computer suites are helping many pupils to improve their skills more quickly. There are good examples of the subject being used to support several subjects, including mathematics, history, art and literacy.
8. In religious education, the majority of pupils meet the expectations of the locally agreed syllabus at the end of Key Stage 1 and make satisfactory progress overall. They develop a good knowledge of Christianity and the key features of Islam. They improve their understanding of their feelings and actions, and of the effect of these on others. They show respect for the beliefs and values of others.
9. By the end of Key Stage 1, standards broadly meet the expected levels in art, design technology, history, geography, music and physical education and pupils make satisfactory progress overall. Standards are similar to those described in the previous report, except in geography, where they have improved.
10. The number of pupils on the special needs register has fallen since the last inspection. This is a result of earlier identification and more effective teaching and support, rather than any change in the intake of the school. Pupils with special educational needs make good progress towards the targets set in well-focused individual education plans. Tasks are well matched to their needs and they are very well supported with their work in class and when they are withdrawn for additional individual or group work. This is reflected in the significant number of them who meet the expected standards in reading, writing, mathematics and science by the end of Year 2. Pupils who speak English as an additional language make very good progress in their understanding and use of English, in relation to their prior knowledge. The school now takes careful account of regular assessment information to track the progress of every pupil and set to targets for them. Those who are not felt to be making sufficient progress are given additional support. This helps pupils of all abilities to achieve well in reading, mathematics and science. However in other subjects, higher attaining pupils are not always fully extended. There is no significant difference in the progress of boys and girls.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to school, behave well and make good gains in their personal development. This is similar to the findings of the previous inspection except that pupils' attitudes to school are better now.
12. The pupils enjoy coming to school, arriving in a cheerful and purposeful manner. The children in the reception classes are very keen to start their activities as soon as they enter the classrooms and go straight to the games and computer programmes on offer before registration at the start of the school day. Pupils move around the school calmly and sensibly. They respond well to what the school provides for them and are very interested and involved in all their work. They

display a very positive and enthusiastic attitude, assisting their learning. They show an interest in their work during whole class discussions, group work and when working individually across the range of subjects and engage in good levels of independent activity. For example, in one lesson seen, pupils in Year 1 worked independently over a sustained period of time on computer programs associated with their work in literacy. Pupils with special educational needs and English as an additional language are fully integrated and are keen and well motivated.

13. Pupils' behaviour in the school is good. It is very good in the reception classes. This supports the parents views fully that the school expects high standards of behaviour. There have been no exclusions in the last year. In class lessons and around the school, pupils are polite and treat each other, and adults, with respect. There are clear expectations within the school on how to behave, which pupils are aware of and respect. There is a pleasant atmosphere during break and lunch times. Behaviour in the dining hall and playground is good, with pupils organising their own games and co-operating well together. They show an awareness of those around them. No incidents of bullying or other oppressive behaviour were seen during the inspection and it is not a common occurrence in the school. Pupils are trustworthy and use the school facilities and resources with care. For example in all music lessons pupils handle the musical instruments carefully and sensibly both when playing them and in returning them to the appropriate location.
14. The personal development of pupils is good. They are polite, friendly and considerate of each other and adults, for example, in helping each other to fasten their coats. Pupils help with the day to day running of the school in a number of ways, such as taking registers to the office, and carrying out routine classroom tasks. This applies equally to the children in the reception classes as well as to pupils in Key Stage 1. There is good co-operation between pupils. They help each other in group work and wait their turn patiently and sensibly in activities and whole class sessions. In the reception classes there are good opportunities for pupils to use their initiative, for example, through their plan, do and review sessions. There are, however, few opportunities for pupils in Key Stage 1 to show their initiative as much of the work they undertake is heavily teacher directed.
15. Relationships across the school are very good. Even the youngest pupils under the age of five are capable of demonstrating a good level of confidence in their relationships, both with each other and adults. Pupils with special educational needs respond well when praised by class teachers and support staff and good, trusting relationships are well established. All staff provide positive role models and pupils clearly reflect the respect they are shown. Pupils share resources amicably, for example, in their use of computers where they generally work in pairs. Relationships in the school have a positive impact on pupils' personal development and create a good climate for learning.
16. Attendance levels are broadly in line with the national average and higher than reported at the last inspection.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and contributes significantly to the rising standards. It is good or better in 76 per cent of lessons and very good in 9 per cent of them. No unsatisfactory teaching was seen during the inspection. This shows a significant improvement from the time of the last report, when 15 per cent of teaching was unsatisfactory. Several factors have contributed strongly to this. Considerable improvements in the planning of the curriculum and in assessment and moderation procedures have helped teachers to provide a clearer focus for lessons and raised their expectations of what pupils might achieve. All teachers have taken part in carefully planned in-service training, which has resulted in a consistent approach to classroom organisation and management and the use of a broader range of teaching strategies. The successful early introduction of the literacy and numeracy strategies has contributed to this. The headteacher monitors teaching regularly and the discussion that follows leads to targets for further improvement. Teachers' full involvement in school development as subject managers, as well as class teachers, has led to a clear sense of direction and a shared commitment to continuing improvements.

18. The effectiveness of the measures taken to improve teaching is reflected now in the consistency of the good quality of teaching and learning. It is good across the core subjects in English, mathematics, science, information technology and religious education. It is also good in music and satisfactory in geography. In art, design technology and history, insufficient teaching was seen to make an overall judgement. The quality of teaching in both the foundation year and Key Stage 1 is good overall. In the foundation year, 65 per cent of teaching is good or better and 29 per cent of this is very good. In Key Stage 1, 83 per cent is good, although no examples of very good teaching were seen.
19. The teaching of literacy and numeracy skills is good. It has a significant impact on the good progress pupils make. Teachers work hard to plan and implement the national literacy and numeracy strategies consistently, helping pupils to build on previous learning. Teachers generally plan appropriately challenging activities for pupils of all abilities and have high expectations of the level of pupils' work, although there are some inconsistencies in this, in writing in Year 2. This helps them to concentrate, to extend their understanding at an appropriate level and to learn effectively. Teachers make very good use of regular assessments to track pupils' progress, to identify those who need additional support and to set targets for groups and individuals. They adjust subsequent work to take account of these and this promotes pupils' continuing progress. Teachers generally make good use of opportunities across the curriculum to help pupils develop their literacy and, to a lesser extent, their numeracy skills.
20. The teaching of pupils with special educational needs is good. The special needs co-ordinator and learning support assistants provide very effective support for pupils both individually and in small groups. Class teachers ensure that work is well matched to their needs in the core subjects of English, mathematics and science. They often deploy support staff to help their work in other subjects. When pupils meet the targets in their individual education plans, they are quickly moved on to new ones. All of this results in pupils making good progress towards their targets. Pupils who speak English as an additional language make good progress overall, as a result of good teaching and sensitive support.
21. In almost all lessons there are strong features, which create the very good working environment in the school and contribute to the good achievements of pupils and their positive attitudes to learning. Teachers expect pupils to work hard and to behave well. They help pupils to achieve this by creating a calm and purposeful atmosphere in lessons and organising the classrooms in a consistent way, which support pupils' growing independence. This is reflected in the way that most pupils listen well, and settle quickly and sensibly to group activities, frequently showing how well they sustain concentration and work independently. This is especially evident in the reception classes, where teachers make use of every opportunity to foster co-operation, responsibility and independence in the children. The impact of this was seen in an English lesson, when a group of children successfully organised themselves into twos and threes to solve a variety of alphabet puzzles. They worked in a mutually supportive and purposeful way for twenty minutes without direct adult supervision.
22. Teachers make good use of the schemes of work in their planning and assessments for all subjects, in a way that helps pupils to build systematically on previous learning. This is a marked improvement since the last inspection. In the very best examples, as in mathematics, teachers plan ahead only until the Wednesday of each week, so that work on the remaining days can be adjusted in the light of ongoing assessments, evaluations and the response of the pupils. Several teachers make very good use of the final part of lessons to assess and reinforce pupils' learning and help them to understand how this will be built on in the next lesson. Teachers have good subject knowledge, especially in mathematics, English, science, information technology and music. This enables them to use questioning and intervention very effectively to extend pupils' understanding and to increase their vocabulary by emphasising the correct use of specific words. For example, in a Year 1 literacy lesson several pupils responded correctly to questions such as, 'How many phonemes are there in this word and what is the consonant cluster?' Teachers liaise well with the skilled classroom assistants, enabling them to make a very effective contribution to the learning of pupils with special educational needs in particular.
23. There are several features that distinguish the good and very good teaching from that which is satisfactory. Teachers generally manage pupils in an effective, pleasant and consistent way.

This is based on the very good relationships and mutual respect between all adults and pupils. They value pupils' ideas and help them to develop their confidence and skills in articulating them. Good examples were seen of this in religious education lessons in Year 1, when pupils were discussing happy and sad experiences. In a few lessons, however, the teacher gave pupils little time to respond or to explain their ideas. In well taught lessons in Year 2 in music and in Year 1 in mathematics, the teachers shared very clear, precise objectives for each part of the lesson with the pupils, so that they knew exactly what they should be learning and improving at each stage. This helped them to make good progress. By contrast, in less effective lessons pupils are confused about the purpose of their activity, unclear how to proceed and achieve less. Some teachers now make relevant comments and pose very pertinent questions when marking work, to which pupils respond. This helps them to know exactly how to improve. However, there are some examples where little guidance is given.

24. Frequently what makes the difference in the quality of lessons is the nature of the questions asked. Many teachers use very skilful, open questioning. Good examples included a Year 1 English lesson based on 'Crazy Characters'. The teacher used her very good knowledge of the pupils to match questions carefully to their individual needs and to move their understanding and phonic skills forward. In a very good mathematics lesson in a Reception class, where a number line to 20 was used for a variety of very well matched activities, the teacher asked very focused questions to continually increase the challenge for different groups of pupils as the lesson progressed. By contrast, in some lessons seen, the teacher used only narrow, closed questions and pupils were cut short if they did not give the 'right' answer. This limited the opportunities to involve and extend pupils by building on their responses or to help them learn from their mistakes.
25. In reading, mathematics and science, teachers set challenging, well-matched work for pupils of abilities. However, in other subjects, there are still a few inconsistencies in the level of detail in weekly planning, especially about how tasks will be adjusted to fully extend higher attaining pupils. At present, in several subjects, the same task is often given to all pupils and adapted only for those with special educational needs. In religious education and the foundation subjects, teachers do not yet make use of information from their records about those pupils who are exceeding expectations, when planning subsequent work. Teachers set carefully identified targets for pupils regularly, which they use well to increase the focus of their planning and teaching. Although they share these with parents, they do not yet share them effectively with pupils, to involve them more in their own learning and to help them to review and improve their own work.

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

26. The school provides its pupils with a wide range of good learning opportunities. The planning of the curriculum has been considerably improved since the last inspection. There are now good, detailed schemes of work and cohesive policies for all subjects which effectively support continuity of learning for the pupils. The good planning is reflected in the way that the school successfully maintains a broad curriculum, which is clearly demonstrated in the attractive portfolios of work maintained for each subject. At the same time the school gives good time and emphasis to literacy and numeracy. Its commitment to this is seen in the introduction of the literacy and numeracy hours a year earlier than required. This has led to a good range of effective strategies in teaching these basic skills, which is reflected in the improved standards and quality of teaching. The curriculum also provides good opportunities for pupils to develop independence, although opportunities to make choices and take responsibility are limited after the foundation year. The curriculum promotes the personal, spiritual, moral, social and cultural development of its pupils well overall and this makes a significant contribution to their good behaviour and positive attitudes to learning. It also helps to prepare them well for the next stage of their education.
27. The school meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. Sex education is taught according to the school policy and integrated with drugs awareness into a good programme for personal, social and health education. This is well-structured, taught systematically and includes events such as Health Awareness Week.. Members of the local community make very good, regular contributions to this programme. A

very good example of this was seen when a local police officer talked to Year 2 pupils about the use and abuse of syringes, as part of the 'Getting It Right' programme. The session was lively, very well paced and pitched and very informative. The pupils were totally engrossed, participated well and learnt a great deal. The curriculum is further enriched by a good variety of other visitors, such as drama groups and members of the Bournemouth Symphony Orchestra who lead music workshops. Well-planned visits within the locality, including those to the Sea-Life Centre and Bedhampton Arts Centre further enrich pupils' learning opportunities. Older children extend their interests through a wide range of clubs, including those for French, bird-watching, funfit, recorders, computers and gardening.

28. The school places strong emphasis on ensuring that boys and girls of all abilities and cultures have full access to the curriculum and that they are suitably challenged. This is seen, for example, in the good provision for pupils with special educational needs. Individual education plans have clear, specific and assessable targets for improvement and clearly define the work to be done. They are reviewed regularly, motivate pupils well and help them to make good progress. Good provision is also made for the small number of bi-lingual pupils, with close attention given to ensure they are integrated well and that their own culture is celebrated in the school. This is done with considerable insight and success. However, in subjects other than English and mathematics, activities do not always take full account of the particular needs of higher attaining pupils.
29. Provision for pupils' spiritual development is good. Religious education lessons and regular circle time activities give pupils opportunities to talk, think and reflect on their own feelings and those of others. A number of the assembly themes and religious education topics also provide good opportunities for pupils to develop understanding and respect for the values and beliefs of others, as well as helping them to explore their own. These are made particularly effective through sensitive and well-informed teaching. Pupils explain what makes a favourite place special for them, such as a tree-house where one child listens to the birds singing. They write different kinds of prayers. Well-chosen music creates a calm and quiet atmosphere in assemblies, but opportunities for pupils to engage in quiet reflection are limited. The daily act of collective worship meets requirements. The use of the school grounds and local area for environmental work contributes well to pupils' appreciation of nature.
30. There is good provision for pupils' moral and social development. Pupils are set a very good example by all staff and have a clear understanding of right and wrong. This is helped by opportunities for them to draw up their own classroom rules and to explore issues together in circle times. All staff have a positive approach to managing the pupils. They apply the behaviour code consistently. Classrooms are organised and managed in a way that encourages pupils to be independent and responsible from the time they start school. They are given frequent opportunities to work together in pairs and small groups, where they are helpful and supportive to each other. Teachers also make good use of circle times to encourage co-operation. However, opportunities for older pupils to take responsibility and to show initiative do not fully exploit the good start pupils get in this in the reception year. Pupils become more aware of the needs of people in the wider community, when Harvest gifts are given to a young people's centre and they send Christmas 'shoeboxes' to children in Romania.
31. The school makes good provision for cultural development. The wide range of visits, visitors and creative arts workshops increases pupils' knowledge of their own and different cultures. Religious education provides opportunities for pupils to learn about their own Christian heritage and about the traditions and home life of Muslim families. All resources for play and for learning are carefully chosen to represent the multicultural nature of Britain and to increase pupils' awareness of this. The value placed by the school on families of other cultures within their own community, which is clearly evident, for example, in the celebration of their languages around the school, provides a very good model for the pupils.
32. The local community makes a good contribution to pupils' learning. Members of the public services and other groups, such as the leisure centre and a mobile farm, visit the school to broaden and reinforce pupils' experiences. Local ministers take assemblies each term. There are good links with local pre-school groups. They are particularly close with the group on site, with

staff working together to help the youngest children settle happily into the reception classes. The school is a member of an active local school cluster who liaise closely to promote continuity for pupils as they move between schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides very good support and guidance for all pupils, which makes a significant contribution to the improving standards and the good progress pupils make. The school has successfully maintained the caring ethos identified in the last inspection. The school takes good steps to ensure pupils' welfare, health and safety. There are very good relationships at all levels and all pupils feel confident that there are sympathetic adults to whom they can go with any problem. All staff work hard to maintain positive relationships; they know the pupils and their individual needs very well and this supports their careful informal monitoring of personal development. The school gives a good level of support to pupils with special educational needs and successfully ensures that they are fully integrated into school life. Effective use is made of external support services such as the educational psychologist. Bilingual pupils are also supported very well. The emphasis in the school on valuing and celebrating their home languages and cultures, which are reflected in displays and resources around the school, help these pupils to feel very much part of the school.
34. The school has an appropriate health and safety policy. Regular fire practices take place and are recorded and the headteacher, chair of the buildings committee and caretaker regularly undertake risk assessments of the school. Suitable arrangements are in place for first aid and medical support. There are sufficient trained first aiders on the staff and pupils know the routines should they be needed. The school has good arrangements in place for child protection and all staff are aware of the procedures to be followed. The headteacher is the named responsible person and has received appropriate training for this role.
35. Since the last inspection the school has put good procedures in place to monitor and improve attendance. The administrative assistant rigorously monitors attendance registers and instances of unexplained absence are followed up. Registers are taken very briskly at the start of morning and afternoon sessions and this ensures a prompt start to lessons. Parents are reminded regularly of their responsibility for their children's punctuality and attendance in the school prospectus, the home-school agreement and newsletters.
36. There are good measures to promote good behaviour and personal development. These include a well-balanced programme for personal, social and health education. The behaviour policy includes a very clear system of rewards and sanctions and it is implemented consistently by all staff to ensure that all pupils behave well in classrooms and around the school at all times. All pupils move around the school in an orderly way. Good behaviour and effort are rewarded through verbal praise, merits and certificates and celebrated through the weekly achievement assemblies, which are valued by the pupils. Parents are happy that the school is helping their children become mature and responsible.
37. Overall, the monitoring of pupils' academic performance and personal development is very good. There has been an outstanding improvement in assessment procedures and the use of the information produced, since the last inspection, when these were described as unsatisfactory. It has made a considerable contribution to the improvements in teaching and the rapid rise in standards over the last three years. One of the key factors in this is the consistency with which all teachers implement the agreed policies and systems across the curriculum. The results of baseline and ongoing assessment in the reception year are used very well to match activities to the needs of the children. Appropriate targets are set for improvement, which are shared and reviewed with parents. Baseline assessments are also used well for the early identification of pupils with special educational needs, whose progress is also monitored thoroughly. Screening tests at the end of the reception year are used well to identify pupils who are not making the expected progress. They are given additional support through, for example, the 'Sidney' programme in Year 1.

38. Information from the national tests each year is now carefully analysed to identify areas of weakness in the curriculum or, for example, differences in the performance of boys and girls. The findings from this are used as the basis for new targets for English and mathematics in the following year's school improvement plan. Focused and effective action is then taken to raise standards further. As a result of this, last year, for example, targets to increase the number of pupils reaching Level 2 in writing, reading and number were successfully met.
39. There is a consistent pattern of termly assessments in reading, writing, mathematics, science in each year group, which are analysed carefully in relation to the expected national standards. The results are used as the basis of a rigorous tracking system of pupils' progress in reading, writing and mathematics. Teachers analyse the progress of individuals and groups within their classes against the school targets for the year and adjust the level of support and the focus for their teaching accordingly. A very effective system for teachers to moderate the work underpins this process. It promotes the accuracy of their judgements and raises their expectations of what pupils might achieve. It has also refined teachers' understanding of the characteristics of the different levels of work within the National Curriculum and this had led to a much sharper focus in their teaching.
40. The assessed work is kept in individual 'snapshot books', which also provide a very good record of pupils' progress in English, mathematics and science, as they move through the school. Targets are then set for each pupil for the next term and these are shared with parents, although teachers do not yet fully involve the pupils in using them to improve their work. In addition to this, key objectives for each subject from the schemes of work have been used to identify the expectations for each year group, which are exemplified in attractive and very useful subject portfolios. The expectations are used as the basis for good, manageable, consistent records of pupils' progress and achievements across all subjects, although teachers do not yet take full account of the information in some of these, especially when planning subsequent work for higher attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has a good partnership with parents. In response to the pre-inspection questionnaire many parents and carers indicate that they have positive views of the school. Almost all agree that their children like coming to school, that they are expected to work hard and make good progress. Many feel that the school is well led and managed and that they would feel comfortable about approaching the school with questions or problems. Most parents are satisfied with the work their children are expected to do at home. Throughout the school reading and spellings are set regularly to support the curriculum and develop pupils' independent learning skills. Concerns expressed by parents regarding the limitations of the information about their children's progress and the range of extra-curricular activities were not borne out by inspection evidence.
42. The quality of information provided for parents is very good and has improved since the last inspection. The school uses a good number of ways to inform parents about the progress their children are making. Parents are invited to a consultation each term, when the results of termly assessments are discussed. The headteacher and teachers are willing to meet parents at other mutually convenient times. Annual reports to parents are of a good quality. They provide detailed information about pupils' progress and clearly indicate how pupils could improve their performance in each subject. The annual reports are produced in the spring term and parents have an opportunity to meet teachers to discuss progress and the targets that have been set. Pupils' termly targets are shared with parents in their home link books. At the end of the summer term parents are sent end of year reviews and are invited to talk to teachers about these. Parents of pupils with special educational needs are kept fully informed of their child's progress through the school's termly meetings and are encouraged to contribute to individual education plans in order to help their children.
43. The prospectus and regular newsletters keep parents up to date with the day-to-day life of the school. The school has a useful web site from which parents can also access information. Parents are regularly informed about the topics their children will be studying. Workshops have been held for parents of reception children on how reading, writing and mathematics are taught. The school has also produced useful booklets about this for parents. Home visits are an

important feature of the induction programme, which are valued by both parents and teachers. Meetings are also held to inform parents about the national tests in Year 2 each year. An appropriate home – school agreement provides additional information as well as inviting comments from parents.

44. Parents are appropriately involved in the everyday life of the school. They are invited to assemblies, to have a lunch with their child, book fairs, school productions and to a 'Digging Party' when bulbs were planted in the school grounds. Several parents come into school on a regular basis to help pupils with cooking. They support their children's learning at home, mainly by hearing them read. Through the Friends of Bidbury Infants' School, parents are supportive of the school. They buy additional learning resources such as 'roamers'. They also pay for entertainment for the pupils at Christmas and the Leavers' Disco and have purchased attractive curtains for the hall. Funds are raised from a variety of events including summer and Christmas fayres and an Egyptian evening.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The overall leadership and management of the school is very good. There has been a very effective response to the weaknesses identified in the previous report, three years ago. Since then, there has been a substantial year by year improvement in the standards of reading, writing, mathematics, science and geography and in the progress made by the pupils. This is a result of considerable improvements in the quality of teaching, in leadership and management, in the planning of pupils' work and in assessment. Well-focused strategies such as the early introduction of the literacy and numeracy hours have also contributed. In addition to this, there has been a significant improvement in the informed and active involvement of the governing body.
46. The headteacher provides very good leadership. She gives a strong sense of direction to the work of the school, which is clearly focused on raising standards and the expectations of performance through improving the quality of teaching and learning. She has shared this very effectively with the staff, governors and parents, securing the commitment, enthusiasm and willingness of all to continuing improvement. It results in a well co-ordinated team, working with a clear sense of purpose towards common goals. A particular strength is her very well judged pace of change and development. This is based on a thorough recognition and analysis of strengths and weaknesses of the school, drawn from performance data, observation and discussion. It is reflected in clear, specific, well-prioritised development and action plans.
47. The clearly stated mission statement and aims of the school are very evident in its policies and procedures and promoted consistently in the daily life and work of the school. There is a strong emphasis on enabling all pupils to achieve their best. This is reflected in the careful tracking of individual pupils and in the good provision those with special educational needs or with English as an additional language. However some higher attaining pupils are not always fully extended by the nature of the tasks they are set. Particular importance is given to personal and social development. This is seen in the good breadth of the curriculum, as well as the good provision for personal, spiritual, moral, social and cultural education. Its effectiveness is evident in the good behaviour and personal development of pupils and their very good attitudes to learning. Parents are rightly appreciative of the positive influence of the school's aims and values on the children. Very good relationships, the active partnership and good communications between all members of the school community, which have been established by the headteacher, underpin this.
48. The headteacher is supported very well by her senior management team and by the governors. The team is fully involved in all decision making and development planning, as well as contributing well to the efficient smooth day-to-day running of the school. It includes the English co-ordinator and deputy headteacher, who is also assessment and mathematics co-ordinator. In these roles they have been instrumental in the improvements in standards. The special educational needs co-ordinator has also contributed significantly to the good provision in this area, in the training given to support staff. She effectively monitors the progress of pupils on the special needs register and provides good support to staff and learning support assistants to enable them to meet the variety of pupils' needs. All Code of Practice requirements are met and

the governor responsible for special educational needs is kept fully informed. Subject managers are effective and have a very consistent approach. They have worked very hard since the last inspection to produce good quality schemes of work and to exemplify the expected standards with samples of pupils' work. These provide very good useful guidance and support for colleagues and have contributed well to the improved quality and consistency of teaching and rising standards.

49. Since the last inspection, a comprehensive rationale and programme for monitoring teaching and learning has been developed, which involves the headteacher, deputy and subject managers. The headteacher monitors teaching regularly. Lesson observations are focused and the subsequent discussions and action points agreed with teachers have already made substantial contribution to improvements in the quality of teaching. A good example of this is the consistent approach to classroom management and organisation. Another key factor in this are the good arrangements for appraisal and professional development. The headteacher meets each teacher termly to review targets, which are set at individual, year group and subject level. These support school priorities well, in addition to individual needs, and have led staff to an increasing commitment and awareness of what needs to be done in order to raise standards. The headteacher carries out careful and detailed analysis of test results. This leads to well-planned comprehensive action to remedy weaknesses that have been identified and to evaluate any improvements. The rapid improvement in standards already achieved demonstrates the effectiveness of this.
50. Governors are committed, well informed and very supportive of the school. The development of their procedures and committees and their full participation in training opportunities since the last report, enables them to meet all statutory responsibilities well. They contribute effectively to policy and decision-making through their committees and full meetings. They have a good understanding of the strengths and weaknesses of the school. This is seen, for example, in the pertinent questions raised in the curriculum committee, which sharpen the focus of the monitoring and evaluation of the school's performance.
51. Financial planning is good. The governing body is now involved well with the headteacher in prioritising spending decisions, based on improving the educational standards of the pupils. Staffing costs are high but the governing body has well-considered reasons for balancing costs against the good impact that higher than average staffing is having on educational standards. The finance committee of the governing body is well informed and monitors the budget expenditure regularly in order to check that actual expenditure is in line with the agreed budget.
52. Administrative systems are good. They are unobtrusive, efficient and respond to needs. The administrative officer ensures that information is readily available for the headteacher, the finance committee and the governing body; to ensure that finances are kept in good order and costs easily determined. Good use is made of specific grants. Since the previous inspection, a large surplus has been used to support staffing costs and to improve cloakroom facilities in each year group. This has provided space in every year group to develop small computer suites, which are contributing to the good progress many pupils are making in information technology.
53. Good use is made of new technology. The administrative assistant has a good knowledge of computerised administrative procedures. Good use is made of information technology for data analysis and tracking of pupils' performance. The multimedia computers in the new computer suites are used well throughout the day for pupils to develop their skills. Internet access has yet to be fully developed for all pupils but it is beginning to be used for research to support literacy and history. An excellent Internet web-site has been developed, with support from a local university. The school is justifiably proud of the site, which provides information about the school and shows examples of pupils' work.
54. The number, qualifications and experience of teachers to match the demands of the curriculum is good. There is an appropriate balance of experience and expertise. Staff work very well in effective teams. There is a high number of support staff. They are well qualified, keen to attend relevant courses and make a significant contribution to the progress of pupils with special educational needs. Newly appointed teachers, supply teachers and trainee teachers are given very good support and guidance and are assimilated well in to the life and work of the school.

The school is an effective provider for initial teacher training.

55. Learning resources are satisfactory for science, design and technology, geography and history and good for all other subjects. Resources for history, geography and information technology has improved since the previous inspection report. Resources for the under fives are good. The library is satisfactorily stocked with good quality fiction and non-fiction books and a good range of multicultural and bilingual books.
56. The headteacher, staff and governors ensure that good use is made of resources and that best value principles are applied very well to all spending. For example, the cost of the new cloakrooms was reduced by an eighth and staff room alterations by two-fifths, because of competitive tendering. The newest computers have been leased in order to maximise the number available in each class. There are good procedures in place to review and evaluate the effects of financial decisions.
57. The good internal accommodation is light and spacious. It provides a pleasant and welcoming environment and has a positive effect on the teaching of the curriculum and the orderly environment of the school. There is no evidence of vandalism or graffiti and pupils take a pride in the building. The whole school is clean, tidy and well maintained by the caretaker and staff. Good use is made of attractive displays to enhance the environment and to stimulate pupils' interest. Since the previous inspection report, the school has improved the playground with benches and a wooden deck also with benches. The chair of the building and grounds committee is very well informed and gives good support to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

- Improve the standards of writing in Year 2 by:-*
 - Ensuring that marking and individual targets are used effectively to help all pupils know exactly how to improve the quality of their writing.
 - Ensuring that teachers share the same high expectations of the quality, quantity and presentation of writing across the year group.
 - Providing more opportunities for pupils to redraft their work and to develop their research skills.
(see paragraphs 19, 23, 67, 70, 74, 113)

- Provide challenging work for higher attaining pupils in all subjects by:-
 - Ensuring that all subject planning takes full account of the needs of these pupils in the objectives and activities for lessons.
 - Making full use of the assessment information already available in all subjects to ensure that both the nature and content of tasks extend higher attaining pupils.

(see paragraphs 10, 25, 28, 40, 68, 96, 114)

- Reduce remaining inconsistencies in some aspects of teaching and learning by:-
 - Further improving teachers' skills in using open, well-matched questions to build on pupils' responses and to extend their learning.
 - Establishing common practice for sharing specific, achievable objectives with pupils at the start of lessons.
 - Ensuring that all weekly planning is detailed enough to show how the planned activities will be adjusted for groups of differing abilities.

(see paragraphs 23, 24, 25, 79, 86, 109, 122)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Providing more opportunities for pupils in Key Stage 1 to take responsibility and to use their initiative in their learning. (see paragraphs 26, 74, 114)

- Helping pupils to make effective use of the targets set for them to improve their own work.

(see paragraphs 40, 72, 80)

**The school has already identified this as an area for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	67	24	0	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

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	169
Number of full-time pupils eligible for free school meals	N/A	20

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.25
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

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	30	31	61
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	28
	Girls	30	30	31
	Total	56	55	59
Percentage of pupils at NC level 2 or above	School	92 (86)	90 (82)	97 (87)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	30	31	29
	Total	56	59	57
Percentage of pupils at NC level 2 or above	School	92 (87)	97 (92)	93 (92)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	165
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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

Financial information

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	7.9
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	125

FTE means full-time equivalent.

Financial year	1998/9
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	£
Total income	325734
Total expenditure	334470
Expenditure per pupil	1890
Balance brought forward from previous year	45942
Balance carried forward to next year	37206

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	167
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	63	16	2	0	0
Behaviour in the school is good.	50	39	2	0	9
My child gets the right amount of work to do at home.	38	49	13	0	0
The teaching is good.	63	30	2	0	4
I am kept well informed about how my child is getting on.	43	41	9	7	0
I would feel comfortable about approaching the school with questions or a problem.	63	26	9	2	0
The school expects my child to work hard and achieve his or her best.	70	26	2	0	2
The school works closely with parents.	46	39	15	0	0
The school is well led and managed.	61	33	2	0	4
The school is helping my child become mature and responsible.	59	33	4	0	4
The school provides an interesting range of activities outside lessons.	35	30	13	9	13

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

58. Children start in the reception classes in the year in which they are five. There is a gradual part-time induction for all children with all attending full-time by the beginning of December. There is a good induction programme in place both to inform parents and to support children. There are good links with playgroups one of which is on the school site.
59. The results of assessments made when children start school, show attainment overall as below average with few children attaining at the higher levels. Children make good and sometimes very good progress, across all areas of learning except creative development where progress is satisfactory. Overall children are making better progress than in the previous inspection, especially in the areas of mathematics and language and literacy. By the time they are of statutory school age, children achieve levels that exceed the nationally recommended learning outcomes in physical and personal and social development. They meet the recommended learning outcomes in all other areas of learning. The reception classes provide a very good start to the children's education. The early years teachers and support staff work very effectively as a team committed to providing good quality education for the children in their care. Children with special educational needs make good progress due to the help and support they receive.

Personal and social development

60. Children make very good gains in this area of learning and achieve above the recommended learning outcomes on entry to statutory education. The children have very good relationships with adults and each other. They clearly enjoy coming to school and have good attitudes to learning. They understand the difference between right and wrong and behave very well. Teachers and classroom assistants have high expectations of behaviour and establish good routines, which the children understand well. They respond very well to these and work co-operatively in groups and pairs, for example, when playing number games. They share resources readily and fairly, and are willing to take turns in speaking in plan, do and review sessions, talking confidently about the tasks they will undertake. Children treat materials and equipment with great care, for example, when working in pairs on the computer. They show very good levels of personal independence when selecting their activities and maintain good levels of concentration and involvement. All children dress and undress independently for physical education. Personal and social skills are well taught. Teachers make thoughtful and well considered provision for this area of learning. They have high expectations of children's own abilities and create a good secure environment in which children's confidence flourishes.

Language and literacy

61. Children make good gains in their learning and most meet the nationally recommended outcomes in this area of learning by the time they are five. They listen very well to the teacher and each other and most speak confidently using either simple one-word answers or short sentences. They enjoy listening to stories and adults talking about their jobs and are beginning to ask relevant questions. Most are interested in looking at books and have good attitudes to reading. Higher attaining children read simple texts confidently, and some are using their phonic skills well to help them to read better. Lower attaining children know how books work, turn the pages appropriately and make simple comments on the illustrations. Some confidently make up their own stories to match the illustrations in the book. Many recognise the sounds and names of letters. They enjoy talking about the stories they are reading and many readily answer simple questions about the content. They use role-play confidently in the areas set up within the classroom. When writing, higher and middle attaining children use their phonic skills well to construct simple sentences. Lower attaining children are beginning to use letter shapes in their writing. They enjoy writing customers' orders in the cafe and make shopping lists for the supermarket. Children's handwriting skills develop well, and most children write their first names clearly and legibly. The teaching of language and literacy is good. Teachers make very good

use of a wide variety of strategies to stimulate and encourage the children in the development of language skills and knowledge. Teachers use appropriate vocabulary well to develop children's understanding. For example, good use is made of vocabulary such as phoneme, letter sound and letter name and the children very quickly learn and understand the terms..

Mathematical development

62. Children in the reception classes make good progress and most meet the nationally recommended learning outcomes by the time they are of statutory school age. In whole class lessons they count accurately to 20 and back. They recognise the missing numbers in a number sequence from 0 to 10. Some children count on and back confidently when playing number games. Many know the correct names of familiar two-dimensional shapes and count the number of sides and corners correctly. Some higher attaining children are beginning to carry out simple pictorial addition of objects within 10. They competently make repeating patterns in a variety of contexts. Teaching is good and sometimes very good. Through very good use of resources and good questioning aimed at all levels of attainment, teachers develop children's mathematical understanding well. Lessons are very effectively planned and children are challenged in their tasks; as a result they make good progress in their learning. Classroom assistants make a very effective contribution to children's learning.

Knowledge and understanding of the world

63. Children make good progress in this area of learning and most meet the nationally recommended learning outcomes by the time they are of statutory school age. They experiment with a wide range of objects such as sand, water, clay and paint to explore their qualities. Their information technology skills are good. When using the computer they move the mouse confidently and accurately to click on to appropriate parts of the menu. For example, when using Colour Magic they select brush, colour, in-fill and shape from the menu to create pictures. They learn to move the 'Roamer' forwards and backwards from a given location by giving it a sequence of commands. When working on independent activities they select materials and equipment appropriately and use building skills competently, for example, when constructing their vehicles. They develop their scientific awareness through investigating what they see and feel and begin to use words such as rough, smooth and hard in the appropriate context. Through input from various members of the school and wider community they learn about the work of people such as the caretaker and police officer. The teaching in this area of learning is good and sometimes very good, particularly in the teaching of information technology. Lessons are very well planned and teachers make good use of questioning and humorous interactions to help children learn. They provide a good balance of activities to enable children to explore the world around them. Teachers have very good relationships with the children and treat them with sensitivity and warmth.

Physical development

64. Children make good progress and exceed the nationally recommended learning outcomes in their physical development by the time they are five. In lessons in physical education they make and sustain different shapes with their bodies. They use space well and improve their performance over time showing greater control, co-ordination and skill. Boys and girls make equally good progress. When using the number line in the outdoor area they jump forwards and backwards with a good level of skill. They build vehicles using a variety of construction materials. When working with clay they use their manipulative skills effectively to pinch, mould and shape it. The quality of teaching is good. Teachers provide very good role models, clearly state their expectations and provide a high level of challenge, which enables children to make good progress in increasing their co-ordination and control. The good variety of activities on offer enables children to develop their manipulative skills well. Children have good opportunities to play outside and they develop their physical skills through riding tricycles and using other apparatus.

Creative development

65. Children make sound progress in this area of learning and meet the recommended learning outcomes by the time they are of statutory school age. They develop their role-play skills effectively through shopping in the supermarket and acting as waitresses or customers in the café. Most express their own ideas effectively through a variety of media, such as paint, clay, plasticine and small world equipment. For example, they use clay to make faces and plasticine to create crocodiles. In music lessons they sing known songs well and very quickly learn to play the instruments loudly or quietly. They confidently select their musical instruments and handle them sensibly. The teaching overall in this area of learning is satisfactory. Children are provided with a good range of activities in which to explore a variety of media and are well supported by adults in their learning. However, in some activities there are too few opportunities for the children to explore the medium independently and tasks are too teacher directed. In music there is insufficient emphasis on listening carefully when the teacher is speaking and consequently children do not always understand what is expected of them.

ENGLISH

66. Attainment in English has improved significantly since the last inspection. The results of the national tests for seven-year-olds in 1999, based on average points, are broadly in line with the national averages in reading and writing, although the proportion of pupils reaching the expected level 2 is above average. The proportion reaching the higher level 3 is average. When compared with similar schools, pupils' performance is average in reading, but below average in writing. Over the last three years, the trend in both reading and writing has been consistently upwards. There are no significant gender or ethnic variations.

67. The inspection findings show pupils' attainment in reading to be above expectations by the end of the key stage. Attainment in writing is broadly in line with expectations. Progress in lessons is good, but pupils make better progress over time in Year 1 than in Year 2 and this is related to the limited focus placed on improving work and low expectations of pupils in one of the Year 2 classes. Pupils with special educational needs make good progress through the good level of support they receive.

68. Standards in speaking and listening are close to national expectations by the end of Key Stage 1. Pupils enter school with below average speaking and listening skills and all pupils, including those with special educational needs, make good progress in developing them through a variety of class and school activities. Throughout the school they listen well to their teachers and each other during whole class and group sessions. Higher attaining pupils in Year 1 respond to the teacher's questions on the non-fiction book, 'Words for our World' clearly and confidently in sentences, whereas lower attaining pupils require a great deal of support and encouragement to make a response. By Year 2, many answer questions confidently on the poems they are reading using terms such as poet, verse, rhyme and antonyms accurately. They can respond with relevant comments to each other and the teacher. In group sessions in the literacy hour they discuss their work thoughtfully and share their ideas with each other. Good use is made of role-play and whole class speaking and listening lessons to further develop skills. As yet, this is not extended to smaller group sessions to meet the needs of pupils of differing abilities more specifically.

69. Standards in reading are above expectation by the end of the key stage. Pupils make a good start to reading in the reception classes. They enjoy reading books and know that print carries meaning. They make good progress in Year 1, learning to read a variety of texts such as poems and information books in whole class and group reading lessons. Most make good use of their phonic skills to help with their reading. By Year 2, higher attaining pupils read confidently, accurately and with a good level of expression. They willingly recount the content of the stories they have read and are keen to talk about their favourite books. For example, one pupil likes the Mad Hatter in Alice in Wonderland and is fascinated by Alice's ability to shrink and grow. They distinguish between fact and fiction, know how to use contents and index pages appropriately and read and extract information appropriately from non-fiction books. Higher and average attaining pupils use dictionaries effectively to find the meaning of words. Lower attaining pupils read appropriately at their level using their phonic skills well. They retell the story confidently in their own words and many enjoy the humour in their books. All pupils take part in whole class reading in the literacy lessons and read from a range of genres; currently the poetry of Allan Ahlberg.

They particularly enjoy reading 'Please Mrs Butler'.

70. Pupils achieve standards in writing that meet the expected levels. They make good progress in Year 1 but more variable progress in Year 2. The attention given to improving work either through marking or re-drafting, or to ensuring that pupils are clear about the expectations for their work is inconsistent across the year group. This limits their rate of progress. Evidence from pupils' work shows good gains in their writing in reception and Year 1 both in terms of accuracy, quantity and quality of writing. In Year 2, pupils develop their writing through a variety of activities such as poetry writing, making posters, stories and comprehension activities. By the end of the key stage, the higher attaining pupils write interesting stories using capital letters and full stops. Some make good vocabulary choices to give variety to their writing. Most average and lower attaining pupils write in a sequence of phrases or sentences, making some use of capital letters and full stops. The school places appropriate emphasis on the development of handwriting skills through regular practice and by Year 2 much of the handwriting is joined and letters are well formed and consistent in size. Standards of handwriting and presentation are good in most classes. Pupils have spellings to learn on a regular basis and, as a result of this, and a good focus on spelling within the literacy hour, most pupils spell well for their age.
71. Standards in literacy are satisfactory and literacy skills are used well across the curriculum, for example, when pupils in Year 2 give a factual account of The Great Fire of London. Information technology is used well to word process information such as the spread of the Great Fire over a period of days and to access information about poets on the Internet.
72. The quality of teaching in English is good overall. This is an improvement since the last inspection when teaching was found to be satisfactory. All teachers have secure subject knowledge and use the National Literacy Strategy well in order to provide work at appropriate levels for pupils who learn at different rates. Teachers plan lessons well and questioning is used effectively to lead pupils forward in their learning. For example, 'the word 'strange' - What does that conjure up in your mind?' In some lessons the teachers share the lesson objectives very effectively with the pupils so that they are clear about what is expected of them. This contributes to the very good way that they stay on task and are keen to complete their work. Lessons have a brisk pace and learning resources are used well to support the lesson content. In many classes pupils are challenged in a stimulating and humorous manner so they are eager to learn and 'beat' the teacher and enjoy their work. There are good relationships between teachers, support staff and pupils. In all lessons, teachers manage pupils well. As a result, pupils behave well, listen well in lessons and are keen to take part or answer questions on the lesson content. Marking is at least sound, and sometimes good, although not consistent across the school. Teachers do not always share with pupils the specific targets they set as a way of helping them improve their work. Parents make a good contribution to pupils' developing reading and writing skills through an effective homework partnership.
73. The curriculum for English is based on the National Literacy Strategy, which the school has implemented very successfully. In addition, the school has clear policies and guidelines for the development of speaking and listening skills and this is an improvement since the last inspection. Teachers plan in year groups ensuring a good level of consistency in provision. There are very good procedures in place for assessment and the school charts pupil's progress over time accurately and carefully. Regular on-going assessments are undertaken and this informs teachers' planning on a weekly basis, thus ensuring a good match of work to pupils' needs. There is a good portfolio of moderated work, which has been agreed by the whole staff, and this is very useful in identifying levels of attainment in writing accurately.
74. The co-ordinator has assisted staff very successfully to implement the literacy hour consistently. She has effectively monitored its implementation and has shared specific areas for improvement with individual teachers. There are good resources to support literacy and a good level of texts for guided reading sessions. There is a well-sited library within the school, which contains an appropriate number of books. However, this is not used well either for direct teaching of library skills or for independent research. The co-ordinator is in the process of writing a policy for the library, which will address these issues. The school has set targets to improve standards in reading and writing which are realistic and achievable. The school has effectively addressed weaknesses in phonics and spelling through regular spelling tests and an increased emphasis on

phonic skills in lessons. Regular book weeks are used effectively to promote reading within the school.

MATHEMATICS

75. Results of the national tests in 1999 show pupils' attainment at the end of Key Stage 1 to be above average overall. They are well above the national average at level 2 and above average at level 3. Teacher assessments matched the test results. Results for the four years from 1996 to 1999 have improved every year from being below average. They show that boys performed less well than girls did overall. Inspection evidence indicates that by the end of the key stage pupils are achieving standards that are above national expectations in all aspects of the subject, including numeracy, with boys and girls performing equally well. This is a very good improvement on the judgements of the previous inspection, when standards were below average.
76. By the end of Year 2, the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. Pupils are developing personal strategies for mental calculations. A good example was observed in a Year 1 class where pupils were encouraged to use and explain their own strategies for adding, subtracting and doubling numbers. The use of numeracy across the curriculum is sound, although it is not always indicated on weekly plans. In science, graphs are plotted to show how far a car will travel or how tall a bean will grow. In history, dates and time lines are used. In information technology, graphs and number programmes are used well.
77. In their work on shape, space and measurement, Year 1 pupils are able to tell the time on the hour, quarter hour and half hour. More able pupils know the minutes from and to the hour. Year 2 pupils can describe common two-dimensional shapes by their mathematical attributes. Pupils are beginning to measure accurately in centimetres. For example, Year 2 pupils are challenged to make cardboard beds for teddy bears that must exactly fit the bear. This encourages accurate measuring of the width and length of the teddy bear's body and of the beds. The more able pupils are challenged to make beds for each other, which involves accurately measuring in metres and centimetres.
78. When handling data, pupils at the end of the key stage sort objects using a variety of reasons. They can draw and interpret simple bar charts. For example, Year 2 pupils draw graphs to show the ways in which pupils get to school and graphs of favourite types of transport.
79. The overall quality of teaching is good and has improved since the previous inspection. This is as a direct result of the early implementation of the National Numeracy Strategy. The good teaching is resulting in the annual rise in standards. Generally, teachers make good use of questions and discussion to assess and move pupils on to their next stage of learning. Relations between pupils, and between pupils and adults are good. This means that when pupils are given the opportunity, they are not afraid to offer answers and strategies that may be incorrect. Overall, teachers make good use of pupils' errors and misconceptions in discussions and pupils learn from their mistakes. However, in one Year 2 class, the teacher does not allow time for pupils to answer questions or to discuss their strategies. Incorrect answers are not used as teaching points to develop pupils' understanding. This results in standards not being as high as in the parallel class. In all classes, work is conscientiously marked but in one class it is difficult for the pupils to read the teacher's handwriting. In a Year 1 class, the teacher continually shares and reinforces the objectives of the lesson with the pupils. As each part of the lesson ends, the objectives for the next part are introduced. This ensures that the pupils have a good understanding of what they are to learn. Most teachers share the objectives of the lesson with the pupils, but it is not consistent in every class. Teachers give classroom assistants good guidance and they support pupils very well. This contributes to the good attitudes of pupils to learning, throughout the school. Pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. Pupils work well independently. The generally challenging tasks ensure that pupils make good progress within lessons. Pupils are developing their mental recall of tables and number facts to support mental calculations well.

80. The co-ordinator provides very good leadership for the subject and has a very good awareness of the strengths and areas for development. As a result of good tracking and target setting, she has ensured that the school's targets have been met every year. The co-ordinator has had the opportunity to monitor planning, teaching and pupil's work. Long term and medium term planning is sound and identifies learning outcomes clearly. There are very good procedures in place for assessing pupils' progress and understanding. The school is systematically assessing all pupils and regularly setting individual targets. These targets are shared with parents in the pupils' 'snapshot books' and home link books, but are not always shared and discussed with the pupils. Daily assessment is used very well to inform the weeks' planning. A particular strength is the way that lessons are planned for the first three days of the week. Assessment of pupils' knowledge and understanding during this time then informs planning for the end of the week. Satisfactory use is made of homework but it is not set on a regular basis. Good use is made of information technology to develop pupils' mathematical skills. For example, a number programme is used in the Reception classes to reinforce counting and sequencing skills. In Key Stage 1, data programs are used to plot and draw graphs and a floor "robot" is used to develop concepts in number, shape, space and measurement.

SCIENCE

81. National Curriculum teacher assessments for 1999 show that results at the end of Key Stage 1 are above national expectations overall. The proportion of pupils reaching the higher level 3 is well above average. Inspection evidence indicates that standards continue to be above national expectations by the end of the key stage in all aspects of the subject, except in physical processes, which meet the expected standards. This is a very good improvement since the previous inspection, when standards were below national expectations.

82. Pupils are developing good scientific knowledge, understanding and skills. By the end of the key stage they can communicate their understanding and discuss their experiments with confidence and enthusiasm. They use equipment well and predict the outcomes of their investigations. Pupils develop a good understanding of predicting, fair testing and making conclusions. For example, pupils in Year 1 plan an experiment to decide the best place in the classroom to grow watercress. In Year 2, pupils discuss the properties of a variety of foods and predicted the changes that will occur when the foods are heated, cooled or placed in water.

83. In their study of life processes and living things, pupils can identify the major organs of the body and the major parts of a plant. For example, Year 1 pupils plant beans and cress seed and keep a diary of how they grow. Year 2 pupils study habitats around the school and carry out a fair test to find the best medium for growing plants.

84. When studying materials, pupils can sort by colour, texture and hardness. They record their results in the form of simple charts. For example, Year 2 pupils observe the effects of heating on eggs, bread and chocolate and record their results on a chart.

85. In their work on physical processes, Year 1 pupils investigate how far sound travels. Year 2 pupils carry out a fair test to find out the distance that toy cars will travel down a ramp. They are able to talk about the effects of the forces of pushing and pulling on a car.

86. The quality of teaching is good overall and has improved since the previous inspection. It is reflected in pupils' good response to the subject. Pupils are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. Teachers have a good knowledge of what they teach and use this well to motivate pupils. They are eager to share their knowledge and understanding with each other. They co-operate in group work and want to learn more. Classroom assistants are given good guidance and make a very good contribution to pupils' learning, especially to those with special educational needs. Daily and long-term assessment is good. Work is marked conscientiously but in one class the teacher's handwriting is difficult for the pupils to read. Regular testing of pupils takes place in order to track progress and understanding. This contributes significantly to the good progress made by both boys and girls. Individual targets are set regularly and shared with parents but they are not always shared

and discussed with pupils. There are some inconsistencies in teaching methods in Year 2. For example, in a Year 2 lesson on materials, one teacher encouraged the pupils to touch the yoke of a fresh egg, peel a hard-boiled egg, feel the texture of chocolate and observe closely what happens to salt in warm water. Pupils who wanted to use magnifying glasses were encouraged to do so. This practical activity for all the pupils promoted good progress in predicting, observing and evaluating. The lesson made a good contribution to the spirituality of the pupils, as awe and wonder was clearly observed. The lesson also enriched pupils' language development. However, in the parallel Year 2 class, in the same lesson, pupils made only satisfactory progress because of the restricted nature of the questioning and practical activities. The teacher mainly demonstrated the activities. Pupils were discouraged from touching all of the material and discussion was restricted. The teacher only listened to certain answers and, rather than using answers as teaching points, dismissed those that were not deemed to be correct.

87. The co-ordinator provides very good leadership and has a clear awareness of the strengths and areas for development in the subject. Since the previous inspection a good policy and scheme of work has been put in to place and very good assessment procedures have been developed. The subject is soundly resourced. The previous inspection highlighted the need to develop the grounds as a learning resource. The school has worked hard at this. Unfortunately, vandalism of plants, flowers and trellises has prevented this aspect from developing fully. However, the school has access to the junior school pond to support work in the subject. Science makes a satisfactory contribution to numeracy. For example, Year 2 pupils plot graphs to show which materials can or can not be bent or squashed and the distance travelled by toy cars down a ramp. The contribution to literacy is good. For example, in a good Year 2 science lesson, the teacher brainstormed words to describe the properties of materials and listed the descriptive words on the blackboard to show the pupils the wide range of words available. In the majority of classes, pupils are encouraged to discuss their work and write or word process accounts of their experiments. Classroom assistants provide very good support for pupils and enrich the language experience of the lower ability pupils. The use of information technology to support the subject is good. Computers are used to produce graphs of results or to word-process accounts of the experiments. The subject makes a good contribution to the spiritual and social development of pupils.

INFORMATION TECHNOLOGY

88. By the end of Year 2, pupils attain standards in information technology which are in line with those expected nationally. This is similar to the findings of the previous inspection. Year 2 pupils confidently use the mouse and keyboard. They can open files, edit their work, delete and insert letters and words, change the style and size of fonts, save their work and print. Recently, the older computers in Year 2 have been replaced with multimedia computers. Pupils are having to learn new skills in order to reach the expected standards and are doing so quickly because of well-focused whole class teaching. In Reception and Year 1, multimedia computers have been used for an established period of time and pupils reach standards that are above expectations for their age. Younger pupils show a good understanding of the use to which their skills can be applied. They are aware that information technology can be directly controlled in the home and at school. The majority of pupils have achieved sound standards in word-processing.
89. The quality of teaching is good overall. Pupils, including those with special educational needs, make good progress. Since the previous inspection, year group cloakrooms have been converted to small computer suites, which are enabling skills to be taught systematically. Teachers have high expectations of pupils and make good use of effective whole class teaching to introduce new programs and skills. This is having a good impact on raising standards. A very good example of this was seen in the reception classes. The teachers maintained a very brisk pace but gave very clear lively instructions and demonstrations, which captured the full attention of the children and challenged their thinking. Teachers help pupils to build effectively on their skills and knowledge as they move through the school. This is clearly seen in the development of their word processing skills. The very good attitude of boys and girls to information technology makes a significant contribution to their learning throughout the school. They are eager to learn new skills and happy to share these with their classmates. Their behaviour is very good. Teachers manage pupils very well. For example, they make very good use of an egg timer in the younger

classes to ensure pupils stay on task, complete the task within a given time, and share the computer fairly with their partner. Teachers make good use of learning support assistants and trainee teachers in lessons. They are given good guidance and make a positive contribution to the subject. For example, in the Reception class, the learning support assistant gave good support to a group of pupils programming a floor robot. In Year 2, the trainee teacher guided pupils through the Internet to find information on the Antarctic and The Fire of London.

90. Teachers also make good use of information technology to support other subjects. Year 1 pupils use a program to sequence sentences in a story and to write simple questions to the artist Van Gogh about his works. By Year 2, pupils are highlighting words and sentences in order to change the size and style of fonts. They use the delete and enter keys to move lines up and down the screen when laying out their poetry work. A desktop publishing program is used to write a newspaper front page about the Great Fire of London. Younger pupils instruct a floor robot to move forwards and backwards along a simple path. By Year 2, this has developed in to an understanding of sequencing instructions to control the movement of the robot around an irregular pathway. In mathematics, Year 1 pupils use a data-handling program to produce block graphs showing the different ways they travel to school. In Year 2, pupils produce block, pie and line graphs.
91. Since the previous inspection, accommodation, resources and the use of the computers has improved. The new computer suites are making a good impact on pupil and staff confidence and are helping to raise standards. Computers are used regularly throughout the day. It is especially noticeable that, because they have had more experience with multimedia computers, confidence and skills in Reception and Year 1 are beginning to outpace those in Year 2.
92. The co-ordinator provides very good leadership and management of the subject. This can be seen in the improvements in provision, the good progress made by all pupils, the improved standards that are beginning to move through the school, and in teacher confidence. The curriculum is well developed and planning has improved. The subject provides good support for literacy, mathematics, science, art, history and geography and also the spiritual and social development of pupils. Very good use has been made of a grant from a local university to update hardware and to develop a very good and informative school web-site. The subject is well placed for continued improvement and development.

RELIGIOUS EDUCATION

93. Evidence from lessons seen during the inspection, together with discussion with pupils and staff, scrutiny of planning, displays and previous work indicate that, by the end of Key Stage 1, pupils meet the expectations of the locally agreed syllabus. Some higher attaining pupils exceed these in their knowledge of Christianity. Boys and girls of all abilities make good progress in the aspect of investigating religious traditions. This is an improvement from the previous report. It reflects the growing impact of focused teaching, based on a detailed and well- constructed scheme of work.
94. By the end of Year 2, pupils are familiar with the main features and purposes of the Christian celebrations of Harvest, Easter and Christmas, as well as some Muslim traditions such as Hajj. Some higher attaining pupils explain these in detail, as well as the symbolism of, for example, Advent candles in Christian churches. Pupils know the key events in the lives of Jesus and Muhammad and are familiar with a variety of stories from the New Testament, such as 'The Feeding of the Five Thousand'. One pupil explained very clearly why Jesus became angry with the moneylenders in the Temple. Pupils in Year 1 reflect upon and share their feelings and thoughts about what makes them feel happy and sad. They describe aspects of Muslim home life such as restrictions over the food and the importance of washing before prayer. Some know that the stories of Jairus and Zaccheus are examples of how Jesus changed people's lives.
95. The quality of teaching in Key Stage 1 is good overall. In a Year 2 lesson about the symbolism of the Paschal candle, the teacher set the scene well, using carefully chosen aids to illustrate key events in Jesus' life. These immediately excited the pupils' interest and attention, prompted their recall of the events effectively and contributed to their understanding of how symbols can be used to represent ideas. Later in the lesson the teacher made effective use of the lighted candle

to provide a period of stillness and reflection to which pupils responded well, although regular opportunities for this are limited. In Year 1 lessons, based on circle activities, good classroom organisation combined with a sense of calm engendered by the teachers, contributed to the positive attitudes and good behaviour of the pupils. The teachers modelled good listening skills very well and used carefully structured questions to help pupils to articulate their sad and happy feelings more clearly. As a result many pupils made good progress in understanding their emotions. One teacher responded with great sensitivity to comments made by some pupils about death and illness. This was also a good example of why pupils of all ages are confident in expressing their ideas and feeling, secure in the knowledge that both teachers and their peers will value and respect what they have to say.

96. Teachers provide pupils with an appropriate range of opportunities for written recording, which supports their developing literacy skills. They make good use of learning support assistants to enable pupils with special educational needs to participate fully in lessons, for example, by scribing their ideas. Several good examples were evident in past written work of teachers making useful comments or asking questions. Pupils respond to these, improving their work by adding more detail or correcting misunderstandings. However, the same task is often given to the whole class and teachers do not take full account of some pupils' previous achievements or the needs of higher attainers especially, by adjusting the nature of the tasks for them. Teachers make good use of well-chosen resources and artefacts to help pupils increase their understanding of, for example, key elements of Islam. They make good use of visits to local churches and visitors to stimulate pupils' interest and to deepen their understanding, such as a bi-lingual assistant who talked about how her family observes Ramadan.
97. The co-ordinator manages the subject very well. She has developed a good quality, detailed scheme of work, which ensures that the requirements of the locally agreed syllabus are met in full. It promotes continuity of learning for the pupils, as it shows clearly the objectives and expectations for each year group. These are exemplified well in a portfolio of pupils' work and assessments are appropriately linked to them. All of this supports teachers in their planning very well and contributes to the improvements in standards and teaching since the previous inspection.
98. Assemblies are carefully planned to include themes that support topics in religious education lessons. The emphasis throughout the school on personal and social education also provides good support for aspects of religious education concerned with learning from human experience. The subject makes a good contribution to personal, spiritual, moral social and cultural development of the pupils, for example in learning about and fostering respect for the values and beliefs of people from different cultures and faiths.

ART

99. Only one art lesson was seen during the inspection period and therefore no judgement can be made on the overall quality of teaching. However, evidence from this together with a scrutiny of planning, displays and the portfolio of pupils' work indicates that pupils, including those with special educational needs, make satisfactory progress and meet the expected standards. This is similar to the findings of the last inspection.
100. In the lesson seen in Year 1 pupils carefully observed the texture and pattern of cut fruit and vegetables to record this in their own drawings. Some sorted and selected materials in order to record their ideas in collage form. The teacher supported and encouraged the pupils well in developing their skills in observational drawing and provided good opportunities for them to explore textures and patterns in natural objects. The pupils enjoyed this lesson very much and demonstrated good levels of concentration and application in completing their work. Pupils have experience of using a variety of media throughout the school and their skills are developed in an appropriate manner through good implementation of the scheme of work. Evidence of this is contained in the portfolio of pupils' work, which clearly shows the different techniques, and skills the pupils learn. Good use is made of information technology skills to develop ideas as was seen in the computer-generated drawings of transport in Year 1. The art club, open to pupils in Year 2, effectively enriches the provision for art. There is a very effective display of their batik work in

the school hall with a particularly well-executed example of an octopus.

101. Displays show that pupils study the work of artists such as Kandinsky and create pictures in his style. Some pupils' question why artists choose to place objects in particular places in their paintings. However this area of the curriculum is under developed as yet with very few examples in evidence. The school recognises this and consideration of its development is part of the current school strategic plan.
102. The school now has an appropriate scheme of work in place and this is a significant improvement since the last inspection when the school was criticised for its lack of a scheme of work. Regular assessments of pupils' achievements in art are recorded in a whole class profile and this enables staff to track pupils' progress in developing a range of skills.

DESIGN AND TECHNOLOGY

103. No lessons in design and technology were observed during the inspection week. Therefore, judgements are based on the scrutiny of work, displays, photographs and discussion with pupils and staff.
104. By the end of the key stage, standards meet expectations. Pupils know which are the appropriate materials to use and can cut, stick and join satisfactorily and can construct models from commercial construction kits. Pupils make good progress from reception to the end of Year 2. Reception pupils develop their cutting and joining skills by making characters from nursery rhymes, for example, Ba Ba Black Sheep, Humpty Dumpty and Incy Wincy Spider. They use a variety of materials and join with glue, string, split pins and treasury tags. Year 1 pupils make vehicles with moving wheels, which combine junk material and commercial material, such as cardboard axles and wheels. They also use large construction kits to design and make playground equipment, after looking at real playground equipment to identify how they work. Year 2 pupils make simple winding mechanisms, puppets and moving pictures using a variety of materials and joining methods. The school places an appropriate emphasis on pupils designing and evaluating their work. In food technology, Year 2 pupils design and make sandwiches containing a choice of fillings, which are then evaluated for taste. Throughout the school pupils have the opportunity to cook, with the support of volunteer parents.
105. No lessons were observed during the inspection week. Therefore, a judgement cannot be made about teaching. However, teacher's planning is thorough and the portfolio of work shows high expectations. The recently revised scheme is based on nationally introduced guidance. Assessment is good and systematically records the progress made by pupils in their skills and knowledge.
106. Since the previous inspection, a good scheme of work has been implemented. There is a satisfactory range of resources, which includes a small cookery area. The co-ordinator is providing good leadership and has ensured that standards have been maintained since the previous inspection.

GEOGRAPHY

107. Lessons were only seen in Year 2 during the inspection period. However, evidence from these, together with previous work, displays, planning and discussions with staff and pupils indicate that most pupils meet the expected standards by the end of Key Stage 1 and make satisfactory progress. Pupils with special educational needs and those who speak English as an additional language often make good progress as a result of effective support and appropriately matched work. This is an improvement from the time of the previous inspection, when standards and progress were described as unsatisfactory.
108. By the end of Key Stage 1, pupils identify appropriate features of different locations, when comparing Bedhampton and Southsea. They begin to give reasons for differences in the types of building and facilities in the two areas. They investigate which are the most popular places to visit in Southsea and make sensible suggestions for how those that are less popular could be

improved. In Year 1, pupils follow a photo trail in the local area and develop their mapping skills by plotting their route on a large-scale street plan. They draw their own maps to show the way they come to school and the different features they pass. They conduct traffic counts on nearby roads to find which are the busiest and identify safety features such as bumps in the road and barriers and a footbridge at the level crossing. Teachers in all year groups make effective use of interesting displays about the travels of Barnaby Bear to increase pupils' awareness of contrasting features of countries such as Australia and the United States.

109. The quality of teaching is satisfactory overall. There were several good features in the lessons seen, but also a few ineffective elements. In one class for example, the teacher made good use of skilful questioning, which built on pupils' responses, to help them develop and extend ideas for improving the school grounds. In the other class, the teacher read out the detailed replies the caretaker had sent in response to a questionnaire about the school site. This captured and sustained the pupils' interest very well. They were very keen to offer ideas for how they could help, but few were given the opportunity or time to articulate these. The tasks set after this were matched well to the needs of different groups of pupils. Higher attaining pupils rose to the challenge of writing letters to local residents very well and produced thoughtful and interesting work. Pupils with special educational needs made good progress in designing an anti-litter sign as a result of the effective questioning and support of the learning support assistant. However, the teacher did not explain the task clearly to the third group or manage them well; consequently they did not achieve as much as might be expected in the time allowed. Teachers make appropriate use of opportunities to support the pupils' skills in numeracy and information technology through, for example, the use of databases and graphs to record and compare information from the visit to Southsea.
110. The co-ordinator has worked hard to produce a well-structured scheme of work. This links effectively the development of geographical skills to the study of places and themes in units of work for each year group. It provides good support for teachers' planning and helps pupils to build on previous learning. Teachers have implemented the scheme consistently and this, together with a manageable assessment and recording system linked to key objectives, has contributed significantly to the improvement in standards since the last inspection. The co-ordinator has a clear, appropriate view for the continuing development of the subject. This includes, for example, increasing the range of ways that pupils record their investigations, particularly in field work. A variety of well-planned visits in the locality and the emphasis on environmental work contribute well to the pupils' social, cultural and personal development.

HISTORY

111. Only one lesson was seen during the inspection week. A Year 2 class assembly about The Great Fire of London was also observed. Evidence from these, discussions with pupils and staff, scrutiny of planning, displays and previous work indicate that the majority of pupils, including those with special educational needs, make satisfactory progress and meet the expected standards by the end of Key Stage 1. Standards are similar to those described in the previous inspection report.
112. In Year 1, pupils know why poppies are sold in school in November and learn about famous historical figures such as Guy Fawkes. Some higher attaining pupils can explain why he plotted against the king and parliament. Pupils identify differences in the way that people used to live from pictures and photographs, as well as by visiting the Weald and Downland Museum. In Year 2, pupils spend a day in Victorian costume experiencing aspects of school life a hundred years ago. This captures their interest particularly well, as several activities, including a finger-nail inspection and an investigation into a playground fight, are based on descriptions from their own school log books of the time. In learning about the Great Fire of London, they begin to ask appropriate historical questions and to consider causes and consequences of historical events.
113. Not enough lessons were seen to make an overall judgement on the quality of teaching. In the one lesson seen, there were several good features. The teacher questioned the pupils well helping them to link the reasons for the rapid spread of the fire to the improvements made in the

re-building work. Well-chosen extracts from Samuel Pepys' diary added to the interest shown by pupils as well as to their awareness of how to find out about the past. The teacher then asked all pupils to record their ideas in the same way. This was less effective as some pupils' limited writing skills prevented them from communicating as much as they could explain verbally. In a presentation made by another class in an assembly, the teacher had written a quite lengthy rhyme, with the help of one of the pupils, summarising the key events of the fire. The whole class performed this from memory at their assembly, with great enthusiasm and aplomb. It was a very effective way of helping children to remember what they had learnt, as well as increasing their interest and motivation.

114. Teachers use drama and stories well to help pupils understand why people acted as they did. They also make good use of opportunities for pupils to extend their literacy and information technology skills, by writing in a variety of forms. For example, they write factual, correctly sequenced accounts of the Great Fire. Some pupils use a desktop publishing programme to produce a simulated news-sheet about the progress of the fire each day. Others use the internet to find and print out additional information. However, past work shows that frequently teachers give all pupils the same task and do not make enough use of opportunities for higher attaining pupils to extend their skills by, for example, planning and carrying out their own research.
115. The co-ordinator ensures, through the planning, that appropriate attention is given to the development of historical skills. These are assessed systematically and pupils' progress recorded against the expectations for each year group. Relevant links are made with other subjects such as religious education and geography. This, together with the effective use of drama, role-play and visits to places of historical interest in locality, enhances the breadth of pupils' learning across the curriculum and contributes well to their social and cultural development.

MUSIC

116. Standards are in line with those expected of pupils of a similar age and some pupils achieve above expectations. This is a slight improvement from the last inspection. Provision for music is enhanced by its use in assemblies and through the extra-curricular recorder club for Year 2 pupils
117. Pupils sing well in assemblies. They sing a large number of songs from memory and remember the words and melody accurately. In Year 1, pupils make good progress. They listen to extracts of music and identify some of the instruments being played. They very quickly learn to sing songs and play musical instruments with contrasting dynamics. Most sing songs from memory enthusiastically and tunefully. They follow simple notation and changes in dynamics, with a good level of control. Most have a clear understanding of silence in musical terms. By Year 2, pupils sing songs such as 'London's Burning' as a round and clearly enjoy the challenge it presents. Many follow simple musical notation accurately in order to play 'Frere Jacques' using percussion instruments appropriately. When presenting their work they perform well together. They show a sound ability to maintain a steady beat. They are beginning to recognise how composers change the mood of their compositions by changing the tempo.
118. A music specialist takes the majority of music lessons for the whole school, with class teachers taking the rest. The teaching is good and lessons are very well planned. In the lessons seen, the teacher made the purpose of each part of the lesson very clear to pupils and this helped them to sustain generally good levels of concentration. She developed a good sense of audience and used resources well to meet the lesson objectives. This added to pupils' evident enjoyment of music sessions, particularly when it involved playing instruments. They used these sensibly. Pupils are very keen to participate in music making and prepare well for it. Lessons have a good pace and the teacher provides a good variety of activities to challenge and motivate the pupils. This was particularly noticeable in the Year 1 lesson using the 'Wall of Sound', where a new musical element was introduced to the score each time it was played. Good use is made of appropriate vocabulary that pupils understand and use. Occasionally the teacher does not ensure all pupils are listening before talking to them and this has an adverse effect on their learning, as they are not clear about what is expected of them.
119. The co-ordinator is well qualified in the subject and has produced a good scheme of work She

carries out regular assessments of pupils to monitor their progress and caters for their differing needs appropriately through varying the level of difficulty in the instruments they play. Good use is made of whole school productions, the Leavers Concert and visits from the Bournemouth Symphony Orchestra to enhance the provision for music.

PHYSICAL EDUCATION

120. By the end of the key stage standards are in line with national expectations. Pupils perform with suppleness, control and safety, a range of basic tasks such as balancing and travelling in a variety of ways and directions. They demonstrate good control when linking actions together and when using apparatus. This is similar to the findings of the previous inspection.
121. Pupils, including those with special educational needs, make good progress in many lessons. They are enthusiastic about their learning. They work purposefully to produce improvement, and make good use of practice and repetition in order to refine performance. They respond well to activities, and show enjoyment in lessons. They work well individually, in pairs and in groups. For example, in a Year 1 games lesson pupils concentrated hard on improving their skills of bouncing and rolling a small ball. They worked equally well in the team races. In a Year 2 games lesson pupils used hockey sticks with extreme safety and made good progress in their stick and ball control. They concentrated well when working individually and when working with a partner for ball passing skills.
122. Overall, teaching is good. Teachers have good subject knowledge, and set a good example to pupils by dressing appropriately and leading by example. They have high expectations of pupils' behaviour and manage the pupils well throughout lessons. Lessons are well planned and include the essential elements of warming up and cooling down. However, pupils are not given enough opportunities to discuss and refine their work with each other and with the class teacher. This was especially noticeable in one Year 2 dance lesson, using the scene of a building site. Music was used as a stimulus and it set an appropriately quiet tone for the lesson. However, it restricted the movements pupils used, as it did not reflect the sounds and range of activities that a building site has to offer a dance lesson.
123. Since the last inspection, a policy and scheme of work has been implemented to ensure that pupils build systematically on previous skills. Assessment of the development of these skills is good and has also improved since the previous inspection. The co-ordinator has had limited opportunities to observe other classes but has been well supported by the headteacher, who has monitored teaching in all classes. The range of equipment is good. The school benefits from a large, well-equipped, hall and a satisfactory hard play area. Good links have been established with the junior school, who provides their field for sport's day and the local rugby club. A 'fun fit' club and one for soccer skills extend pupils' opportunities in physical education.