

INSPECTION REPORT

NETLEY ABBEY JUNIOR SCHOOL

Netley Abbey

Southampton

LEA area: Hampshire

Unique reference number: 116061

Headteacher: Mrs. Jan Dewland

Reporting inspector: Mrs. Jean Harding
21378

Dates of inspection: 25 – 28 September 2000

Inspection number: 224355

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Westwood road Netley Abbey Southampton Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Paul Willis
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Names of team members	Subject responsibilities	Aspect responsibilities
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Mrs. Charlotte Roberson Lay Inspector 16310		How well the school cares for its pupils How well the school works in partnership with parents
Mrs. Ann Kinmont 15199	English Geography	Pupils' attitudes, values & personal development
Mr. Paul Knight 20654	Mathematics Music	
Mrs. Christine Llewellyn 22874	Science Information and communications technology History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a school for boys and girls from 7 - 11 years of age. There are 314 pupils in the school. It is larger than the average junior school. Very few pupils are of non-white ethnic origin and only one speaks English as an additional language. Numbers on roll are lower than they were at the last inspection. Thirty four percent of pupils are on the special educational needs register, which is higher than the national average. However, only four percent of pupils have special educational needs of a marked nature and only two pupils have statements of special educational needs, which is lower than the national average. Twelve percent of pupils are eligible for free school meals; this is below average. The majority of pupils live in privately owned homes. A significant minority of pupils come from outside the school's catchment area. Most pupils join the school from the infant school next door. Attainment on entry is mostly in line with national averages and expectations.

HOW GOOD THE SCHOOL IS

This is an improving school. Standards of attainment in the core subjects of English, mathematics and science are rising and the National Curriculum tests results for 2000 have met or exceeded the targets; results were around the national average. Standards in most subjects are in line with national expectations but standards in religious education are low. The teaching is generally satisfactory with areas of strength and weakness. The most significant problem for the school is its unsatisfactory relationship with a significant number of parents, which is detrimental to the learning of the pupils. The governing body knows this and also has a clear understanding of other important issues. It is starting to deal with problems effectively. The management by senior staff, although satisfactory and much improved over the last two years, still needs to be better. The school has had considerable extra funds to tackle its problems but, nevertheless, gives satisfactory value for money.

What the school does well

- pupils' standards of speaking and listening are high
- pupils who have special educational needs, especially those with statements of special educational needs, make good progress
- the governing body knows well what is going on and has started to tackle issues effectively
- relationships between pupils and between pupils and staff are good
- attendance is good and improving

What could be improved

- pupils' knowledge and understanding of religious education
- the development and use of some key skills, especially writing and the presentation of work
- the relationships with parents
- the leadership and management, especially in terms of the monitoring of teaching
- the assessment of pupils' progress in some subjects.

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 June 1998, when it was found to have serious weaknesses. Since then it has made satisfactory progress towards addressing the key issues for action identified by the inspection team. In November 1999 an Ofsted team found that sound improvements had been made. Those improvements continue and the school knows there are still improvements to be made.

Standards are rising and a good improvement was made in the National Curriculum tests at the end of Year 6, in the last academic year. However, there has been a significant deterioration in the standards of religious education. One of the main criticisms two years ago was in the area of leadership and management, which was found to be poor. This has much improved and is satisfactory overall. The role of the governors is now properly defined and they are effective. School development planning has improved and staff have appropriate job descriptions. The leadership and management skills of the

headteacher are better but need to be developed further in the light of new challenges. The senior management team is still not as effective as it could be.

Standards of attainment in information and communications technology have improved. Curriculum planning is better. Assessment is better, but the use of the data collected is still not secure in information and communications technology, and many non-core subjects do not have agreed procedures. The monitoring of personal development is still not good enough. The links with parents are not as good as they were reported to be two years ago. The school is aware of the need to improve further. The headteacher and governing body knows, to a great extent, what needs to be done, but not always how to do it. The school is well-placed to drive through important improvements but the headteacher will need help to ensure that the partnership with parents is as productive as it could be.

STANDARDS

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

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

The above table only refers to the National Curriculum test results (SATs) up to 1999. The results for 2000, for which there are no comparisons with similar schools yet available, show a considerable improvement. The results are around the national average. The targets for the SATs for the year 2000 have been met, or exceeded, and so there will be revisions to the targets for 2002. The trend in attainment in English, mathematics and science is upwards, as in most schools, but there has been an upturn this year for this school.

Standards of attainment in most subjects are in line with national averages and expectations, although standards in information and communications technology in Year 6 are still too low. However, the rate of progress of pupils' learning in this subject has been good in Years 4 and 5. Standards of religious education are poor, as pupils have not had enough appropriate teaching. Most pupils make satisfactory progress in their learning, and pupils with special educational needs make good progress. Pupils who are more able generally make satisfactory progress. Pupils' application of the key skills of writing, number, and information and communications technology in other subjects, is unsatisfactory. Their skills of problem solving and their understanding of how to improve their performance are limited. However, their speaking and listening skills are good and this helps them to work well with others.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy going to school but they do not always make sufficient effort.
Behaviour, in and out of classrooms	Satisfactory.
Personal development and relationships	Pupils' personal development is not as good as it should and could be because the school does not provide sufficient opportunities for this aspect of each individual to be fostered. Relationships with

	each other and staff are good.
Attendance	Good and improving

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	N/A	satisfactory

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.

Of the lessons observed, 95 percent were satisfactory or better; five percent were unsatisfactory. Forty percent were good or very good; four percent (three lessons) were very good. No lessons were poor. The teaching of English and mathematics is satisfactory overall with good aspects; staff have sound skills for the teaching of literacy and numeracy. The teaching of the science lessons seen was good. There was some good teaching seen in all year-groups, but there is a clear difference between classes within the year-groups. The teaching observed was better than the evidence of the teaching seen in pupils' books for last year. In these it was clear that pupils were allowed to do too little work and this is still the case. Marking was too often unsatisfactory. Then, and now, few lessons are really interesting and challenging. Unsatisfactory teaching occurs when lessons are not planned in enough detail and when teachers find it hard to cope with pupils' disruptive behaviour. The best teaching occurs when teachers plan well and expectations of work and behaviour are made clear. Support staff are usually well briefed and make a good contribution to pupils' learning.

Pupils' learning is generally satisfactory. They show interest and understand what they are doing. However, few apply enough intellectual, physical or creative effort in their work and this is linked to low expectations by some staff. The pace of working is too leisurely. The learning of pupils in Year 6, in some subjects, is often weak. This is due to an unsatisfactory curriculum and teaching in the past.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with the exception of religious education. Provision for the teaching of literacy and numeracy is having a marked effect on the raising of standards. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Individual education plans are of good quality and so pupils make good progress. A lot of support staff time is given to pupils with difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral, social and cultural development is satisfactory. Provision for spiritual development is unsatisfactory as the religious education curriculum is not good enough and acts of collective worship do not always have a sufficiently spiritual dimension.
How well the school cares for its pupils	Pupils are well supported by all adults and this helps to raise achievement. Assessment is satisfactory in most core subjects but it is unsatisfactory in religious education, some other subjects. The monitoring and recording of pupils' personal and social development is unsatisfactory.

All pupils have equal access to the curriculum. Staff know that provision for pupils' personal development needs improvement; the new personal, social and health education programme is now being actively promoted. The school's partnership with parents is weak. A significant minority of parents do not like

what the school does and how it does things. A significant number of staff are critical of parents. While this situation continues the pupils' quality of education is suffering. The school is aware of this and is seeking ways to remedy the situation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall with strengths and weaknesses. The headteacher has ensured a big improvement in standards in some core subjects but she has not ensured that other issues have been properly addressed. The senior management team is less effective than it should be and not enough real authority has been delegated to subject managers.
How well the governors fulfil their responsibilities	The governing body shows an active commitment to the school. Governors are effective and have a clear grasp of the issues to be tackled. They face up to their responsibilities well. The chair of governors leads the school well.
The school's evaluation of its performance	Satisfactory and improving. There is no complacency among the staff and governors. Where practice and outcomes are unsatisfactory it is often because people do not know what is best practice.
The strategic use of resources	Satisfactory overall, with strengths and weaknesses. Financial management is satisfactory and financial administration is good. The deployment of some senior and experienced staff is not efficient.

Staffing levels are good and arrangements for staff's induction, appraisal and training are satisfactory. The accommodation, although having inherent problems, is satisfactory for the teaching. Resources are generally satisfactory. The strengths of the leadership and management lie in the governing body which is now beginning to address, sensitively, weaknesses in the school. Some weaknesses relate to the tendency of staff to blame outside factors and people for problems that should be tackled within the school. The headteacher and governors apply the principles of best value to most aspects of spending, but there is a tendency to assume that higher spending alone will solve some problems.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • they feel their children are taught well • they feel their children are expected to work hard and achieve his or her best • their children like school • the school is helping pupils to become mature and responsible. 	<ul style="list-style-type: none"> • the amount of homework and its difficulty • the information which the school gives them • they do not feel comfortable about approaching the school with questions or complaints • how closely the school works with them • the leadership and management • a few have serious concerns about the provision for pupils with special educational needs • the range of extra-curricular activities.

One of the major difficulties for this school is that a significant number of parents do not have a true picture of its strengths and weaknesses. Inspectors agree with some of the parents' views, but many of the parents' opinions are not substantiated by the evidence. The teaching, although generally satisfactory, is not good and pupils should be expected to work harder. Pupils do like school, but they could be helped

more to become mature and responsible. Homework, although variable, is satisfactory overall. There is plenty of information supplied to parents on a formal level and the headteacher and staff are willing to give more informally; so inspectors cannot agree with the criticism about the amount of information provided. Inspectors can understand why some parents feel uncomfortable about approaching the school as staff do not always seem welcoming. The management must address this issue as soon as possible as it is adversely affecting parents' views about the school in general. It is mainly due to this factor that parents' complaints that the school does not work closely enough with them are justified. Parents, also, have some justification about their doubts over the leadership and management. However, the inspection team feel that the provision for pupils with special educational needs is good overall. The amount and range of extra-curricular activities provided are good.

Some of the issues raised here are long-standing and, at the last inspection, a number of complaints from parents were also not substantiated by the evidence. A culture of blame exists, and defensiveness by some school staff is not helpful. The behaviour of both sets of people depends on the behaviour of the other. This cycle of distrust must be broken if progress is to be made and pupils are to get the best that the school can offer. In this the school management must take the lead.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school with attainment that is generally in line with national averages and expectations, except for information and communications technology, in which standards are low. Progress in learning is currently satisfactory and, when pupils leave Year 6, most will achieve at the necessary levels for them to be able to cope at secondary school, although standards of attainment in information and communications technology will still be below expectations for pupils currently in Year 6. This is exactly the same as was found at the previous inspection. However, the National Curriculum test results (SATs) for the two previous years (1997 – 1998) had shown that pupils' attainment in English and mathematics was below the national average; for science in 1997 it was well below average and below average for 1998.
2. The test grades for English, mathematics and science in 1999 show that overall, pupils attained below the national average in English and well below for mathematics and science. In comparison with similar schools results were well below average for all subjects. The percentage of pupils attaining at the higher levels was below the national average for English and well below average for mathematics and science.
3. Over the last two years a great deal of work has been done. The result is that by the end of the last academic year (2000) standards of attainment in the core subjects of English, mathematics and science, as measured by the National Curriculum tests, had improved considerably. There are no detailed statistics yet available to compare this school's results with those of schools with similar intakes, and so most analysis will use last year's results, even though the situation has changed substantially.
4. The National Curriculum test results for 2000 show that results were much more in line with national averages, although in comparison with similar schools, pupils will be shown still to be underachieving. For English, 79 percent of pupils attained at the required level or above, compared with a national average of 75 percent; a big improvement here. For mathematics, 68 percent of pupils attained the required level or above compared with 72 percent nationally. For science, 83 percent of pupils attained the required level or above compared with a national average of 85 percent. Twenty five percent of pupils attained at the higher level in English, 14 percent in mathematics and 19 percent in science. However, only 56 percent of pupils attained at the required level in writing (that was the national average) and for boys the figure was only 38 percent. This is because they had done too little writing through the year. The school achieved its own target of the percentage of pupils achieving the required level and above in mathematics; it exceeded its appropriate targets in English and science. In the light of these encouraging figures, the school will now review the targets for the next two years.
5. The results of the National Curriculum tests at Key Stage 2 for the 1997 - 1999 show a trend upward, mirroring the national trend, but below average. However, for 2000, pupils' grades were higher and there is a sharp turn upwards, and this is due to better teaching and analysis of pupils' work. The trends over time cannot show trends in attainment with real accuracy, because the grades depend on the number of pupils with special educational needs in each year cohort, but it is clear that the school is giving pupils a much better deal than it has in the recent past.
6. Inspection evidence, including a detailed analysis of these statistics, as well as lesson observation and scrutiny of work, shows that overall, by the end of Key Stage 2, standards of attainment in most subjects, for those pupils without marked special educational needs, are generally in line with national averages and expectations. Progress is generally satisfactory, although pupils currently in Year 6 have not made appropriate progress in some subjects through the school and so have a lot

to catch up. Standards are low in religious education as pupils have not had enough structured teaching in this subject. Standards of attainment in information and communications technology are also low for pupils at the top of the school for the same reason. However, the progress of pupils in information and communications technology through the school is now satisfactory and augers well for the future. Standards are high in speaking and listening and in reading lower down the school.

7. Pupils' achievements in all other subjects are satisfactory. Pupils mostly have adequate skills in key areas, but they do not always use these well enough in other subjects. In verbal communication pupils use their skills well. They have sound reading skills but do not use these well enough in research and their study skills are not well developed. Pupils' writing skills are often unsatisfactory and they do not write well in other subjects or even, for many, in English. Similarly, number and information and communications technology skills are not sufficiently used across the curriculum. All these deficiencies are because they have not been given sufficient opportunities or encouragement to use learned skills. This is a real weakness.
8. There is increased emphasis in the new National Curriculum on other important skills such as working with others, improving their own performance, problem-solving and a range of thinking skills. The planning of the curriculum is currently insufficiently sophisticated for staff actively to teach these life skills. Pupils are good at working with others but the rest of the skills, such as reasoning, evaluation and creative thinking are not well developed. The new personal, social and health education programme aims to address this and it has an appropriately high priority in the school.
9. Pupils with special educational needs at the school generally make good progress towards achieving the targets on their individual education plans. They receive good quality additional support where necessary, and this ensures that they are able to work alongside their peers and achieve success. This is an improvement since the last inspection when pupils were said to make satisfactory progress. A few parents consider that their children who have special educational needs are not receiving suitable support to make appropriate progress. This was found not to be the case. Pupils with known more serious problems in specific areas make at least satisfactory progress in their learning and good progress in their ability to cope with difficulties. This prepares them well for the next stage of education.
10. Some parents are concerned that more able pupils are not doing as well as they could. Inspection evidence shows inconsistency here. Pupils who are higher attainers generally make satisfactory progress, but this could be better if teachers provided even more challenging work for them, and insisted that it was done to a high standard.
11. There is no observable difference in the attainment or progress of boys and girls; most make appropriate progress. However, boys fail to attain satisfactory levels in the National Curriculum tests in English, especially writing; this is a problem nationally and the staff are aware of this. They have satisfactory strategies to remedy the situation, but there will be a time-lag between implementation of these and improved results. No pupils have been identified as showing special gifts or talents. The school is conscious that this is an area for development and is putting in place appropriate policies to extend more able pupils.

Pupils' attitudes, values and personal development

12. The previous inspection found that attitudes and relationships were good in the school and that behaviour and personal development were satisfactory. The procedures for the monitoring and evaluation of pupils' personal development were found to be unsatisfactory. The promotion of good behaviour was regarded as unsatisfactory and noted as a concern of parents.

13. Pupils enjoy coming to school and relate well to one another and to adults in the school. This confirms the findings of the previous inspection and is a strength of the school. Good relationships are seen in lessons where pupils work co-operatively in groups and share resources sensibly and fairly. They also underpin behaviour at lunchtimes where a pleasant social atmosphere is created. Pupils take the opportunity to chat amicably to each other and to kitchen and supervisory staff. They make new friends in this orderly but informal setting. They know each other well in classes and in the playground where they happily engage in activities in groups comprising boys and girls of different ages. They use the playground areas appropriately knowing where boisterous activity is permitted and where care must be taken. Pupils are polite and helpful and they like to respond to questions and join in discussions. They welcome and are pleased to talk to visitors.
14. Attitudes to learning do not now appear to be as good as observed in the previous inspection. Pupils are eager to learn and do maintain their efforts in those lessons where their interest is aroused, for example, in a lively exchange on synonyms in Year 5. They also respond well where tasks and activities are sufficiently challenging and exciting, for example, trying to interpret the nonsense vocabulary in the poem, *The Jabberwocky*. However, there are a significant number of occasions when some, particularly older pupils, display a degree of apathy. They are content to sit, listen and try to complete a worksheet. As their initial enthusiasm falters, they do not make the effort of which they are clearly capable. They are easily satisfied with a slow rate and take little pride in their work.
15. For this reason standards of behaviour continue to be satisfactory with no improvement since the previous inspection. Most parents think that behaviour is satisfactory, but a few do not. A strategy is now in place to raise teachers' expectations in order to increase pupils' commitment to their own learning. No instances of bullying were observed in the course of this inspection, an improvement since the last inspection, and pupils generally have no anxieties about playground behaviour. They know and are guided by the Golden Rules and identify what is and is not acceptable. Where incidental opportunities arise in lessons for example, they will defend each other's right to participate and show disapproval of harsh judgements. This reflects the positive impact of lessons dealing with personal development. Pupils share and appreciate each other's achievements in Special Mention assemblies and tell how they strive to gain house points or earn a certificate. Older pupils remember Sports Day and their role in competing for the trophy. These clearly matter to pupils.
16. In lessons pupils work co-operatively in groups and share resources sensibly and fairly. They respect the contributions of their friends in plenary sessions by listening attentively and making their own observations and comments when appropriate. The younger pupils in Year 3 can organise themselves into groups and collaborate on tasks and also regularly fill in their own reading record sheets. In Year 4 pupils appreciate taking charge of a group and in Year 5 sensibly allocate their own responsibilities within the group. There are insufficient opportunities within lessons for pupils to act on their own initiative, for example to devise their own ways of working or to set and work to achieve their own targets for learning. On the evidence of tasks supplemented by work done at home, such as the conservation folders on endangered species produced in Year 5, pupils relish the chance to develop and apply their study skills.
17. Pupils bring a good deal from their homes in terms of maturity and personal development. During the school day they are entrusted with a small number of simple, helpful tasks such as operating the overhead projector in the classroom, the CD player in assemblies or taking the register from the classroom to the office. However, these pupils are capable of undertaking responsibilities of considerably more depth than are offered at present.
18. Pupils' attendance rate was judged as good in the last inspection report. The situation is about the same now, with attendance having improved recently. The rate for the most recent reporting period for authorised absence was 5.7 percent, just above the national average for last year with the level of unauthorised absences, at 0.4 percent, below average. A significant number of

parents still take their children on holiday during term-time, but this is improving. Punctuality for the majority of pupils is good. Therefore, attendance as a whole is still judged as good.

HOW WELL ARE PUPILS TAUGHT?

19. The last inspection found that teaching was satisfactory overall with strengths and weaknesses. Few lessons were graded as very good and very few as less than satisfactory. Currently the picture is about the same. The teaching is satisfactory overall. Of the lessons observed 95 percent were satisfactory or better; 40 percent were good or very good, and 4 percent (three lessons) were very good. Four lessons were graded as unsatisfactory. The evidence of teaching from the scrutiny of pupils' work produced last year, however, showed that teachers' expectations were too low in respect of amount and presentation of work and that a significant number of the books were not properly marked. This has affected the rate of pupils' learning. Pupils' progress in learning is directly linked to the quality of teaching.
20. Parents responding to the questionnaire, at the meeting, and in their letters have widely differing perceptions about the quality of teaching and amount of homework. The headteacher states that her monitoring of teaching showed that about half of lessons observed were good or very good and that no unsatisfactory teaching was seen. The teaching observed by the inspection team was not as good as the parents and the headteacher had suggested.
21. There are good aspects to the teaching in many classes with real strengths in all year-groups. Within each year-group there are inconsistencies between the classes, which cannot always be put down to lack of experience or training. The teaching is most consistent in Years 4 and 5. The learning of pupils in Year 6 is nothing like as consistent as that of pupils in other year-groups; this is due to variation in the curriculum and staff over the last two or three years.
22. Teachers generally have satisfactory knowledge and understanding of their subjects. The extra training and input from specialist consultants have had a marked effect on the teaching of English and mathematics. Most teachers have satisfactory skills in information and communications technology for them to teach the subject, but there are pockets of weakness that are known in the school, and more training is needed. However, too little information and communications technology is built into the planning of lessons and used across the curriculum to develop the subject itself and to use pupils' learned skills in other subjects. When it is planned for, such as in art lessons, effective use is made of this new technology.
23. Staff are technically competent to teach phonics and the basic skills. However, not all the higher order skills of reading have been taught actively in the past. More able pupils, therefore, do not always attain at the levels that they could. A real concern is that teachers do not encourage pupils to write at sufficient length and pupils are allowed to get away with sloppy work in terms of presentation, spellings and handwriting. Slapdash work is accepted and this is a real weakness. Learning is not all it could be when pupils apply so little intellectual, physical and creative efforts to their work.
24. Although there is little overall difference in the quality of the teaching between subjects, the quality of the planning varies and has a significant impact on the learning. A case in point is the teaching of literacy and numeracy; as these lessons are so much better planned than many, there were no lessons seen that were unsatisfactory. The current teaching of science, similarly, is often good. The quality of planning varies not only between subjects but between teachers. Those who are newly trained often make better plans than more experienced teachers. In weaker lessons, clear objectives for the lessons are not always set and the programmes of study to be addressed are not explicit. The better lessons are planned to improve pupils' learning by ensuring that they understand what they are doing. The planning of some non-core subjects is unsatisfactory, and that of religious education is weak. For non-core subjects, teachers use the planning for the whole

term, often produced by someone else, and do not personalise the work for their own class based on an evaluation of what pupils know, understand and can do, and how well the last lesson went.

25. The greatest weakness in the teaching is the lack of inspiration and challenge of the lessons. A significant number of lessons are rather boring and pupils, although reasonably behaved, respond accordingly. Pace is often too leisurely and pupils are allowed too long to complete tasks. When lessons have a spark and the teacher communicates enthusiasm, pupils' response is, obviously, better and they get more out of the lesson. An example is the response to the visit of a 'Roman soldier'; this was a very interesting project and produced a lively response.
26. Most teachers use methods which enable all pupils to learn effectively and they set appropriate challenges for pupils of all abilities, although the challenge for the more able could still be better. The more able should be expected to produce more work and better recording of the work. There is a tendency to 'spoon-feed' more able pupils instead of giving them the task and expecting them to get on with it. Pupils do think for themselves when given the opportunity.
27. The teaching of pupils with special educational needs is often good. Pupils have concentrated help given to them by the special educational needs co-ordinator and the learning support assistants. This is effective in raising their attainment and their self-esteem. Most teachers give pupils with special educational needs appropriate work within the main classes, but this could still be improved. Classroom assistants give good support to teachers; they are usually well briefed and have good relationships with pupils. They have had appropriate training, especially from the special educational needs co-ordinator.
28. The management of the class and the ability to cope with behaviour that is less than perfect is variable among the teachers. The best teaching is characterised by classroom 'presence' and pupils get the idea that the teacher is in full charge. Most staff have a good rapport with pupils who find them kind and approachable. However, over-lavish use of praise by a few staff gives pupils the wrong impression about what is really good. The headteacher has recognised, from her monitoring of lessons, that some staff need more training in the management of challenging and disruptive behaviour, even that of a minor nature; she has started to take appropriate action to give support on this issue.
29. The assessment of pupils' work on a day-to-day basis is satisfactory overall, but could be better. Where assessment data exist, they are used well to inform further planning. Marking is inconsistent, but better than that of last year. The school has recognised this and the adoption of a new and appropriate marking policy and scheme is hoped to improve this.
30. Homework is given and generally used effectively. Most of the parents' concerns about this are based on the inconsistency of the timing, amount and difficulty. Parents have a point but homework is usually appropriate. The use of the Home-School book could be better and this would prevent many of the misunderstandings, especially over reading.

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

31. The previous inspection found that the school provided a satisfactory curriculum in most areas except for the provision of information and communications technology. There were weaknesses in curriculum planning and in assessment. The overall provision for spiritual, moral, social and cultural development was satisfactory.
32. The current curriculum is relevant, balanced and broadly based with the exception of religious education. Sufficient time is allocated for the teaching of National Curriculum subjects but insufficient time is allocated for religious education. Pupils' intellectual, physical and personal development is being satisfactorily developed. Statutory requirements of the National Curriculum

subjects are being met. Provision for health, sex education and drugs awareness is satisfactory. Provision for pupils' social, moral and cultural education is satisfactory overall but the provision for pupils' spiritual education is unsatisfactory in some respects. When pupils are given the opportunities to take responsibility, they do it enthusiastically and confidently. They select resources for games and act responsibly when using resources and solving problems in some aspects of their education. Pupils in some classes are given the opportunity to organise their own work but this practice is inconsistent.

33. Access to the full curriculum is provided well for all pupils including those with special educational needs. The school has an appropriate Equal Opportunities policy. Procedures for monitoring information in relation to gender, ethnicity and background are in place and data gained are used effectively to ensure equality of access for all pupils. The good planning for pupils with special educational needs provides these pupils with good opportunities to improve the progress they make in their learning, their attitudes and their behaviour.
34. Since the last inspection, most key issues about the curriculum have been successfully addressed. Improvements to raise standards and improve progress in information technology, by ensuring that programmes of study are fully covered, are in place. Curriculum planning now provides clear progression in learning for pupils as they move through the school and on to the next stage of their education. Planning is monitored by the subject manager, the headteacher and the curriculum manager.
35. Systematic procedures for assessing pupils' attainment, related to National Curriculum criteria and levels, are in place for the core areas and for some of the non-core subjects. Data from assessment in the core areas are now being analysed to guide the setting of targets. This system is now being supported using technological systems to advise future planning and teaching. Systems are in place to assess pupils' progress in some of the non-core subjects but not all assessment procedures are currently being used consistently. Procedures are now in place for monitoring and recording pupils' academic progress but procedures for monitoring personal development are currently under-developed. Provision for extending and broadening the curriculum for higher attaining pupils is being addressed. Due attention is given to all aspects of the curriculum to ensure an appropriate balance of what pupils are taught, with the exception of religious education.
36. Policies and schemes of work for all National Curriculum subjects are in place. Teachers' termly planning is satisfactory overall and sufficiently detailed to ensure that learning is incremental and they make sound progress. Subject managers are generally effective in monitoring planning to ensure continuity across the key stage. Teachers in year-groups plan together to ensure parity of opportunity for their pupils. The planning of National Numeracy and Literacy Strategies has led to an improvement in the quality of provision and the raising of standards. Pupils are grouped on the basis of prior attainment in literacy but not in numeracy. Standards are higher in English than in mathematics but the school does not wish to set pupils for numeracy. They may need to reconsider this stance if standards do not rise at the same rate as most schools. Pupils with special educational needs are given the same curriculum as other pupils but pitched very carefully at their level assuring opportunities to succeed and increase self-esteem. There has been an improvement in the planning and provision for information technology since the last inspection. This is beginning to have a positive effect on raising standards.
37. The provision for extra-curricular activities is good. There is a wide range of music and sports activities that enhance the quality of education provided in the school. Visits by musical groups widen the range of pupils' multi-cultural musical experiences, such as gospel singing, Indian dance and a Samba workshop. All pupils have the opportunity to be involved in a variety of sports activities, such as netball, football, basketball and athletics. Pupils are provided with opportunities to perform out of school for a variety of audiences. For example, the choir performs for the local Women's Institute and the local Old People's Home and takes part in the Gamelan Concert for

World Music Festival in Basingstoke. There is a high percentage of pupils who participate in extra-curricular activities. Pupils in Year 6 are given the opportunity to attend a five day residential visit involving a variety of physical activities. This promotes both independence and inter-dependence. Despite the concerns of some parents, the provision is better than is often found.

38. The school provides effective health, sex and drugs education through personal, health and social education. Good support is provided by the local constabulary in the provision of some of these aspects, particularly drugs and safety with their 'Get It Right' programme. This supports pupils in beginning to be well-informed individuals and to have a positive attitude and take responsibility for their own action. Through their personal, social and health education programme and 'Circle Time' (where pupils discuss a range of moral and social issues with their teacher) pupils are effectively enabled to discuss and solve problems in a safe and secure environment.
39. Provision for pupils' spiritual development is unsatisfactory whilst provision for their moral, social and cultural education is sound. Daily acts of collective worship are not making a significant impact on pupils' spiritual awareness, and spiritual issues have little attention in their religious education programme. Provision for social and moral development have been sustained since the last inspection whilst there has been a reversal in the provision for spiritual and cultural development; in the previous inspection provision for spiritual development was satisfactory and for cultural development it was unsatisfactory.
40. Provision for pupils' moral development is satisfactory. The headteacher and all other staff provide good role-models and expectations for behaviour are high in most classes. Pupils know what is expected of them and they have a clear understanding of right and wrong. They are praised and rewarded for maintaining appropriate standards. Pupils contribute to the school rules and make sound choices everyday. Pupils have good rapport with each other and with staff. They treat staff, visitors and other people with kindness and courtesy and property with respect. This adds to the positive ethos of the school.
41. The school makes satisfactory provision for pupils' social development. It is a harmonious community where pupils have good relationships with each other. Pupils give generously to charities. Pupils collaborate well with each other and accept responsibility when offered. The school would benefit if pupils, especially older pupils, were afforded more opportunities to enhance their contribution to the school community. This could also increase their own sense of responsibility and self worth and capitalise on their energies and enthusiasm.
42. Provision for pupils' cultural development is satisfactory. Pupils' own cultural traditions are apparent and aspects of cultures, other than western, are fostered through music and drama. Pupils study Indian dance, African drumming and Indonesian percussion. The school library has a range of books which reflect the diversity of cultures. More could be made of the art and craft of non-western cultures; this is known to the art co-ordinator who has started to address this issue.
43. The school has effective links with other schools through the pyramid approach, which includes the comprehensive school and its feeder schools. Curriculum links have been established through this system allowing primary subject managers, including special educational needs co-ordinators to meet with their comprehensive school counter-parts on a regular basis. Links with the infant school are well established. Links with the community make a positive impact on pupils' learning and the quality of life within the school. The school has well established links with the local church, the community and local services, such as the police and fire service.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. In the previous inspection report there was criticism of some of the procedures in place for monitoring progress and personal development and for promoting the health and safety, as well as the consistently good behaviour, of pupils. Procedures for child protection, for first aid, for monitoring and promoting attendance and for dealing with emergencies were judged to be good.
45. The school has introduced a range of procedures, which are beginning to be more successful in further promoting the health, safety and well being of all pupils. Pupils are satisfactorily supported by all adults who work together to successfully raise achievement. Parents consider the school to give their children satisfactory care and protection.
46. The governing body is now taking a more active role in overseeing health and safety in the school. Some members use their expertise in undertaking termly risk assessments. The health and safety policy which has been put in place is relevant, manageable and followed. The site is kept well both inside and out and the site manager has well-established routines in place which ensure standards are maintained. For example the storage and use of all hazardous materials are clearly recorded. Conditions within some classrooms are cramped but teachers generally overcome size restrictions within the building. Although not seen in use during the winter term, there are inadequacies in the changing facilities for swimming. For example, there is no toilet adjacent to the boys' cubicle. Concerns over limited car parking and congested traffic have been raised regularly. Although it is an area which is beyond the control of the school, the headteacher and governors have taken appropriate action to involve the local authority to help improve the situation which is recognised as being of great concern to parents.
47. Teachers have knowledge of their pupils' progress and achievements through daily ongoing assessment linked to clear learning objectives in lesson plans. The use of marking to help pupils improve is evident in some classes but not all. Thus, not all pupils are clear about what they need to do to improve. The school has recently invested in a computerised assessment manager system and staff have started to analyse data and track all pupils as they progress through the school. This is a positive move. Teachers carry out assessments on pieces of work but these vary from class to class. This results in inconsistency and does not uniformly inform future planning and teaching. Assessment in the core subjects of English, mathematics and science is satisfactory and improving. Assessment in many other subjects has still not been developed, or data acquired are inconsistently used. The school is aware of this and has started to address the issue.
48. The school has appropriate procedures for the support and guidance of its pupils. The school works hard to ensure that pupils with special educational needs are well catered for. It successfully encourages them to play a full part in the life of the school so that these pupils feel valued. The school monitors their progress against their own specific targets including their movement up or down. Work is carefully matched to individual needs. Effective support is given by learning support assistants enabling the pupils to participate in the whole curriculum without losing self-esteem. The school has started to identify and track those pupils who are capable of achieving a higher standard and satisfactory procedures are now in place, but will take time to have a proven effect on attainment.
49. The school has an effective child protection policy which all staff are fully aware of. This complies with locally agreed procedures. The headteacher and the deputy head have both had appropriate training. New teachers are well informed of correct procedures to follow when necessary. Pupils who have specific medical needs are well supported. Throughout the day it was noticed that individual teachers spend extra time with those pupils who may need a little more support or care. Procedures for the consistent and immediate recording by teachers of some aspects of personal development are identified as an area for further development.
50. Pupils are well supervised during playtimes. The mid-day supervisors have had effective behaviour management training and follow procedures properly both in terms of dealing with minor incidents and with appropriate recording and reporting of them. Much work has been undertaken

to ensure pupils and staff understand the anti-bullying statement. There are generally sensible arrangements in place to promote good behaviour and occasional incidents of bullying are handled effectively. The vast majority of parents and pupils confirm that if bullying does occur it is effectively and swiftly dealt with by staff. Pupils find most teachers kind and approachable. However, some teachers are inexperienced in dealing with pupils who have more varied needs and at times they do have difficulties in maintaining good standards of behaviour in all lessons. Use of praise to encourage good behaviour is used very inconsistently across the school.

51. Procedures for recording attendance are good and fulfil statutory requirements. The school uses a computerised system and the school clerical officer, who deals with figures on a weekly basis, has a clear understanding of the system. The school does discourage parents from taking holidays during term time but many still do. This has adversely affected the rate of attendance in the past, and hence the rate of learning. Late arrivals are accurately recorded in the school office. Overall monitoring of attendance is satisfactory but no whole school targets, which might help in keeping the rate consistently good every year, are set. The school knows that more detailed procedures to promote good attendance are necessary in order for the current good rates to continue.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. One of the major difficulties facing this school is that a significant number of parents do not have a true picture of its strengths and weaknesses. Inspectors agree with the school about this. Many parents are reluctant to become involved in the school. Although communication has improved, a significant minority of parents feels that the school does not properly work in partnership with them and this is a long-standing criticism. The headteacher, staff and governors have tried several ways to improve the situation but have yet to find real success in all areas. The last inspection found that links with parents were satisfactory. This is no longer the case. The recent inspection report of the neighbouring infant school stated that partnership with parents is strength. The unsatisfactory nature of this school's links with parents is a weakness, which the school knows and needs addressing urgently.
53. After the last inspection the governing body chose to include a sixth key issue in its action plan that had not been listed by the inspectors. – *“To improve and enhance parental involvement and perceptions of the work of the school”*. In some respects there have been improvements in how well the school informs parents and some parents do indeed speak of improving open and constructive links with the school. A few parents were full of praise for the school. However, a significant number of parents continue to express many concerns over a range of issues. Only about half of the parents who responded to the pre-inspection questionnaire believe the school works closely with them, and this is borne out by a significant number at the meeting and in letters; inspectors understand and agree with many of these concerns. The inspection team judges that parents are not used as a rich resource for pupils' learning, because they feel they are kept at arms length from the school, even though this is not the intention. There is a tendency for some staff to disparage parents.
54. About a third of parents who responded to the pre-inspection questionnaire were not happy with the amount and quality of homework set. This was reiterated in letters and, to some extent, at the meeting. Inspectors consider homework to make a satisfactory contribution to learning, and that, generally, it is given in appropriate quantity. The exception is reading homework, which is less consistently given across the school. The school accepts that better use of home-school diaries and a more consistent approach to the setting of homework on a regular basis would help.
55. Parents receive written reports annually, which are of satisfactory quality. They are invited to two formal parent evenings and one open-day every year. However, take-up at these events is often disappointing, especially higher up the school. Inspectors believe that parents are given adequate formal opportunities to find out, or be told, how well their children are doing.

56. A significant minority of parents say they feel uncomfortable about over their contact with the school. Evidence shows that time is indeed given to those parents who approach the school with concerns but that opportunities for informal discussion at the beginning and end of the school day are very limited. The parents' notice board is situated away from the area in which parents are asked to wait to collect their children.
57. Twenty six percent of parents who responded feel the school is not well led and managed and a further 17 percent felt unable to answer the question. This reflects the general feeling of discontent of a significant minority. Parents do not feel well informed about what is happening in the school, such as the problems of staff absence. Too many parents perceive the school as unwelcoming. Parents rightly recognise the recent improvements in the role and effectiveness of the governing body.
58. Parents of pupils with special educational needs are generally well involved with discussions about their children. A minority of these parents do not feel that their children are well served; they feel aggrieved and more discussion with them is needed in order to settle differences of opinion.
59. Several initiatives aimed at strengthening links with parents have been introduced and some success is evident, for example in the quality and range of information parents receive. The annual report from governors to parents and the school brochure now include all information required by statute, including some interesting and helpful detail, especially on the provision for special educational needs in the school. The involvement of the Friends Association in the life of the school is not strong. Although there has been some voluntary parental participation in the recent development of the school grounds, lack of participation by the majority has led to some reduced activity in recent months. Trips have been cancelled due to lack of support from parents.
60. Parents receive a warm invitation from all teachers every term to help in classes with extra activities but very few choose to become involved. However, a few parents are very valued and regular helpers in the school library. A few parents give valuable help to the school by taking part in the Better Reading Partnership and this helps pupils' standards of reading. Parents have a home-school pack which is informative but the home-school book within it is not constructively used for two-way communication by many parents. Informative newsletters are sent out to parents, but many parents would like these to be more regular and for the school to ensure that they receive them. Parents have been asked to sign a home-school agreement but at the time of the inspection it was not known how many had been returned, although, clearly, most parents had done so.
61. The response to the questionnaires, and the number of parents at the pre-inspection meeting were small, but the tone of these and the many letters is the same. The majority of parents do not give their views or are happy with the school. However, there is a significant degree of dissatisfaction among parents; this was already known to staff and governors. Actions to involve parents more in the life of the school have not brought the improvements hoped for. The school does not live up to expectations of a worrying number of parents. There have been real improvements recently, but a new policy of 'exceeding the customers' expectations' is now necessary to bring about further essential change.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The last inspection team found that the headteacher and governors provided poor leadership and management. Parents were critical of the school. Since then there have been major improvements to this aspect of the school, except for the relationships with parents. The leadership and management are now satisfactory overall with strengths and weaknesses in key areas. A lot has been done, but even more still must be achieved in order that the school becomes even more effective.

63. At the previous inspection the headteacher was found not to provide a clear sense of direction and purpose. She has been successful in addressing this issue and now the school knows where it is going and what it wants to achieve. The aims have been agreed and there is a sense of vision. The headteacher has had a considerable amount of management training and help from the local education authority; which has been effective in many ways. She must be given credit for successful efforts in managing tasks, producing formal systems and raising attainment, especially in English, mathematics and science. Much documentation has been produced and structures devised to ensure conformity and consistency.
64. However, the headteacher has not been able to establish a culture which promotes full partnership with parents; one in which staff can empathise with parents, they can feel at ease and where conflict is handled sensitively. She does not delegate crucial aspects of Public Relations to staff. The relationship with a significant number of parents is still fragile. The headteacher is very concerned about this, having instigated many sensible measures. One reason for the situation is that motivating people and working with others does not come naturally to some staff in this school. Parents are thought of as a body, and not as a collection of individuals with individual concerns. The management of change is still a problem and some staff are uncertain about this, especially over monitoring of their work. The headteacher is aware of the situation and is trying to find ways to improve it. The barriers to change, such as the fear of failure and criticism, and adherence to outdated rituals and routines such as timetabling, must now be analysed, and ambiguity tolerated in the meantime. Staff's morale has been low, but there is no need for it to be so now, as so much good has been done.
65. The effectiveness of the curriculum co-ordinators was criticised at the last inspection. In this there has been some improvement, but more needs to be done. There is now a structure to manage the curriculum and subject managers have begun to monitor by looking at lesson planning. However, there has been too little monitoring of teaching and outcomes by these managers. Most of this is done by the headteacher and a little by the deputy headteacher. The curriculum co-ordinators of some subjects are not fully aware of the weaknesses in their subjects, although the managers of English and mathematics know more about their subjects' teaching than others. The subject managers do not have sufficient authority to manage properly, with realistic budgeting responsibility, and to liaise effectively with other staff.
66. The last inspection found that the governing body was not sufficiently involved in strategic management. In this, there has been a great change to the enormous benefit of the school. The governing body of this Junior School is now separated from that of its partner Infant School. It works effectively and been active in its support of staff and pupils. Governors are able to give unbiased judgements as true 'critical friends'. They have ensured that almost all statutory requirements are met, but did not know that acts of collective worship do not all meet requirements. The chair, who took over in November 1999, has a clear grasp of the issues to be faced and is doing a good job. He has a good professional relationship with the headteacher. Governors have had appropriate training, and the headteacher has played a significant role in developing the governing body. There are too few governors at present, and no-one on the support staff wishes to become a governor. This is a shame as many could make a great contribution. It is indicative of the relationships of the school with outsiders, that it has difficulty attracting and retaining governors.
67. The governing body has recently established, appropriately, a number of committees to be responsible for specific areas. This was a sound development and has enabled the strategic management of the school to be discussed more thoroughly at several levels and by more governors and staff, before the full governing body makes a final decision. This is an improvement since the last inspection.

68. A suitable plan was devised after the last inspection to address those key issues for action suggested by the inspection team. An extra key issue relating to the relationships with parents was added by the school. In most respects satisfactory progress has been made in achieving these targets, and in some respects progress has been good. It is, however, noteworthy that the issue of relationships with parents is still outstanding, and this is because there was insufficient analysis of the situation and incorrect assumptions made about what was needed to remedy the weaknesses. This is still the case. The school staff do not always listen to parents effectively and, consequently, their varied responses to parents' concerns are not successful. Some hostility from parents is of the school's own making.
69. A realistic school development plan has been devised where one did not exist before. The Strategic Plan, including the Improvement Plan, is generally satisfactory although some time-scales are too loose and evaluation criteria to demonstrate success are not always clear. However the overall school development plan lacks a summary, which draws together all the expenditure.
70. Spending patterns show expenditure mostly above national averages, but the staff have expressed the view that they have little to spend in some areas. This is not the case and resources are generally satisfactory, except for religious education and design and technology. The library is satisfactory and there has been a great improvement to the resources for information and communications technology. New technology is used appropriately to run the school and specific grants are used sensibly. The intangible resources of staff's professionalism and parents' goodwill have not been fully utilised.
71. A large sum has been carried forward from the last financial year and is available for the next financial year. The rationale for this is that it should prime the funds for improvements to the building. With a falling roll, the governors are aware that they might be faced with tough decisions about the levels of staffing, and deployment of staff, next year. They are well able to make appropriate decisions which will ensure the best provision for pupils.
72. The accommodation has inherent difficulties because of the open-plan nature of the main building and the old and inelegant temporary buildings in the playground. This was pointed out at the last inspection, and the situation has not changed substantially. Staff have made good efforts to overcome these limitations and the type of accommodation does not directly affect the pupils' learning, although it does affect the working conditions of the staff. A large sum has been spent on essential improvements and decorating already. The school is appropriately considering whether it can afford to keep the swimming pool in operation due to the large drain on funds and staff time.
73. The last inspection team reported on several issues about staffing that were unsatisfactory. Induction of new staff was unsatisfactory; there were no job descriptions; there was no appraisal of teachers; some subjects were not well co-ordinated, partly due to staff's lack of training; professional development was unsatisfactory, especially that of the headteacher in management issues; senior staff were not used effectively. There has been a good improvement in most of these issues.
74. The school is well staffed with a good number of teachers and support staff to teach the required subjects and to provide for the needs of the pupils. Class sizes are relatively low. The school spends a lot on staff, and a considerable amount of staff absence means that a significant sum has been spent to cover this. Induction arrangements for new staff are good and training is satisfactory. New members of staff and, particularly, teachers new to the profession, have a good introduction to the school and are provided with helpful mentors. This ensures that they know what they are doing and feel comfortable in their teaching. The school is working on the new arrangements for performance management for teachers. The headteacher has had appropriate targets for the past year. Plans are in place to ensure that arrangements for the appraisal of

teachers will be in place by the end of the year. At present the school is not suitable as a provider of initial teacher training.

75. There is a satisfactory number of non-classroom support staff. The amount spent on administration staff is high. The senior support staff, especially, do a good job and, to some extent, their skills are under-used, especially in promoting good relationships with parents. The headteacher is aware of some problems in this area and is planning changes to address them.
76. The deployment of staff is not as good as it could be. The experienced special educational needs co-ordinator is part-time and has no class or subject responsibility. The number of pupils who have special educational needs, especially of a more marked nature, is small. Although she and the learning support staff are doing a good job in teaching the pupils, their well-honed skills might more profitably be used elsewhere, particularly with working with the more able pupils; the attainment of the most able is a current priority for the school.
77. The headteacher and deputy headteacher do not have a commitment to a class nor a subject responsibility. Their duties are too light and this puts pressure on the rest of the staff. It would be more efficient, and would alleviate the problem over staff's access to parents, if some of their work were undertaken by other teachers, such as running the in-service training programme and producing the newsletter, and they devoted more time to more appropriate issues. The headteacher has a vital role in public relations and in promoting good relationships with parents. She needs urgently to develop new strategies in order to promote a properly productive partnership with parents.
78. The school spends more than many schools on its pupils. This is partly because the local education authority is generous in its allocation of funds to schools, and also because there has been a significantly large sum given so that the weaknesses could be overcome. Given all that has been done, with attainment rising and improvements made, the inspectors feel that the money spent is justified and so judge that the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to make the further improvements necessary, the governors and staff must now:

1. Raise pupils' knowledge and understanding of religious education by:
 - ensuring that sufficient religious education is taught on a regular basis and that the minimum teaching times, as agreed in the locally agreed syllabus, are met;
 - improving the schemes of work so that pupils gradually acquire a more thorough knowledge and understanding of Christianity and selected other religions;
 - making sure that lessons in religious education have an appropriate spiritual basis and do not become purely lessons in personal, social and health education;
 - acquiring more resources;

- giving staff more training where there is a need;
 - ensuring that proper records of what is taught are kept, and that teachers have a secure knowledge of pupils' progress and understanding;
 - giving the subject manager sufficient authority to co-ordinate the subject.
- (Paras. 6, 32, 39, 141, 144, 145)

2. Improve pupils' use of key skills across the curriculum by:

- ensuring that enough writing is produced;
 - ensuring that the writing and presentation is of an acceptable standard;
 - including the use of key skills, such as numeracy and information and communications technology when planning lessons in other subjects.
- (Paras. 7, 22, 23, 86, 95, 100, 121)

3. Improve links with parents by:

- listening positively to parents' views;
 - allowing parents more informal access to staff;
 - eradicating the negative attitude to parents that hints that school staff always know best;
 - devising a more effective system to allow parents to be more involved with teaching their own children to read, including a more structured homework system;
 - making better use of the home-school books for information as well as for homework;
 - providing more opportunities for parents to see and take part in the work of the school.
- (Paras. 30, 53, 54, 56, 57, 59, 60, 68, 85)

4. Improve the leadership and management by:

- delegating more proper authority, and hence accountability, to subject managers;
 - making changes to the structure and role of the senior management team;
 - delegating more tasks to the deputy headteacher;
 - recruiting and retaining more governors, especially staff governors;
 - developing the headteacher's skills in managing people; a Personal Effectiveness programme would be beneficial, so that she can help staff.
- (Paras. 64, 65, 66, 68, 77, 91, 97, 103, 119, 140, 145)

5. Improve assessment in religious education, art, design and technology, geography, and history and for pupils' personal development by:

- devising appropriate procedures in line with the new subject and pastoral policies;
 - ensuring that all staff use them and that records are passed on.
- (Paras. 35, 47, 49, 107, 112, 119, 124, 130, 140, 145)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

75

Number of discussions with staff, governors, other adults and pupils

79

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	36	55	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	314
Number of full-time pupils eligible for free school meals		37

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register		107

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	40	50	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	33	26	32
	Total	57	49	58
Percentage of pupils at NC level 4 or above	School	63 (57)	54 (47)	64 (57)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	28
	Girls	34	26	33
	Total	61	50	61
Percentage of pupils at NC level 4 or above	School	68 (60)	56 (49)	68 (63)
	National	68 (65)	69 (65)	75 (72)

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	1
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	311
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	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	21.8
Average class size	26

Education support staff: Y3 -- Y6

Total number of education support staff	7
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial year	1999-00
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	£
Total income	644080
Total expenditure	604145
Expenditure per pupil	1776
Balance brought forward from previous year	43985
Balance carried forward to next year	39935

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

319

Number of questionnaires returned

69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	52	9	1	0
My child is making good progress in school.	26	59	10	1	4
Behaviour in the school is good.	16	61	17	0	6
My child gets the right amount of work to do at home.	22	48	25	4	1
The teaching is good.	25	55	7	3	10
I am kept well informed about how my child is getting on.	16	48	29	7	0
I would feel comfortable about approaching the school with questions or a problem.	33	47	16	4	0
The school expects my child to work hard and achieve his or her best.	30	58	6	0	6
The school works closely with parents.	6	47	35	6	6
The school is well led and managed.	13	43	20	6	17
The school is helping my child become mature and responsible.	25	62	9	1	3
The school provides an interesting range of activities outside lessons.	9	52	20	12	7

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

ENGLISH

79. Standards of attainment in English, as measured in the National Curriculum tests, are rising. The school's targets for this year have been exceeded. Overall, standards of attainment are in line with national averages and expectations. They are high in speaking and listening for the majority of pupils. In reading, standards of attainment are high in Years 3 and 4 and average in Years 5 and 6. Standards in writing are below average overall.
80. The previous inspection found that standards in speaking and listening were higher than national expectations and that standards in reading and writing were in line with national expectations. Until 1999 the school's results were below national averages with little evidence of higher attainment. In comparison with similar schools results in 1999 were well below average. Boys have consistently performed less well than girls especially at the higher level. The test results for 2000 are a good improvement and reflect the positive impact of the National Literacy Strategy and of the school's own initiatives for raising standards. The school has exceeded its targets for English in 2000. The pupils' high standards of speaking and listening is a strength of the school. Few pupils achieve at higher levels in writing. A significant improvement overall by girls in the national tests pulls up results above the national average. The rising trend in attainment in English is in line with that in most schools but is significant this year in relation to previous performance. New targets are being set to continue to improve the overall performance of boys and to raise levels of attainment for all.
81. The weaknesses identified in the previous inspection in relation to the management and assessment of the subject, which had a negative impact on standards, are now being overcome. There are now good records of pupils' progress in the subject. The quality of teaching was then judged to be good; it is now always satisfactory with some notably good teaching in all year-groups. However, the good attitudes observed then have not been maintained. They are now satisfactory. Inspection evidence firmly links good teaching with good learning in English. Teachers' planning continues to be good with appropriate planning for the requirements of the National Literacy Strategy. This has led to the improving development and application of literacy skills for most pupils. Teachers' understanding of National Curriculum levels is now more secure.
82. Provision for pupils with special educational needs is good and most pupils attain standards in line with their capabilities. They are making good progress. Booster classes and additional literacy support classes have been introduced in the past year to good effect.
83. Pupils' speaking and listening skills are good. The good skills observed in Year 3 are being effectively built upon and pupils are confident in class discussions. They are prompted to make clear, relevant comments and carefully considered responses to quite demanding questions. They are being encouraged to explain and to think for themselves. As pupils move through the school they become fluent and articulate. Pupils readily initiate conversations with adults and with one another. Group-work enables them to have quite intellectual discussions together about literature, where, in Year 4, for example, a set of higher attaining pupils analyse the poetry of Lewis Carroll. Their responses indicate high level thinking. Pupils' good listening skills are an asset in lessons and, where teachers give time for reflection, they respond thoughtfully. In the best lessons, teachers make the most of pupils' good attention and draw on their capacity to explain, predict and enquire in response to poetry and prose. Pupils of all abilities are being encouraged to contribute fully, especially in plenary sessions, when teachers check for understanding. Pupils refer with pleasure to participation in past school drama productions.
84. In Years 3 and 4 attainment in reading is good. Pupils have sound reading strategies and read with fluency and developing expression. They are confident in talking about books and read with

enjoyment. Records are good and identify targets for improvement. Pupils are developing good habits and are required to contribute to these records. There is regular, well planned and structured support for pupils with special educational needs, who make good progress. Attainment in reading is average in Years 5 and 6. Pupils have their own favourite authors such as Roald Dahl, Enid Blyton, M. Morpurgo and J K Rowling. They are interested in books, though mainly read fiction. In the course of their work they readily and accurately use dictionaries. A few make perceptive comments about events or characters they read about. They indicate a readiness to tackle more demanding books and a capacity to widen the scope of their reading within the context of group reading in lessons. They are open to direction and guidance.

85. Pupils in Year 6 act as library monitors and take their responsibilities seriously. They competently use the computer to allocate and retrieve books and maintain the systems well. The successful implementation of the National Literacy Strategy within the school has had a positive impact on standards of reading. However, only higher attaining pupils are secure in finding information in the non-fiction section of the library. The library is easily accessible but under-used. There is insufficient planning for its regular use and for the development of key skills. More profitable use could be made of home/school diaries both to inform parents and teachers on progress in reading and to further promote pupils' good attitudes to reading.
86. Pupils' attainment in writing is below average throughout the school. There are significant weaknesses in presentation. Expectations are not consistent within the school and sampling of pupils' previous work reveals a slapdash approach. There is now a more coherent approach to handwriting and signs of improvement but there is no overall policy nor guidelines to support teachers in maintaining high standards. Not enough writing is being produced. In many lessons the work rate is slow and tasks are not always completed. Teachers are aware of this and are creating more opportunities for extended writing in other areas of the curriculum, for example, planning for writing based on the visit of a Roman soldier as part of a history lesson. Where teaching is good, there are high expectations of what pupils can achieve. Older pupils have the opportunity to draft and edit their writing. They distinguish fact from fiction, for example, in preparing an argument against vivisection. Some are developing competently descriptive writing such as in the re-telling of Red Riding Hood from different perspectives. The writing is well conceived and clearly enjoyed by pupils. It is presented for display with generally accurate spelling and sound use of grammar and punctuation. There is limited evidence that pupils read, understand and can use more complicated word and grammar. For instance, a sense of atmosphere is created in the Year 5 passages on 'A Stormy Night' but there is a lack of adventurous vocabulary. Few openings are provided in lessons for the development of the imagination and the extension of pupils' creative thinking.
87. Pupils write in a variety of forms including poetry, letters, reports and information. Good story planning frameworks are being introduced but pupils do not have sufficient opportunities to devise and use their own ways of recording, for example, making notes or constructing charts and tables of information. They have regular practice in completing text analysis at word and sentence level but do not always apply these key information finding skills in purposeful contexts. Teachers do provide opportunities for pupils to apply their literacy skills in science, history, geography and religious education mainly through the completion of worksheets when more challenging activities would be appropriate.
88. The quality of teaching is satisfactory and often good. All teachers have established good practice within the literacy hour and time is mainly well used to teach and develop basic skills. Group work is being fully exploited in the best lessons, enabling pupils to collaborate. Pupils in Year 3 for instance, show maturity in communicating ideas and in sharing the responsibility for writing them down. There is sequence in lessons with effective use of flip charts and overhead projectors to focus pupils' attention. This enables teaching points to be made and reinforced for all pupils and fosters good levels of concentration. It has had a positive impact on the quality of teaching and

learning and is enhanced by the setting of targets for improvement based on careful analysis of national test results.

89. Pupils have satisfactory attitudes to work in the subject. They generally settle quickly to tasks and work with concentration. Sometimes this appearance of getting on with work masks a slow pace, only modest effort and therefore a limited output. In all year-groups pupils respond well to lively, well focused teaching and to stimulating activities. They remain interested in their work and are eager to learn, as in Year 5 when exploring the content and style of poems. Pupils in Year 4 become quite animated while listening to the story of *The Mousehole Cat*. They make confident and articulate observations and are learning from one another. Where teachers are confident in subject knowledge, as in work on synonyms in Year 5, or have a good presence in the classroom, as in Year 4, pupils are excited by language and engage in lively exchanges. In other lessons, where teachers find it difficult to manage pupils or where the level of activity is well within their grasp, pupils quickly lose interest and behaviour deteriorates, disrupting their learning. In these situations older pupils do not make the necessary efforts in their work and younger pupils become fidgety. Learning support assistants give good support to pupils and as a result, lower attaining pupils make good progress in their learning.
90. The policy and schemes of work, now fully in place in English, give teachers a framework for a suitable range of learning opportunities to foster the development of literacy skills. A good deal of consideration has been put into the planning by the co-ordinator and to providing the resources necessary to support, for example, the widest possible range of reading. There is now a need to ensure that within lessons, activities are appropriately pitched to meet all levels of attainment, especially those of higher attaining pupils. Homework is being used well to reinforce what pupils have learned in lessons and could further guide pupils towards increasing independence in their learning. Some teachers are beginning to integrate information technology in the subject effectively so that pupils use word processing skills to draft and refine writing or for sentence and word work. Sometimes there is joint work with pupils combining ideas and pooling resources.
91. The quality of leadership and management in the subject is good. The co-ordinator is confident in the subject and knowledgeable and now has a relevant job description. The recent detailed analysis of the results of national tests has provided clear priorities for the further raising of standards in English. An appropriate plan of action has been started. Monitoring of the subject takes place informally through a scrutiny of planning. The school does not give the co-ordinator time to observe and evaluate classroom teaching and therefore curriculum delivery. This is therefore still a weakness in the monitoring and evaluation of the subject as was observed in the previous inspection. The introduction of small group work and additional literacy support is an asset and is helping to improve standards. The teacher in charge of the library is aware of and has responded to the need for more non-fiction and reference books.

MATHEMATICS

92. Standards of attainment are beginning to rise and in the National Curriculum tests this year pupils achieved the targets set by the school and their achievement is almost in line with the national average. This represents a significant improvement on the results in the year of the previous inspection when standards were well below the national average. However when compared with schools of a similar type standards are still below average.
93. Early indications show that pupils in the current Year 6 classes are achieving standards which are broadly average. However, the scrutiny of pupils' work from last year showed standards that were below average. Most of the evidence on standards relates to work from the previous school year as only a small proportion of the work in books is for the current year. During the previous year much of the work in the pupils books was poorly presented, the rate of work was unsatisfactory and marking was inconsistent. Monitoring of work by the senior management was

weak. Since the introduction of the new marking policy this term there has been an improvement. Most books contain exercises which are well marked with positive comments on how the pupils should complete their work.

94. Pupils have good mathematical vocabularies and the teachers try hard to extend this through a variety of techniques. Teachers have been successful in improving mental arithmetic skills and in this aspect of mathematics standards have improved. This was an area of weakness in the last inspection. Most pupils receive appropriate tasks and support, but the most able pupils do not always receive challenging work, which provides the opportunity to extend their thinking process. The most able pupils know place value well and readily manipulate numbers to two decimal places. They have good oral skills. The pupils with average ability know place value for whole numbers and have a sound grasp of their tables. The less able pupils are less sure of place value and cannot remember their number facts confidently. They work best with the support of the classroom assistants.
95. Pupils generally make satisfactory progress with their learning in all areas of mathematics and by the time they are eleven have acquired the necessary mental skills. Pupils with special educational needs make appropriate progress. However, there is still insufficient work in the exercise books of the more able pupils, though it is better than in the last school year. There is insufficient focus and rigour in the drive for high standards. The new marking policy is a positive development but has yet to have a significant impact. Pupils' attitudes towards mathematics are generally good, particularly where behaviour is concerned. In the last school year attitudes were not always appropriate and pupils lacked pride in their work. Work was often not finished and the quantity was small. This year there has been a slight improvement but much hard work still needs to be done in order that pupils catch up work that has been missed in the past.
96. Teaching is satisfactory overall with examples of good and very good teaching over the whole school. In the best lessons the pupils know the objectives to be learned and the lessons have good pace and challenge. The teachers have good subject knowledge and their questioning technique encourages all pupils to take part. Pupils who respond incorrectly are given opportunities to correct their mistakes and questions are focused on the different levels of ability in the class. The work has been carefully prepared and the pupils understand the organisational procedures which help to make the lesson flow. In the majority of lessons, which are satisfactory, some of the above elements are missing and though the majority of the pupils achieve a satisfactory level, more pace and determination to complete the tasks would raise standards further. The more able pupils are not challenged with sufficiently demanding tasks and are not given the appropriate questions to extend their independent learning skills. During the inspection week there was hardly any evidence of information and communications technology being used in mathematics lessons, though the plans for the term make reference to some data-handling activities.
97. The input of a consultant from the local education authority, which will continue into next year, has already had a good impact on planning and teachers of the same age groups now plan well together. The support has also helped to raise standards in mental arithmetic. The school is making good use of a range of tests and assessments to set achievable targets for all pupils. However, monitoring of pupils' work was generally weak during the last school year.

SCIENCE

98. Results in National Curriculum tests have risen gradually over the last four years and standards are now almost in line with the national average for pupils aged eleven. This represents an improvement over the results for last year and the reported standards at the last inspection, when results were well below the national average.

99. Younger pupils are beginning to understand the concept of fair testing and with help undertake investigations, such as which paper is the strongest for wrapping a present. They make predictions where appropriate, for example, before studying the differences in growth of broad beans in different conditions, and sometimes give appropriate reasons for their thoughts, linked to the circumstances they are investigating. Following investigations into which materials will conduct electricity, the majority of pupils in Year 4 are able to make sensible generalisations about conductors and insulators. Older pupils develop these skills further and occasionally make adequate attempts at explaining their findings in a scientific manner.
100. Across the school, pupils' observations are recorded appropriately through diagrams, writing, tables and graphs, but they do not always take care with the presentation of their work. As a result, their records and written accounts do not reflect their knowledge and understanding in science. Whilst effective use is sometimes made of information and communications technology to support the teaching of science, such as handling data and research into the lives of scientists in history, it is not a natural and integral part of lessons across the school.
101. In the majority of classes, pupils' response to science is good, occasionally very good, and never less than satisfactory. This has a positive impact on the progress they make. The majority are attentive to teachers' demonstrations and instruction. In all lessons, resources are handled appropriately and pupils co-operate in pairs or small groups as required. When teaching is good, pupils are interested in their work, stay on task and respond well to the teacher's questioning, using a developing scientific vocabulary. Relationships between pupils and between pupils and adults are generally good.
102. In all lessons observed, the teaching was at least satisfactory and more often it was good. Teachers generally demonstrate sound subject knowledge and planning is detailed with clear learning objectives identified and appropriate resources made available. The content of lessons is planned by one teacher for each year-group which helps to ensure equal access for all pupils. Across the school, pupils undertake a good range of practical activities that are usually appropriate, with written follow-up work generally matched to their needs. However, in some instances, pupils capable of achieving higher standards find the work easy and are not challenged in their scientific thinking.
103. There is a suitable process in place to monitor continuity and progression of lesson content and to oversee the fulfilment of plans which ensure provision for pupils to make progress in the acquisition of skills, knowledge and understanding in science. However, no formal monitoring of attainment takes place and the co-ordinator does not have the opportunity to look at pupils' work. This is a weakness in the quest to raise standards in pupils' learning further.

ART AND DESIGN

104. Standards of attainment at the last inspection were reported to be in line with national expectations and pupils were said to make satisfactory progress. This is the same situation as can be found now. Most pupils have a satisfactory range of skills in many aspects of investigating and making and are starting to evaluate and develop their work. Pupils' knowledge and understanding of materials and processes and the purposes of artists, and designers working in different cultures and in different times, is satisfactory, but opportunities are missed to promote pupils' multi-cultural knowledge and understanding through studying art and design from other cultures and traditions.
105. Pupils in Year 3 are taught to look carefully at portraits and they make pertinent comments on portraits from different historical periods. Pupils in Year 4 enjoy making collages similar to the incongruous realities of artists such as Dali. Although they find this work strange, they are willing to experiment and realise that such art makes people think about alternative ways of seeing the world. Pupils in Year 5 show developing skill in drawing as they have been taught to observe carefully. They can identify the special characteristics of Roman artefacts and make drawings

with satisfactory proportion. Pupils in Year 6 are interested in looking at pictures that convey movement. They are able to discuss sensibly the techniques used by artists over several centuries and cultural traditions.

106. Pupils' learning is satisfactory. They are interested in art, because their teachers show interest. The teaching observed was satisfactory and had good elements, and from the work seen it is clear that teachers have satisfactory knowledge and understanding to teach the subject. Planning is basic, but satisfactory. However, there is rarely any reference to assessment procedures. Pupils who have significant special educational needs are given suitable adult support to enable them to do their work. Lessons are relaxed, but organised and this is one subject in which pupils can have some fun. Pupils listen to each other's ideas and this helps all. The examples of works of art used are often too small for whole-class discussions and this disadvantages pupils who find concentration a bit difficult. One strength of the art teaching is the good use of open-ended questions to make pupils look carefully and think. This encourages independence of views. Teaching is safe; staff could afford to be a bit more adventurous, given the interest shown.
107. The co-ordinator has very good understanding of the subject and has good plans to improve the policy. She is producing a good scheme of work based on a government scheme, which will further extend pupils' range of skills. Assessment is unsatisfactory at the moment. Pupils' use of sketch-books is in its infancy and proper portfolios are not kept. The co-ordinator knows what she is doing but her skills are not well enough disseminated as she does not have opportunities to monitor teaching and so help non-specialist teachers.
108. There has been good planning for the use of information and communications technology in art and some imaginative work has already been produced using this. Pupils use of the CD-Rom is improving by using it for art. The school likes to look outside for inspiration and for outside help to fire pupils' imaginations. The new Millennium Garden designed by a professional who worked with pupils, is an example of this. The accommodation, although not helping staff to teach in the most effective way, does not place too many limitations on the work done by pupils.

DESIGN AND TECHNOLOGY

109. Standards in design and technology are in line with national expectations. This indicates that standards have been sustained since the last inspection.
110. Pupils throughout the school are making satisfactory gains in learning the skills of designing and making. Pupils' understanding of the process of design and technology is developing well, including that of pupils with special educational needs. For example in Year 3 pupils investigate and evaluate the component parts of a photograph frame well; compare the effectiveness of a variety of frames and use appropriate vocabulary such as portrait and landscape. In Year 4, pupils consider the component parts of money containers and discuss effectively important aspects such as the variety of fastenings, clasps, zips, press studs and sticky tape. They are aware of the next steps to consider such as design and strength and how they test the strength of stitching. In Year 5, as part of the preparation for building a structure, the pupils conduct appropriate tests in order to evaluate and determine the materials to be used prior to its construction. When studying pulleys and belts, for example, pupils in Year 6 generally draw their designs and record the outcomes of their tests accurately.
111. Pupils are generally enthusiastic about their work. They behave well and concentrate on their tasks. When working collaboratively, they speak and listen well using appropriate vocabulary. Numeracy is used effectively when recording data or measuring. Opportunities are provided for pupils to solve problems. This promotes pupils enquiry and reasoning skills.

112. The quality of teaching is satisfactory overall, with strengths and weaknesses depending on how well the lesson has been planned. Teachers mostly plan well and involve their pupils in purposeful dialogue during the introductory and plenary sessions. Currently, assessment procedures are not being consistently used throughout the school.

GEOGRAPHY

113. The majority of pupils attain satisfactory standards in relation to national expectations. This confirms the findings of the last inspection.
114. By the time they leave the school pupils correctly identify and locate major rivers, mountains, cities and climatic zones around the world. They apply their knowledge of the symbols and scales used on an Ordnance Survey map of the locality effectively to identify buildings, parks, schools and Netley Castle. Following a visit to Netley Oil Refinery, pupils applied their literacy skills well in a purposeful context when they presented their arguments against further development in letters to the company. Pupils' responses to the visit indicate a keen sense of enquiry and a developing understanding of the balance between nature and the present consumption of natural resources. This awareness was extended in the production of individual conservation folders involving writing and reading both in school and at home and creating the opportunity for independent study. The folders are generally of good quality, while other work is often scrappy and poorly presented. Pupils can refer to threatened environments and to the particular endangered species chosen for study. They make good connections across all the areas of learning and build on previous knowledge in explaining why things happen and their impact. For example, pupils correctly explain the processes of the water cycle using geographical terms and relate this to rainfall patterns in tropical and Mediterranean lands. They use their mathematical knowledge effectively to complete temperature and rainfall charts.
115. Pupils' grasp of geographical facts is good. They are less secure in the application of geographical skills. Though familiar with atlases and the purpose of co-ordinates and grids, they need time and help to locate places and to calculate distances. They draw effectively on their own holiday travels comparing and contrasting features such as landscape, temperature or vegetation.
116. The quality of teaching and learning, including for those pupils with special educational needs, is satisfactory. Teachers are developing adequate subject knowledge and expertise, where there were weaknesses reported at the last inspection. Pupils' learning is well supported by a range of geographical experiences within the locality and through practical activities and fieldwork. This provides pupils with a sound basis for understanding. There is stimulating use of resources which motivates pupils to take a keen interest in lessons and focuses their attention. Pupils in Year 3 find it quite a challenge to map the position of furniture in a miniature room display. Together they engage in constructive talk, check for errors and learn from their mistakes. Higher attaining pupils competently produce a relevant key to the finished plan. Most understand the concept of a bird's eye view. Positive relationships and clear boundaries for operation enable pupils in Year 4 to develop their observational skills within the school grounds. The teacher makes effective links between a rainbow seen earlier in the day and the colours of foliage, the ground and stones and pebbles. Pupils are being well directed towards environmental awareness. A well-planned and structured lesson on waves and currents in Year 5 creates anticipation in pupils. The use of a tank with sand and water to demonstrate the effects of wind on water helps to establish the principle of erosion, introducing geographical terminology and requires good levels of application and understanding.
117. Pupils have satisfactory attitudes to the subject and behave well in lessons as was observed in the last inspection. Their underlying interest could be harnessed by more dynamic teaching and less reliance on work sheets. As was observed in one lesson, pupils are keen to bring in photographs and information from home and are enthusiastic.

118. The subject is in a state of transition in response to new curriculum requirements, but is satisfactory overall. The subject makes an appropriate contribution to pupils' moral, social and cultural development. This occurs in the study of environmental issues, in comparing and contrasting life styles in a typical day in Gunjur in Gambia or when pupils interrelate to adults on a residential trip to Fairthorne Manor, a local base for activities and fieldwork.
119. The quality of leadership in the subject is good. It is well managed by a co-ordinator who has real understanding and personal enthusiasm for geography. She is aware that despite monitoring teaching plans, there are shortcomings in the monitoring and evaluation of teaching and delivery in the subject. The school has not provided an opportunity for the co-ordinator to observe lessons in order to gather this evidence. Pupils' work is sometimes collated in an Humanities folder but work does not contain detailed annotation of the National Curriculum standards that the work represents. There is, as in the previous inspection, still no assessment system in place, though field notes provide information for reports to parents. Good use is made of homework, for example, the holiday task in which pupils were asked to locate and photograph areas of coastline visited as part of a classroom display in Year 5.

HISTORY

120. Pupils make satisfactory progress overall and a majority attain the standards that are expected for their age at the end of the key stage. The standards of attainment reported for pupils following the last inspection have been sustained.
121. Pupils gain appropriate factual knowledge and develop their understanding of historical enquiry, but insufficient emphasis is placed on the need for careful and neat presentation of their findings. Work is often incomplete and unattractive, belying pupils' knowledge and understanding.
122. Effective use is made of time-lines in pupils' books and in displays. These help pupils to discuss and become familiar with chronological events over thousands of years or within narrower time spans, such as from before World War 2 to the present day. Younger pupils successfully use sources of information provided to research different aspects of life in Mediaeval Times and start to take appropriate notes or make simple sketches whilst watching a video extract related to their work. Photographs, maps and quotes from observers of the time are used well by older pupils to find out about the Blitz in Southampton. They combine these sources of evidence with their knowledge of the locality effectively, in suggesting reasons for the density of bombing in specific areas. An understanding that some aspects of World War 2 may have been represented and interpreted in different ways is demonstrated by many pupils. Pupils in Year 6 describe characteristics and start to recognise well changes in and between the way of life in periods studied, such as the Roman, Tudor and Victorian times. They have a sound grasp of the differences between these periods.
123. Pupils' learning in history ranges from very good to unsatisfactory and is satisfactory overall. The one instance of unsatisfactory response from pupils was linked directly to inadequate teaching. When required, pupils undertake their research with interest and co-operate in pairs or small groups, using resources appropriately. In most lessons, pupils are interested and keen to work but sometimes, despite the best efforts of the teacher, they have a poorer attitude towards work and are less motivated to work with interest and enthusiasm.
124. The quality of teaching observed is satisfactory overall, but ranges from unsatisfactory to good. In the better teaching, good questioning skills are used to assess pupils' previous knowledge and understanding of the lesson content. The pace is brisk to engage pupils' interest and work is matched appropriately to the different ability groups within the class. When teaching is unsatisfactory, behaviour management is unsuccessful, resources are too small to be seen clearly

and expectations are not made clear to pupils. The quality of assessment, recording and reporting remains unsatisfactory. There is a system for noting pupils' strengths and weaknesses, but comments are infrequent and inconsistent across the school. For all year groups, information and communications technology is included appropriately in the medium-term planning for history and evidence of its use last year to research and to produce accounts was seen, but it is yet to be regarded as an integral part of all lessons.

125. There are insufficient artefacts within the school, but these are supplemented with loans from the Portsmouth Museum Service. Visits to nearby places with historical interest, such as the Tudor village at Little Woodham and Netley Abbey Country Park make an appropriate contribution to the knowledge and understanding of pupils and to their cultural development.

INFORMATION TECHNOLOGY

126. Standards are broadly in line with national expectations at the lower school and too low at the end of the key stage. At the last inspection, progress and standards were below national expectations and pupils did not receive their full entitlement to the subject. Pupils enter the school with standards of attainment below that which is expected for their age and as a result of substantial investment in resources and staff training, the school has made a considerable effort to teach the required skills. All pupils, including those with special educational needs, are now making sound and often good progress, but insufficient time has elapsed for the oldest pupils to have learned, practised and consolidated their learning of skills sufficiently to bring them to the required standard.
127. In the one lesson observed, the quality of the teaching of skills was good. However, the expertise of teachers in the subject is variable and some are still not confident with all the required elements, which is having a detrimental effect on pupils' learning. Pupils are taught a new skill and given the opportunity to practise it during the following week. Evidence from current work and work undertaken during the last academic year show that by the end of Year 4, pupils enter data and use the information well to question and produce charts and graphs of given criteria. They use an inter-active encyclopaedia to download information to support their work in history and geography. Use is made of the word processor to write simple poems and accounts and pupils can change font styles, colour and sizes for the appropriate effect. Particularly effective results were seen of patterns produced in the style of William Morris. By the end of the key stage, pupils use a publishing package to produce the front page of a newspaper and use control well to sequence traffic lights. Opportunities are given for pupils to draft and redraft text on the computer, but across the school, keyboard skills are underdeveloped and inputting text is very slow and in the majority of cases, results are minimal. Pupils of all ages use the Internet but do not yet communicate by e-mail. Whilst pupils experience a variety of suitable programs, the opportunities for them to practise and to consolidate their knowledge are insufficient.
128. Pupils across the school show enthusiasm for their work in the subject. They are eager to explain their endeavours, to work amicably in pairs and to help each other when difficulties and misunderstanding occurs. Care is taken of equipment by all pupils.
129. The programme of study for information and communications technology is now fully covered in the detailed scheme of work. It is a very useful document for staff to follow and identifies clear learning objectives, skills to be taught and suggested activities. Opportunities have been identified for information and communications technology in all other required areas of the curriculum. On a day-to-day basis, information and communications technology is not integrated fully into the wider curriculum, although it is increasing and appropriate examples are to be seen. Some effective work was evident in art, when pupils combined downloaded pictures with pasted cut-outs to make incongruous pictures, and in history, information is being collected to be entered into a data base to

make a class equivalent of the Domesday Book. An extra-curricular 'Web Club' run by governors and staff helps pupils in this field.

130. The subject manager has worked very hard to raise the profile of information and communications technology and has produced detailed planning and a sound assessment and recording system. Assessment criteria are based upon selected objectives identified on a termly basis for each year group, but they are not used in all classes. Where appropriate, pupils keep hard copies of their information and communications technology work in folders and record their experience of various programmes on tick-lists. Some teachers annotate pupils' work with useful comments indicating pupils' skills and degree of help given to them, but in general, the day-to-day assessments of pupils' capability are not used consistently to guide planning. Whilst some good examples of assessment and record keeping are present, overall the assessment of information and communications technology and the use of assessment to guide planning remains unsatisfactory. The school has greatly increased its resources for information and communications technology since the last inspection and has sufficient for the teaching of the subject, but they are not always used efficiently.

MUSIC

131. By the age of eleven pupils of all abilities make satisfactory progress and reach standards expected for their age. This is a similar picture to that found at the last inspection.
132. By Year 6, pupils have had experience of the key areas of study. They are particularly good at performing as, for example, at the World Music Festival at Basingstoke last year when a large group of pupils took part. They also sing well, although the current choir has not yet achieved a consistently satisfactory standard. In choral lessons pupils make satisfactory progress during a lesson, particularly in tune rhythm and dynamics.
133. Pupils know a range of hymns and tunes but their performance is variable with a significant number of pupils singing with poor pitch and tone. They play both un-tuned and chromatic instruments to a satisfactory standard. Most pupils enjoy music but there is a significant minority in most classes who lack enthusiasm. Behaviour is usually satisfactory but examples of unacceptable behaviour were observed particularly in group activities.
134. Teaching is satisfactory and the two staff qualified to teach music, especially, have a good impact in the lessons observed. Lessons are planned appropriately and teachers give a clear lead, often singing the part they want the pupils to follow. The lessons flow at a good pace, clear instructions are given and the pupils are challenged to listen and improve their performance. At this stage in the year the teachers recognise that the standard achieved is not always satisfactory and work hard through evaluation to improve pupils' learning. Information and communications technology is used well to produce and record music, but opportunities are missed to use other programs. The school is well supported by peripatetic music teachers from the local authority. However it was observed that pupils studying brass instruments had not made the progress expected as they do not practise enough. This is of concern as pupils are heavily subsidised in the learning of instruments, and so the school knows it needs to reconsider whether this money is well spent
135. The co-ordinator is a trained musician and is enthusiastic to make music a high profile subject in the school. Last year there was considerable success in the aspects of performance, but elements such as composition and appreciation although satisfactory are underdeveloped.

PHYSICAL EDUCATION

136. Pupils achieve standards that are in line with national expectations. During the previous inspection no judgements on standards were made in this area because of insufficient evidence available.

137. Pupils show a good sense of spatial awareness and developing co-ordination. They respond well when instructions are clearly given and use the opportunities provided within the lesson to evaluate their own performance and the performance of others. They practise linking movements together such as jumping, rolling and balancing. Progress can be seen within the lesson on the development of skills. Pupils practise warming-up activities well by jogging. They develop bouncing, throwing and catching techniques well and identify ways in which they may be improved. Pupils enjoy the competitive aspect of games and play other schools in football and netball. Swimming is a feature of the programme. Pupils in all classes have lessons during the second half of the summer term in the school pool and most pupils succeed in swimming 25 metres unaided.
138. The physical education programme is enhanced by sporting activities either during lunchtimes or out-of-school hours, such as athletics, cross country, dance and basketball. Pupils in Year 6 are also provided with the opportunity to attend a residential week which includes activities such as movement on an aerial runway, canoeing, rock-climbing and abseiling. The pupils who attend these courses enjoy them and it helps to develop independence and inter-dependence. Pupils mostly have positive attitudes to physical education and many pupils attend out of school clubs. Staff and pupils dress appropriately and teachers ensure health and safety features are understood and observed by pupils.
139. The quality of teaching is satisfactory overall. The best lessons are characterised by effective warm-up activities, brisk pace, clear demonstration and appropriate challenges. Opportunities are created to promote speaking and listening skills. Pupils generally behave well, particularly when lessons are carried out at a brisk pace and pupils encouraged to think for themselves. They demonstrate an understanding of fair play and take turns when the activity demands it. However, in the less satisfactory lesson observed, the setting out of apparatus was slow and standards of behaviour deteriorated due to too much sitting and insufficient action.
140. The monitoring of teaching, learning and standards is currently under-developed. There are satisfactory informal assessment procedures in place and the co-ordinator acknowledges that there is now a need to formalise these procedures to ensure a consistency of approach. Resources overall are good and the school makes effective use of the hall, the spacious playground area, the school field and the swimming pool.

RELIGIOUS EDUCATION

141. Pupils' standards of attainment are below those expected in the locally agreed syllabus and progress in learning is poor. This is a marked deterioration since the previous inspection when standards were as expected and progress was satisfactory. This situation has occurred because pupils have not received sufficient structured teaching in the subject over a considerable period of time. Pupils in Year 6 are at a great disadvantage because of this.
142. Pupils in Year 4 have a very hazy knowledge and understanding of the basic beliefs of Christianity and pupils in Year 6 know very little more. The agreed syllabus is supposed to introduce pupils to the basic beliefs of Christianity, Judaism, and Islam. Pupils interviewed from Year 4 knew little of the two religions that they are supposed to have studied – Christianity and Judaism. They know little of the festivals celebrated except for Christmas and Easter and they have only the sketchiest understanding of the practices of Christianity. Pupils have vague understanding of the concepts and symbolism of Christianity and do not have the appropriate terminology to explain their thoughts about faith and its practice. Pupils are introduced to Islam in Year 5 but those currently in Year 6 have almost no true understanding of the basic tenets of the faith, the main differences between the religions that they have studied, or the sacred books or places of worship. They did not mention Allah and could not state that Muslims worship in a mosque. They know almost nothing about Judaism. The depth of their ignorance is of concern, not just for their knowledge and understanding of the religions, but also because this will prevent them from understanding the cultural aspects of different faiths.

143. Pupils' response to religious education noted at the last inspection was satisfactory. Attitudes to the subject now are often lacklustre and this is due to the teaching. When sufficiently interested by the content or the presentation of the lesson, pupils are thoughtful and make good suggestions. An example was a lesson in Year 5 introducing Islam. Pupils are generally sensible when working in pairs and groups. When interviewed about their knowledge, pupils in Year 6 showed great interest and asked many questions, so there is hope that this subject will help them to develop as people when it is properly organised.
144. The teaching has to be judged as unsatisfactory over time because the pupils have made such poor progress in their learning. The teaching in the few lessons seen was mostly satisfactory with some examples of unsatisfactory and some good teaching. In one good lesson in Year 3, about signs and symbols in religion, the teacher made constant reference to God. This overt reference to a higher being is missing in some lessons and the teaching, therefore, becomes more instruction in personal and social education. Another good lesson in Year 4 had a good base for discussion about Harvest Festival in the Bible stories. This lesson had a real sense of spirituality which is missing in many lessons. A good feature of another lesson in Year 4 was the way that a pupil with special educational needs was well supported so that he was able to fully participate. The lessons in Year 6 presented a difficulty for the teacher as she was supposed to present pupils with details about the practices within the Muslim religion, and it was quite clear to her that pupils' basic knowledge and understanding was lacking and so the lesson was a waste of time. The curriculum, not the teacher, was at fault here. Scrutiny of work shows that over time pupils produce very little written work and staff do not keep satisfactory records to show what has been covered and what pupils know. This presents difficulties for teachers taking on new classes with new schemes of work.
145. Insufficient time is devoted to the subject. Those lessons seen concentrated mainly on the factual side of the subject, with little reference to understanding or to the deeper issues of life. This means that pupils do not have appropriate development of the spiritual side of their lives. The current policy is very basic and the schemes of work have not been developed since the last inspection, until this term. In their present form they are not able to guarantee pupils' progressive acquisition of knowledge and understanding. There are no procedures for assessing pupils' knowledge and understanding. The curriculum is currently being reviewed by the new co-ordinator who is producing an interesting and useful new policy. The co-ordinator does not have a full understanding of the state of the subject as he is not given time to monitor teaching or attainment. He does not know which staff do not teach religious education. The lack of monitoring and evaluation was a criticism at the last inspection.