

INSPECTION REPORT

SOUTH VIEW JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 115860

Headteacher: Mrs Sheila Pape

Lead inspector: Mr Douglas Hayward

Dates of inspection: 19th – 22nd January 2004

Inspection number: 257511

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
Gender of pupils:	Mixed
Number on roll:	215
School address:	Shooters Way Basingstoke Hampshire
Postcode:	RG21 5LL
Telephone number:	01256 321928
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jean Fisher
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

South View is an average sized junior school for pupils aged 7 – 11 years, situated on the outskirts of Basingstoke in Hampshire and serving a very disadvantaged part of the town. Pupils' standards on entry to school are well below average and almost half of them have special educational needs, which is much higher than average. The school has a separate class for 16 pupils who have speech and language difficulties and who travel from all over North Hampshire to attend. All these pupils have Statements of Special educational Need and make up most of the school's total of almost 10 per cent with statements, which is well above the national average. About 7 per cent of pupils are from minority ethnic groups. The area around the school is undergoing major renovation, with many homes being demolished and replaced by new accommodation and community facilities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Doug Hayward	Lead inspector	Science Information and communication technology Citizenship English as an additional language
9173	Sarah McDermott	Lay inspector	
21095	Jon Houghton	Team inspector	English Geography History Religious education
31068	Lynn Marshall	Team inspector	Mathematics Art and design Design and technology Music Physical education
2423	Sue Leyden	Team Inspector	Special educational needs Speech and language provision

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school. A successful focus in the past year on raising standards has helped pupils to achieve more and to behave better. It has also improved the quality of teaching and staff morale. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Eleven-year-olds attain below average standards in English, mathematics and science.
- The school's Speech and Language Unit provides a very good quality of education.
- The headteacher provides good leadership and management.
- There is not enough use of assessment information to track pupils' progress.
- There is too little monitoring of standards by subject co-ordinators.
- The school provides good standards of care and support for pupils.
- There are very good links with the local secondary school.

The school has been through a period of considerable upheaval, including many staff changes. Nevertheless, improvement since the last inspection is **satisfactory**. The Speech and Language Unit remains a strength of the school. Pupils' progress remains satisfactory. Teaching has improved and so have standards in information and communication technology. Weaknesses in assessment and in monitoring by subject co-ordinators have not been successfully addressed and remain areas for the school to improve. The improvement in the school's results in national tests is in line with the national trend.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E	E
Mathematics	E*	E	E	E*
Science	E	E	E	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Pupils' achievement is **satisfactory**. Many start at seven years of age with attainment that is well below average. They know and use a very limited range of words and have little experience of mathematical and scientific ideas. Their work in lessons and in their books shows that they make sound progress and many achieve satisfactory standards, although their results were still below average overall in English, mathematics and science during the inspection. In the 2003 tests, in comparison with those in other schools, pupils' results were well below average and in mathematics they were in the lowest 5 per cent. Nevertheless, pupils learn lots of new information and skills in Year 3 and they also make effective progress in Year 6. Standards in the core subjects in the inspection were higher than national test results last year, and there are good indications that standards are improving. Pupils in the Speech and Language Unit make very good progress. Pupils with special educational needs are well supported in class. They make sound progress and achieve similar standards to their peers. Boys and girls achieve similar standards. Where judgements were possible, standards in the foundation subjects were sound, except in geography where they are lower than expected.

The school makes **satisfactory** provision overall for pupils' spiritual, moral, social and cultural development. It is **unsatisfactory** for spiritual development because there are too few opportunities

to develop a sense of wonder in lessons. Pupils' attendance is **unsatisfactory**, although most arrive in good time for the start of the school day. The school's attempts to improve attendance have been successful. Pupils' attitudes and behaviour are **satisfactory** overall. Their behaviour is **good** in assembly and around school. There was no evidence of bullying at any time during the inspection. Most pupils do as they are asked in lessons, but the behaviour of a small number in lessons in some classes sometimes disturbs others and stops them from learning.

QUALITY OF EDUCATION

The school provides a **satisfactory** standard of education. Teaching is satisfactory overall, but there are differences between year groups and classes. In Year 3 and Year 6, teaching is **good** overall and teachers have high expectations of what pupils can do and manage their behaviour well. When teaching is **unsatisfactory**, either work is not challenging enough or pupils do not behave well and they do not learn as much as they could. In good and very good lessons, practical work is often planned. This means that pupils find work interesting and exciting and want to learn. Work in these lessons is challenging and helps pupils to learn new facts and ideas, and make progress. Teaching in the Speech and Language Unit is **very good** and occasionally **excellent**.

The range of subjects that pupils learn about is **satisfactory**. The school has worked hard to provide a **good** range of visits and visitors to make learning interesting. Adults in school know the pupils very well and provide **good** standards of care and support. Links with parents are **satisfactory**. They feel that the school is improving. Information for them in annual reports about their children's progress is **unsatisfactory**. It does not tell them enough about how their children can improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Changes introduced by the headteacher have been very effective in improving several important aspects of the school's work and pupils' standards. Governors have a good understanding of the school's strengths and weaknesses and are committed to its success, but do not comply with all statutory requirements in publishing information. The management of the Speech and Language Unit is **very good**. Subject leadership is **unsatisfactory**. Co-ordinators do not play a big enough part in raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents feel that the school does a good job. Pupils are positive about the school and especially about changes that have improved it. Parents of pupils in the unit have a high regard for the work of the school.

IMPROVEMENTS NEEDED

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

- raise standards in the core subjects and in geography;
- improve the behaviour of a small number of pupils in some classes;
- review the work of subject leaders in monitoring standards;
- increase the use of assessment to track pupils' progress;
- improve the quality of pupils' individual education plans.

and, to meet statutory requirements:

- include all required information in the school prospectus and pupils' annual reports.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the core subjects for eleven-year-olds are **unsatisfactory**, but many pupils make sound progress and achieve as much as they are able to. Boys and girls achieve similar standards. Pupils with special educational needs achieve results that are similar to those of others in their year groups. Pupils in the Speech and Language Unit make very good progress and achieve very well. Achievement for pupils in Years 3 and 6 is better than for pupils in Years 4 and 5.

Main strengths and weaknesses

- The provision for pupils with speech and language impairment is a strength in the school.
- There are few opportunities for pupils to use literacy, numeracy and information and communication technology in other subjects.
- There are promising signs that pupils are doing better in their work and achieving higher standards.
- Pupils in some classes do not achieve as well as those in others.

Commentary

1. National test results for pupils entering the junior school show that they have attained much lower results in reading, writing, mathematics and science than most other pupils nationally¹. This has been the picture for the last five years. Each year group of pupils contains many who have special educational needs and very few who achieve Level 3.
2. This is not to say that infant pupils do not make progress. Most of them start school with attainment that is very low in comparison with pupils of the same age. There is massive deprivation in the area and many pupils have very little experience of learning before they start school. Consequently they find it difficult to use a range of words to talk about their experiences and they have to learn to work with other pupils, sharing and co-operating.
3. Even when they join the junior school many pupils still face the same problems. It is evident that very many find it extremely difficult to use an appropriate range of language. In English, for example, the words they use in poetry or descriptive writing are often very basic (**see paragraph 49**). In science, they have very little experience of why events happen and have to learn a new range of specific subject vocabulary when describing what happens in investigations.
4. Results for eleven-year-olds in national tests have been well below average for some time, although the trend of improvement in the school's results has been in line with most other schools nationally. The recently appointed headteacher recognised that many pupils were not doing as well as they could. Writing results were very low, so there was a new focus on setting writing tasks about subjects that pupils had experienced for themselves (**see paragraph 50**). Trips to places of interest and visitors to school also provided a new impetus to improve the content of pupils' work and consequently their standards.
5. During the inspection there was good evidence to show that standards are rising. Small classes in Year 6 have helped teachers to focus on trying to make up ground that has not been covered in the past. More pupils are achieving Level 4² this year than before. Standards in all core subjects during the inspection, although below average overall, are higher than

¹ Levels Key Stage 1 – By the end of Year 2, when pupils are seven, they are expected to reach Level 2 in reading, writing and mathematics. If a pupil is attaining Level 3 then he or she is reaching standards above those expected for a child of his or her age.

² Levels Key Stage 2 – by the end of Year 6, when pupils are eleven, they are expected to reach Level 4 in English, mathematics and science. If a pupil is attaining Level 5 then he or she is reaching standards above those expected for a child of his or her age.

pupils' results in national tests last year. This indicates that pupils currently in Year 6, who started in the juniors in 2000 with attainment that was well below average, are now attaining below average results and have made sound progress and achieving satisfactorily. The school is reviewing its targets to try to ensure that they are realistic, yet challenging for as many pupils as possible to achieve the expected level.

6. Although standards for pupils currently in Year 3 were very low in their 2003 national tests, lessons during the inspection showed that they are capable of making good progress. Although the standards they are attaining are still low, many are achieving as well as they can. This is a consequence of high teacher expectations of what they can do and lessons that often involve them actively, giving them lots of good opportunities to develop their language in practical investigations and collaborative work.
7. In Years 4 and 5 there is less consistency in the rate of pupils' progress. This is partly as a result of long term staff illness and absence, which has had a marked impact on pupils' attitudes to and enthusiasm for their work and difficulty in recruiting staff to cover absences. In one or two classes it is partly as a result of expectations that are too low, a lack of challenge and a few pupils' poor behaviour in some lessons making learning difficult for others.
8. The National Literacy and Numeracy Strategies are beginning to have much more impact on pupils' standards. Additional support from specialist staff in the local education authority has helped teachers to become more aware of a range of different teaching methods that interest and involve pupils and provide more challenge. A new whole-school approach to emphasising the importance of investigative work in subjects such as mathematics and science has proved successful in helping pupils to achieve higher standards in those subjects.
9. Although pupils are achieving more, their current standards in literacy and numeracy are not high enough yet for them to make a significant impact on other subjects. There are indications that there is a growing awareness of what is possible; for example, older pupils have made attractive books that make good links between geography, history and literacy. Pupils' standards in information and communication technology have improved significantly since the previous inspection. Now that they are able to carry out many operations independently, there is good evidence to show that regular, timetabled sessions in the computer suite are being used well to link this work with other subjects.
10. Pupils' standards in those foundation subjects where judgements were made were in line with expectations in information and communication technology, art and design and religious education. They were below expectations in geography.
11. In each year group there is a significant proportion of pupils identified with special educational needs. They receive good support from learning support assistants, who work well with them in small groups tackling work at a suitable level or work closely with pupils who find it difficult to concentrate or behave well in lessons. Targets in these pupils' individual education plans are not altogether appropriate. Sometimes there are so many that it is difficult to know if they have been achieved. Some have not been regularly reviewed and are no longer suitable. In lessons there was no difference between the achievement of boys and girls, or of pupils who are cared for. There is some concern, however, that the few more able pupils are not always challenged in lessons. There are no pupils at an early stage of learning English. Pupils from minority ethnic groups are well integrated into the school and achieve similar standards as those of their peers. They are represented in groups of all ability levels in classes and join in fully in all activities. Their work is well matched to their level of attainment. For example, in Year 6, two more able pupils from minority ethnic groups worked very well with other higher attainers in a challenging task about how to plan a science investigation. The school now monitors the attainment of pupils by ethnic group.

12. Pupils with speech and language impairment make very good progress during their time in school. The great majority of them also have learning and communication difficulties, and some have additional special educational needs. Pupils make very good progress in developing their language skills and mathematical understanding. Skilled support from staff and opportunities to integrate into mainstream lessons help pupils to steadily develop their language and communication skills.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.8 (25.0)	27.0 (27.1)
Mathematics	23.8 (24.0)	27.0 (27.0)
Science	26.6 (26.2)	28.8 (28.6)

There were 52 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards each other are **satisfactory**. Their behaviour is **satisfactory**. Provision for pupils' spiritual, moral, social and cultural development is **satisfactory**. The attendance of pupils last year was **unsatisfactory**, but there is definite improvement so far this year. The punctuality of pupils is **satisfactory**.

Main strengths and weaknesses

- Attitudes are satisfactory overall, but a small minority of pupils lack commitment to the school and their work and therefore do not learn well.
- This is a school where all pupils have equal opportunities and racial harmony is good.
- Pupils behave well moving around the school, in assembly and at playtimes and lunchtimes.
- Pupils have low confidence and self-esteem.

Commentary

13. Most pupils like school and enjoy lessons. Most teachers set high expectations and employ a good range of strategies to encourage the satisfactory behaviour of pupils. There is a good range of short-term and longer-term rewards for pupils who work hard and behave well. Older pupils are encouraged to take responsibility throughout the school and make a good job of organising the registers and the hall for assemblies. They also help in the dining room by clearing tables and checking that all pupils are comfortable when eating lunch. However, a small proportion of pupils do not enjoy school and do not always behave well in lessons and, very occasionally, around the school, despite the best efforts of teachers to interest them and manage their behaviour.
14. The school operates a yellow card system on the playground to encourage acceptable behaviour. Pupils believe that this system works well in handling bad behaviour and bullying situations in the short term, but have yet to be convinced that it is having a long-term effect. During the inspection no incidents of bullying or unacceptable behaviour were seen in the playground and behaviour there was much better than one or two parents indicated in their pre-inspection questionnaires. All pupils sit in assembly and arrive and leave school quietly and calmly. They also move around the school sensibly and purposefully unsupervised. Pupils from different ethnic groups reported that they had not experienced any incidents of racism. Those pupils in the speech and language unit are fully included in the life of the school. Their personal and social development is very good. The school's carefully planned and managed approach to integration ensures that they are gradually introduced to more demanding learning and social environments in and around the school. Pupils learn to understand what is expected of them and how to behave appropriately.

15. Pupils are often passive in lessons and have low confidence and self-esteem. Some believe their work is ‘rubbish’ and are reluctant to show it. A significant minority of pupils were reluctant to talk, or had difficulty in talking about their work or themselves during the inspection. Pupils are encouraged through good role models and work hard in personal, social and health education to respect the thoughts, feelings and beliefs of others and to develop a sense of right and wrong. They are tolerant about other people’s beliefs, culture and backgrounds. However, pupils experience too few opportunities to develop their spiritual awareness and there were very few occasions during the inspection when learning brought about ‘oohs’ and ‘aahs’ from pupils (**see paragraph 64**). The school uses visits and visitors well to develop pupils’ awareness of their own culture, but opportunities for exploring and understanding other cultures are limited.

Attendance

16. The attendance rate of pupils last year was well below the national average for primary schools and included a high amount of unauthorised absence. For the past few years, attendance has been lower than at the time of the previous inspection. However the school is striving purposefully and methodically to increase attendance figures. The office staff work hard to monitor and track attendance effectively, despite the lack of a computerised system. The headteacher frequently reminds parents that regular school attendance is vital to their children’s achievement, but is still faced with a growing number who take pupils out of school in term time for holidays. As a result of the concerted efforts of the school, there has been a very pleasing improvement in attendance for the first term of this year.

Attendance in the latest complete reporting year (%)

Unauthorised absence	
School data:	0.8
National data:	0.4

Authorised absence	
School data:	6.0
National data:	5.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

17. The significant number of exclusions indicates the headteacher’s firm stance on unacceptable behaviour, especially threats towards members of staff. While the number is relatively high for a primary school, almost all the exclusions have been carried out with the support of pupils’ families. The high number in no way indicates a less than whole-hearted support from the headteacher for a completely inclusive approach to pupils’ education.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
164	9	2
2		
3		
3		
3		
4		

Black or Black British – Caribbean	3		
Black or Black British – African	1		
Chinese	1		
No ethnic group recorded	38		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education the school provides is **satisfactory** overall. The quality of education in the school's Speech and Language Unit is **very good**. The curriculum is **satisfactory** overall.

Teaching and learning

Teaching is **satisfactory** overall, although it is **good** in Years 3 and 6. Teaching is never less than **very good** in the Speech and Language Unit. The quality of assessment is **unsatisfactory**.

Main strengths and weaknesses

- There is very good, and occasionally excellent, teaching in the unit.
- There is good quality teaching in Years 3 and 6.
- Learning assistants provide effective support that helps pupils to make progress.
- There is a lack of challenge and ineffective behaviour management strategies in a few lessons.
- Parents think that teachers are approachable and do a good job.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (19%)	12(39%)	9 (29%)	3 (10%)		

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

Commentary

18. There are many similarities between judgements made on teaching in the last inspection and now. The overall quality is satisfactory, although the wide difference in quality between excellent and unsatisfactory was also apparent in 1999. The high quality of teaching in the unit has been maintained. There is more good and very good teaching now throughout the school than in the previous inspection. Almost all parents agree that teaching is good and most pupils in their questionnaires indicated that teachers were fair, they expected them to work hard and that teachers showed them how to improve.
19. Based on a programme of regular lesson observations the headteacher feels that teaching has improved, and many parents shared this opinion. She has identified specific areas that can be improved and where improvement has already taken place. The percentage of good and very good lessons is in line with national comparisons. The drive to improve teaching has not been helped by extended staff absence, which has meant that not all staff can be involved in new initiatives.
20. Teachers have started planning together, but pupils' work still reveals differences between different classes in the same year. In Years 3 and 6, for example, planning in one class is not necessarily better or worse than in the other, but differences mean that teachers are both doing different work for similar lessons and that is not efficient use of their time. Unsatisfactory lessons were linked to a lack of challenge and behaviour management strategies that were ineffective. There are challenging pupils in all year groups but the ways in

which successful teachers managed pupils' behaviour, including any difficult pupils, was extremely effective. Pupils' behaviour was also managed well when lessons were planned for them to take an active part, for example a science investigation, usually working with others in small groups. Although this approach carries some risk in terms of pupils working without direct teacher supervision, it was also the most effective because pupils became engrossed in what they were doing, maintained good concentration and learned new facts and skills.

21. There were usually good relationships between teachers and pupils. Teachers use praise very constructively to draw pupils into lessons and to interest them. Many pupils have low self-esteem and do not see themselves as successful learners. They will often say, 'I can't do that', when faced with a new challenge or, 'My work is no good', when they have completed a task. Teachers are very good at using praise to motivate pupils. 'Excellent!' or, 'That's fantastic!' were regularly heard in classes and there is a real acceptance of all pupils' answers, regardless of whether they are 'right' or 'wrong'. This approach is a deliberate attempt by the school to improve pupils' approach to work and desire to learn. Even when a few pupils with severe behaviour problems were not co-operating, no teacher was heard to raise his or her voice. Nevertheless, despite all the good work that has successfully gone into improving behaviour, there are occasions when one pupil in a class can disrupt others' learning, no matter how many different strategies a teacher might try.
22. During the inspection, work was usually well planned for pupils of different abilities. Learning support assistants were invariably well deployed to work alongside individuals or to help groups. They have good relationships with pupils and are very supportive, whilst still expecting them to complete their work. In fact, the most effective learning came in lessons where teachers and support assistants made clear their expectations of what they wanted. Many of these pupils lack structure in their lives and those lessons in which adults clearly set out what to do, how to do it, what resources they needed, and when they had to finish were the most effective in terms of pupils' learning.
23. The quality of teaching and support within the unit is very good, with examples of excellent practice. The planning and organisation of lessons are exemplary, taking account of pupils' different ages and stages of learning and their individual difficulties. Careful sequencing of activities and skilled support from experienced staff help reduce the potential for frustration or confusion. Pupils' learning is developed and consolidated through a wide variety of strategies and interesting activities and through constant reinforcement of new concepts and skills. As a result, pupils become increasingly confident and work hard to overcome their difficulties. They make very good progress and are proud of their achievements. **AN EXAMPLE OF OUTSTANDING PRACTICE was a numeracy lesson in the Speech and Language Unit.** A group of ten Years 5 and 6 pupils were working on fractions and decimals. The teacher first worked with the whole group, using a cardboard pizza cut into segments to demonstrate and rehearse fractions of 10 and how these can be translated into decimals. Using the pizza segments and whiteboard, she worked through a number of different calculations, checking and probing each pupil's understanding. Questions were carefully geared to the pupils' different levels of ability. Two support assistants discreetly encouraged the less confident. The tempo rose and soon all were eager to respond and answer with confidence. The pupils then moved into their three ability groups to apply and practise their new skills. For 30 minutes they worked intently, moving from one 'practice' activity to another. Those working at a lower level used a wide range of materials, colouring in segments of shapes, using unifix blocks to calculate their answers to questions posed by the support assistant, recording their answers on wipe-clear boards. Those at higher levels translated increasingly complex fractions into decimals and back, adding and subtracting decimals and working out problems from their worksheets. The adults continuously questioned the pupils as they worked, discussing the strategies used, providing other examples and taking note of the progress made. The pace was brisk, the enthusiasm high. By the time they gathered together to share their findings all the pupils had completed a large amount of work and were eager to explain what they had done. Every pupil was confident in working with fractions and decimals at their individual level.

24. At the pre-inspection meeting a number of parents expressed concern about arrangements for setting homework. There is a lack of consistency between classes and parents do not see the level of challenge increasing as their children get older. There is also inconsistency between teachers' marking. The best contains constructive criticism about a particular piece of work as well as offering advice about how to improve. Some marking shows genuine pleasure at pupils' efforts, but contains few ideas about the next step or how a pupil can maintain that standard.
25. The monitoring of pupils' standards and progress, and the setting of targets, is unsatisfactory. The lack of information about pupils' progress and what they need to do next in order to improve is a major reason why standards have not risen and why they have not been high enough. Limited use is made of the information from statutory tests and little year-on-year assessment of progress is made. Improvements in day-to-day assessments, marking and the setting of short-term targets have been made, but the impact is currently uneven, although pupils are aware of their targets and play some part in deciding them. The annual report that parents receive on their children's progress does not meet statutory requirements.
26. In the Unit, sound assessment procedures, specialist information from external agencies staff, daily observation and very careful monitoring in all lessons provide a good basis for planning for each child. Arrangements for annual reviews are very good. Parents and pupils are involved in planning longer-term targets. However, individual education plans are not as effective as they should be for planning in the medium term. As a result, they are not proving useful as a planning and monitoring tool.

The curriculum

The school provides a **satisfactory** curriculum for its pupils. It enriches their learning by providing a **good** range of activities including the arts, visits and visitors. There are **good** links with the local secondary school. Accommodation and resources provided for pupils are **good**.

Main strengths and weaknesses

- The curriculum for pupils with speech and language impairment is well-planned
- Not enough time is allocated to all foundation subjects to allow pupils to develop satisfactory knowledge, skills and understanding
- The school offers a good range of activities, visits and visitors to pupils.

Commentary

27. The curriculum meets the statutory requirements of the National Curriculum and personal, social and health education. Statutory requirements for collective worship, religious and sex education are met and the curriculum is very well planned for those pupils with special educational needs in the unit. The curriculum ensures that all aspects of the National Curriculum are included, suitably adapted to respond to the pupils' special educational needs. The curriculum is weighted towards English and mathematics and therefore leaves limited time to develop curriculum breadth. The school is currently developing a good curriculum map to link work between subjects so that more time can be released to teach the foundation subjects. As a consequence, literacy and information and communication technology skills are now used well in some subjects in the curriculum to enhance pupils' learning. For example, in history pupils use their literacy skills well to write biographies of Howard Carter; in mathematics, a computer graphics program is used effectively to show how shapes fit together and in art a paint program is used imaginatively to draw shape pictures. However, in geography, subject knowledge and skills are not taught to a sufficiently demanding level to have a positive impact on learning.

28. Planning is satisfactory and is checked weekly by the headteacher. Some subject leaders also check planning to find out what is being taught, although this is not consistent throughout the school. Subject co-ordinators are beginning to understand their responsibilities and now have detailed plans of the action points they need to put in place to develop work in each curriculum area. A good feature of planning is that it takes account of the differing abilities in each class. The provision for pupils with special educational needs is good. Teachers plan well for these pupils and use teaching assistants effectively to ensure that all pupils make progress.
29. All pupils have equal access to all subjects and extra-curricular events. Pupils talk enthusiastically about the wide and varied range of extra-curricular activities offered to them. They are able to take part in sewing, choir, French and football clubs. A very well run and popular computer club offers pupils from all ethnic groups good opportunities to develop the skills they learn at home or compensate for the lack of access to a computer. In addition, a wide range of visits and visitors from different backgrounds and representing different cultures and beliefs are planned to bring curriculum learning to life. Theatre companies support science and personal, social and health education work, whilst visits to Hampton Court promote history learning. The school satisfactorily promotes moral and social development through charity work. Pupils raise funds for such charities as Barnardos and Marie Curie. The school has actively promoted and sustained very good links with the local secondary school, which provides sport and music teaching which further enhance the curriculum. Improvements have been made to the range of clubs, visitors and visits since the last inspection.
30. The school building is bright, fresh, well looked after and clean. The appearance of the school is important as it encourages pupils to feel safe and happy, show respect and take care of their surroundings. The accommodation is good and includes a well-stocked library, which includes books representing different beliefs and cultures, and a modern computer suite. Extra rooms have been turned into welcoming small group study rooms for pupils who need additional support or the opportunity to take time out. The specialist accommodation for the Speech and Language Unit is very good. The large and well-organised classroom provides a suitable base for small group teaching. Small rooms nearby are used for individual work with pupils. The very good use of space and wall displays creates an attractive learning environment for the pupils.
31. Resources in the unit are good overall. A very high level of adult support means that pupils are given individual support throughout the day. Staff are experienced and highly skilled. The classroom is well equipped, with a wide range of suitable textbooks, learning materials and teaching aids. However, access to only one computer in the unit during lessons potentially limits opportunities for pupils to work independently.

Care, guidance and support

The school makes **good** provision for pupils' care, welfare, health and safety. The school has **satisfactory** ways to ensure pupils are provided with the right support and advice. It provides a **good** range of opportunities for the views of pupils to be heard, but still many pupils do not feel sufficiently valued.

Main strengths and weaknesses

- The school has good health and safety procedures and welfare and first aid systems.
- There are good arrangements for settling pupils in Year 3.
- The management of behaviour is not always sufficiently consistent or effective.
- Many pupils say they do not have an adult to turn to, despite many staff on hand to counsel and give support.
- The lack of tight academic assessment procedures detracts from accurate educational care for the individual pupil.

Commentary

32. Pupils are safe and secure at South View Junior. Staff are well versed in the procedures for health and safety, with the headteacher and caretaker particularly well trained. Governors carry out a thorough annual assessment of the site for risks, even interviewing pupils to find out whether they are sensible and careful around the school. All staff have had basic training in first aid and accidents are fully recorded and monitored. In practice, all adults in the school know what to do should they be suspicious of child abuse. Arrangements to settle in new pupils are good. Pupils move up seamlessly from the adjacent infant school because staff from both schools make the transition as smooth as possible. The practical care and safety of the pupils remains as strong as at the last inspection.
33. The management of behaviour is a top priority in the school's improvement plan because the school is acutely aware that poor behaviour in some classrooms has a detrimental effect on pupils' learning and achievement. Already the school has established a feel of order and calm as the pupils move around the corridors and meet for assembly. In most lessons behaviour is good because the teachers have set up an effective rapport with the pupils and have clear and high expectations of behaviour. However, in a few unsatisfactory lessons pupils were unmanageable because teachers did not have sufficiently established strategies to cope with bad behaviour and support was not to hand. The headteacher is taking a strong stand against inappropriate behaviour and is prepared to exclude pupils if it is for the best for all concerned, and particularly for the learning and achievement of other pupils. The school makes it plain that racism will not be tolerated and the success of this is evident when talking to pupils from minority ethnic groups. Training has been arranged for the lunchtime supervisors so that they can interact with the pupils more and deal with difficult pupils in an appropriate way. Behaviour management has lost some consistency since the last inspection, but the new headteacher is working with determination and with a considerable degree of success to improve systems.
34. The school has introduced a good range of professionals to provide support and care to pupils and particularly to the significant number who come from disrupted home lives with little stability. Pupils have many chances to speak to one of a large number of caring adults in confidence, including a counsellor and a nurse. However, in their pre-inspection questionnaires, some pupils still feel that they do not have an adult to turn to if they are worried or upset. More generally, pupils have a good chance to give their views on current affairs and the workings of the school, whether through the school council or in personal, social and health education lessons.
35. The school makes sure that the staff get to know every pupil well, especially in relation to their medical, social and domestic background. At the end of the year teachers are able to give perceptive reports on the attitudes and personal development of each pupil. New assessment systems have only recently been introduced and the monitoring of academic progress is not as detailed as it should be. The school knows that more informed tracking of pupils' standards and progress is one of the keys to challenging work and high achievement and is working hard to develop and improve. Support for pupils with speech and language impairment is very good. Staff know the pupils well and have a very good understanding of their individual needs and difficulties.

Partnership with parents, other schools and the community

Partnership with parents is **satisfactory**. The school has **very effective** links with its adjacent infant and secondary schools. Links with the local community are good.

Main strengths and weaknesses

- Very good links with the local infant and secondary school are a great asset to the transition of pupils and the richness of the curriculum.

- Good visits to the local community extend the pupils' learning well.
- The school does not give parents sufficient information on how their children are progressing.
- Good work is being done to make parents feel they are welcome and that the school values their views.

Commentary

36. South View Junior is making good use of its very strong links with the Vyne Community School to provide pupils with a stimulating range of activities. The award of the Performing Arts status to the Vyne means that South View pupils have become involved in an extensive range of music and theatrical events, including instrument lessons and drama clubs. The programme to support Year 6 pupils as they transfer to secondary school is effectively established. Younger pupils starting in Year 3 are inducted effectively, having had plenty of chances to get to know the junior school in shared assemblies or 'story swaps'. Good lines of communication between these schools means pupil support is well organised and pupils are at ease in their transfer.
37. The school has strong links with the local area to provide an added dimension to the pupils' learning. Beneficial contacts have sprung up with various local businesses, such as McDonalds and the local ice rink, to provide special outings as rewards for good behaviour. A positive link with a pharmaceutical firm means their employees come in regularly to talk to, and share books with, pupils who may otherwise miss out on adults reading with them at home.
38. The school has a satisfactory partnership with parents. The headteacher is starting to rebuild positive links with families, which had lapsed. Already, most parents are beginning to be more at ease with the school. They feel that teaching is getting better and that the initiatives and improvements introduced by the headteacher are having positive results. The introduction of a comments box in the front entrance to give parents a chance to ask questions in confidence has been well received. However, there is still a significant number of parents who have concerns about inappropriate behaviour and bullying in the school. The team found there was no evidence to support their pre-inspection concerns about lunchtime behaviour or bullying. Any bad behaviour is now down to a handful of pupils and the school is establishing effective and clear behaviour management strategies.
39. A regular newsletter provides some good detail about dates, events and celebrations. The annual governors' report gives a good flavour of the school but the prospectus omits several legal requirements. The school still has some way to go to provide thorough and accurate information to parents about their children's progress. Reports give a concise overview of progress in English, mathematics and science, but give no indication of progress in any other subject. The school has established very good links with parents of pupils with speech and language impairment. They receive regular communication about their child's progress and they are fully involved in reviewing and planning for their child's needs. There are effective procedures for linking with schools from which, and to which, pupils transfer. Relationships with external agencies are very good. Their advice is incorporated appropriately into plans for pupils' work in school.
40. Most parents are keen to see their children achieve well. The school is starting to include them in their children's learning, but not enough is done to explain what the pupils are covering and how. A recent invitation to parents to visit the computer suite was well received, but there have been no other meetings to explain the detail of the curriculum. To date there has been no information issued to parents to let them know the curriculum for the term, although during the inspection topic sheets were in the process of being written. Homework is sporadic and insufficiently structured to let parents work regularly with their children from home. The headteacher has a clear aim to develop educational support for families so that achievement in school is solidly and effectively supported from home.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher and governors have successfully overseen important improvements over the last 18 months and have developed a school that is focused on raising standards and that provides a good quality of care for pupils. There are significant areas of the school's work that still need improvement.

Main strengths and weaknesses

- The headteacher and governors provide good leadership and management. They have correctly identified the school's priorities for improvement and have taken effective action to address them.
- The management of the school's speech and language unit is very good.
- Subject leadership is not effective in raising standards.
- The governing body plays a key role in the school's strategic planning, but does not fulfil all its statutory duties in publishing information.
- Performance management for teaching staff is not being carried out.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	765,920	Balance from previous year	56,161
Total expenditure	823,188	Balance carried forward to the next	-1,107
Expenditure per pupil	3,306		

Commentary

41. The headteacher was appointed to the school in September 2002 and provides good leadership. She and the governors quickly and correctly identified the immediate key challenges for the school. They were to:
 - raise standards in the core subjects;
 - improve pupil behaviour in and out of lessons;
 - improve the quality of the buildings and grounds;
 - improve assessment procedures.
42. The school development plan is concise and sharply focused. The action required is clearly specified and precise timescales and measurable outcomes given. All staff are committed to its implementation and success. Good progress is being made and the timetable adhered to. A separate spending programme has been drawn up and all the planned projects completed. The headteacher and deputy headteacher have set higher expectations for pupil behaviour and the quality of teaching. A positive, calm and consistent ethos has been established for staff, pupils and parents, who recognise that significant improvements have been achieved.
43. The governing body is playing an important strategic role in the school's improvement. It understands well the school's strengths, weaknesses and priorities for development. It has good management structures, identifies and addresses its own development needs and effectively questions and supports the headteacher. It does not meet its statutory requirements in terms of information required in pupils' annual reports and the school prospectus.
44. Subject leadership is weak. Roles and responsibilities have recently been redefined and staff are keen to take a lead in the development of their subject. Currently they do no monitoring of standards or teaching and, apart from in English and mathematics, have a very limited involvement in curriculum planning and delivery. Performance management systems have

only just been approved and have yet to be implemented, except for the headteacher and deputy headteacher, which have already taken place.

45. The leadership and management of the unit for pupils with speech and language impairment are very good. Procedures for assessing pupils' needs and for monitoring their daily and longer-term progress are both detailed and well documented. Integration arrangements are well planned and closely monitored. Unit staff work very well together as a team. Effective arrangements for communicating with parents ensure that school and home work together to support the pupils' progress.
46. The school has successfully managed a difficult financial situation. Although initially setting a deficit budget for this year, it is now on target to break even. In achieving this, the school has still managed to target additional resources to its highest priorities. This includes increasing the number of Year 6 classes from two to three in order to raise standards of work and behaviour. There is currently little long-term budget or development planning to assess how resources can be matched to continue the improvements that have already taken place.
47. Funds have been spent in such a way that improves facilities and, at the same time, raises pupils' pride in their school and behaviour. Toilet areas have been refurbished and classrooms and central areas redecorated and updated. The outdoor areas provide better facilities for play and are valued by pupils. Displays around the school have been developed to reflect the school's current aims with a good balance between pupils' work, information and those designed to improve behaviour.
48. The school provides a satisfactory standard of education overall. Important improvements have taken place in a short time. The quality of teaching is satisfactory overall, although 60 per cent is at least good. The speech and language unit is a strength of the school. The school forms satisfactory links with parents and pupils are well cared for. The headteacher and governors have a clear idea of how to continue the improvements that have already been made. The school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are below average, but pupils' achievement is satisfactory and they make good progress in some areas.
- The quality of teaching and learning is good in Year 3 and Year 6.
- In some lessons, the poor behaviour of a few pupils limits the progress made by the whole class.
- The range of pupils' vocabulary and spoken language is well below average.
- Learning support assistants provide very effective support for pupils in lessons.
- The school provides pupils with a wide range of activities to encourage them to write.

Commentary

49. When pupils join the school in Year 3 their standards in English are well below average. By Year 6, standards are below average but all pupils, including those with special educational needs, make at least sound progress and achieve satisfactorily. This is similar to the judgement made in 1999. The biggest barrier to raising standards is the poor vocabulary that many pupils have and their limited ability to express thoughts and ideas in a clear and ordered way. Most pupils struggle to talk in sentences and when they find something difficult to explain they will often give up rather than finding another way of expressing themselves. Problems in expressing themselves apply equally to boys and girls.
50. The headteacher felt that writing meant little to many pupils and so the school has recently concentrated on providing a wide range of opportunities for all pupils that broaden their experience, knowledge and vocabulary. These include poets visiting the school, trips to the theatre and similar types of activities in other subjects. They also provide a good stimulus for pupils' writing. In Year 6, pupils were developing their views on fox hunting for a debate later in the week. The value of this kind of activity was clearly demonstrated as, during the week, pupils' ideas became more reasoned, were backed by logical argument and presented more confidently. However, the development of pupils' vocabulary and use of language is not planned for consistently or carefully enough.
51. The school has focused on reading development and standards are rising. The majority of Year 6 pupils are reading books that are appropriate for their age with confidence and fluency. However, when asked to explain the meaning of words it becomes clear that they are missing much of the detail and understanding of the story. Pupils in Year 6 have little understanding of imagery and other more subtle uses of language. There is at least one teaching assistant for every class and consequently many pupils are regularly heard to read. This high level of support helps to maintain motivation and encourages pupils to read more books.
52. Reading development is supported in a number of ways. There is a good range of books and the borrowing of books is closely monitored by class librarians. Classes have book corners that have a changing focus such as an author or style of writing, for example poetry. The library is small but a good quality environment, with attractive displays and with a computerised loan system. Some Year 6 pupils act as librarians. All these strategies raise the profile and status of reading for pupils.
53. The quality of teaching and learning is satisfactory, but it is variable across the school. In Year 3 teaching and learning is good. There is very careful structure and pace to lessons and

activities are well matched to the pupils' level of maturity and language ability. Pupils with behaviour difficulties are well managed and the needs of the whole class carefully balanced against those of the individual. In Year 6 teaching and learning is also good. Relationships in class are good and there are high levels of co-operation. This enables a wide range of stimulating activities to be used that engage pupils and raise standards. In both year groups the teachers' expectations of pupils are high. In Years 4 and 5, teaching and learning is less consistent and varies from good to unsatisfactory. The main reason for the unsatisfactory teaching is the impact on the whole class of the poor behaviour of a small minority of pupils. The reasons for this vary from the attitude of the pupils, the type of lesson, the size of class and the behaviour management strategies of the teacher. Throughout the school, opportunities for stretching the more able are not well developed.

54. The co-ordinator has only taken on the role this year but is already developing it well. The setting of short-term targets for pupils has been introduced and better quality marking is evident. The benefits of both these initiatives can be seen, but the impact is uneven. The use of assessment data and longer-term target setting is very under-developed.

Language and literacy across the curriculum

55. Some good links are being made to develop literacy skills alongside other subjects. Visits planned as part of another subject are used to develop vocabulary and provide a stimulus for writing. However, these links are not systematically planned and many opportunities are missed. For instance, the vocabulary being developed in subjects such as science and geography rarely features on the lesson plans.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving.
- Assessment information is not used effectively enough to monitor pupil progress.
- There is a strong focus on developing pupils' mental mathematics' skills.
- Teachers use a good variety of strategies and resources to make lessons interesting and enjoyable.
- Teachers are not always clear about what they are teaching.

Commentary

56. In the 2003 national tests, Year 6 pupils attained standards that were well below average in comparison with those in schools nationally. However, samples of pupils' work and lesson observations confirm that achievement for boys and girls is good and standards, although below average, are higher than those achieved in the tests and are improving. Pupils with special educational needs make good progress because of the well-focussed support they receive from teaching assistants. They achieve similar standards to their classmates.
57. The quality of teaching varies throughout the year groups, but is satisfactory overall. Teaching is good in Years 3 and 6 and satisfactory in Years 4 and 5. When teaching is good:
- teachers are clear about what pupils need to learn;
 - teachers explain clearly to pupils what they must do to learn;
 - work is well matched to the ability of pupils;
 - a variety of strategies and resources are used effectively to help pupils learn;
 - the end of the lesson is used well to focus pupils on what they have learned.
58. Learning is generally satisfactory, although one or two pupils in most classes do not show enthusiasm for mathematics, find it difficult to settle to work and sometimes stop other pupils learning. The use of mathematical vocabulary is generally unsatisfactory for many pupils.

They have a very limited experience of using mathematics at home and some Year 5 pupils struggle to name simple shapes. Others in Year 6 are unable to remember the meaning of multiplication or division and pupils in Year 3 find it difficult to use the words 'more than' and 'less than' correctly.

59. Assessment procedures are not yet fully established, so it is difficult for each pupil's attainment in mathematics to be plotted and their progress tracked. Targets for attainment are only set for pupils in Year 6, but throughout the school all pupils have useful work targets which are updated regularly. However, these targets are not consistently monitored and are not sufficiently challenging for more able pupils. Marking is inconsistent and does not always indicate to pupils how they can improve.
60. The school has recently placed a strong and appropriate emphasis on improving the mental mathematical skills of all pupils. Additional resources have been purchased and plans made to focus teaching in this area. However, there has been no year group analysis of the results, although the Year 6 teachers work out the weekly class average. Consequently, the results are not used to inform teachers of where there are weaknesses.
61. The subject leader has not yet had sufficient time to monitor the teaching and learning in the classroom. The school is fully aware of the shortcomings in mathematics. The co-ordinator, who provides satisfactory leadership and management, has a clear action plan to improve the quality of teaching and raise standards of attainment and achievement.

Mathematics across the curriculum

62. There is little evidence of mathematical skills being used in other subjects. However, a good new curriculum map linking mathematics into other subjects has just been re-written, but is not yet fully in place. There is some evidence of purposeful computer work in mathematics. For example, pupils use databases to accurately record their favourite games and footballers, television programmes, height and weight.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are below average.
- There are good developments in the use of investigative work.
- Not enough consistent planning for the development of scientific vocabulary.
- Teachers and pupils make good use of science resources.

Commentary

63. Despite below average standards in Year 6, most pupils, including those with special educational needs, make sound progress. There are no differences between boys' and girls' achievement. Considering the low level at which pupils start in the juniors, their achievement is satisfactory overall and for an increasing number it is good as standards improve. Many classes have, quite rightly, decided to concentrate on developing pupils' ability to carry out scientific investigations. These are the most successful lessons because they provide the most interesting learning opportunities for pupils. They really enjoy using resources that they would not normally have an opportunity to handle and by carrying out investigations themselves, singly or in small groups, they remember what they have learned. This is a far more effective way of learning than providing lots of worksheets for pupils to complete, especially when their writing skills are poor and they find difficulty writing their answers.
64. Just as in other subjects, a major barrier to learning is pupils' lack of experiences. Very few can explain in simple terms everyday occurrences such as rusting, or switching on a torch,

or using magnets because they have not seen it happening or have never had the chance themselves to make it happen. Their astonishment at seeing magnets repel each other led to a real sense of wonder – almost as if they were seeing a magic trick! Their ability to try to describe scientifically what happens is severely limited by their poor language. Pupils often refer to ‘stuff’ or ‘things’. In the best lessons there is a deliberate attempt to teach correct terminology and teachers themselves use precise scientific language. One or two classes have boards given over to displaying science words that pupils use during the term and which act as constant reminders for them. This is good practice.

65. Teachers do not always plan together in year groups and, consequently, miss out on some good ideas that their colleagues use. In one or two year groups science is not planned regularly enough to give pupils an opportunity to consolidate their newly acquired language, or to carry out investigations often enough. In lessons where pupils did have good opportunities to carry out experiments they behaved well and used resources very carefully and safely.
66. Science teaching and pupils’ standards of work are not monitored by the co-ordinator. There is not enough careful assessment of how much progress pupils are making, especially in their ability to plan investigations and, for more able pupils, how to extend the range of their work so that they take more responsibility for its direction.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The work of the technician has had a positive impact on raising standards.
- The computer suite is a valuable and well-used resource.
- Standards have improved significantly since the last inspection.

Commentary

67. A great deal has been done to improve pupils’ standards in information and communication technology. The school’s decision to fund a technician to work with pupils has meant that pupils use the computer suite regularly and have good levels of instruction. It also means that while half the pupils in a class are working in the suite with an adult, the remainder of the class can work effectively with the teacher for part of the lesson.
68. Pupils working individually at computers learn many new skills. By Year 6 they are adept at loading, saving, retrieving and printing their work. Standards in the last inspection were judged to be well below average. They are now in line with national expectations and all pupils cover all the required elements of National Curriculum work. While pupils in the unit have access to the suite twice a week, there are few planned occasions when pupils with special educational needs in mainstream classes work with appropriate programs supported by learning assistants.
69. The subject co-ordinator has only recently taken on responsibility for the subject. She has sensibly used the skills of a specialist teacher to assess the progress that has been made and to provide advice about assessing pupils’ capability, how best to make links between subjects and how to develop the subject still further.

Information and communication technology across the curriculum

70. As pupils’ skills develop, so they are able to carry out a wider range of tasks. Some of their work links well with other subjects, such as science, mathematics and English, and there are good examples of data handling, word processing and graphs that illustrate these links effectively. Such links between information and communication technology are not systematically planned, but where they do occur they usually support pupils’ learning well.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are good links between religious education and other subjects.
- Pupils' knowledge and understanding are not consistently well-developed.
- There are no accurate ways of finding out how much pupils know.

Commentary

71. Standards of attainment are in line with those expected in the locally agreed syllabus. Pupils develop a sound knowledge of the festivals, traditions and beliefs of the Christian, Islamic and Jewish faiths. The quality of teaching in all the lessons observed was at least satisfactory and some was good or very good.
72. Pupils' knowledge and understanding are well developed in some religious education lessons, especially those which are enriched by artefacts and stories that make the teaching more memorable. In a lesson on Moses and the Passover Feast, pupils were given matzos bread to look at and taste. At other times religious themes are developed through links with other subjects. For instance, the theme of death rituals in religious education was reinforced by work on Egyptian death rites in the history topic. This approach also enables a wide range of approaches to recording pupils' work to be used. There are some very good displays that support work in lessons.
73. While there is some good practice and work across the school, religious education is not sufficiently well planned or structured to ensure consistent development of pupils' knowledge. In some cases religious education is little more than a series of unconnected stories. At other times stories and traditions are linked in themes that also help pupils to develop their own understanding and views. Medium and short-term planning is not sufficiently structured or detailed to ensure good development across the whole school.

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weakness

- Pupils in Year 6 attain standards below those expected.
- Subject planning is not sufficiently detailed to ensure pupils learn new skills and ideas.
- Teachers use a good range of practical activities to make learning interesting.

Commentary

74. Three lessons were seen during the inspection and discussions were held with pupils. By the end of Year 6, pupils have a limited basic geographical knowledge. Most of the pupils cannot correctly identify or name the four countries of the United Kingdom or their capital cities. In a lesson on maps, they were confusing roads and contours and did not realise that the wall map was a relief map.
75. While full coverage of the curriculum is planned, it is not structured in a way that enables knowledge and skills to be acquired and retained successfully. The planning is not sufficiently structured or detailed. The learning objectives and key vocabulary are not clearly identified.
76. While the overall planning for the subject is weak, some good teaching techniques were observed. In a Year 6 lesson, pupils poured 10ml of water at a time over a plasticene model to produce a contour plan of their model. The work, and the discussion that followed, enabled

them to better understand the relationship between the two- and three-dimensional representation of a hill. In another lesson, drama was used well to bring the features of a rainforest to life. In the Year 4 lesson photographs were effectively compared to first-hand observations.

History

77. Insufficient evidence was seen to make a judgement on standards or the quality of provision, and no lessons were seen. However, full coverage of the subject is provided for in the long and medium term planning. Some examples of pupils' work were seen from Year 6 on the Egyptians and World War II that were of a high standard in terms of content and presentation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The art work on display is of good quality overall.
- Pupils' experiences of art and design are too narrow.
- Pupils enjoy art and design work.

Commentary

78. Standards in art and design are in line with national expectations and pupils' achievement is satisfactory overall, as it was in the last inspection. Teaching ranges from very good to unsatisfactory. Pupils' learning is generally satisfactory. Only two lessons were observed during the inspection.
79. Throughout the school art displays are bright, cheerful and colourful and are enhanced by the inclusion of a wide range of commercial prints showing the work of famous artists. However, the work on display shows a narrow range of experiences, mostly two-dimensional and limited to work in pencil, crayon, charcoal and oil pastel. But the work is carefully drawn showing attention to detail. There is also evidence of the development of pupils' drawing skills, but few opportunities for pupils to work with three-dimensional materials such as clay, sculpture and collage.
80. Each pupil has a sketchbook containing fine quality art paper. Some have not been used for a considerable time, whilst others have been used inappropriately to record numerous careless sketches. When used properly, as in some classes, these books contain a useful ongoing record of the development of pupils' skills in sketching, colour mixing and practising the techniques of colour wash, stippling, smudging and layering colour.
81. In the lessons seen planning was good and the work set at the expected level for all pupils. It was the behaviour management of the pupils and not the content being taught that led to the unsatisfactory grading of one lesson. Pupils enjoy art and design lessons and enthusiastically learn how to handle clay confidently to make a good quality thumb pot and spoon. Despite the unsatisfactory teaching, pupils learned about fore, back and mid ground when sketching and how to achieve different effects by using B, H and HB pencils. All pupils questioned talked confidently about what they had learned.

Design and technology, music and physical education

82. Only one lesson was seen in each of design and technology, music and physical education. Therefore it is not possible to make a judgement about the provision in these subjects. In the one lesson of design and technology observed pupils were designing a boat. They used good science links to explore the durability and absorption of materials in order to understand which materials would be the most suitable. Pupils explained knowledgeably why they selected certain materials and how they were going to make their boat.
83. The music lesson observed in Year 6 was very good, although the singing heard in assemblies was hardly enthusiastic. It is clear that the subject expertise of one Year 6 teacher is used very well to help pupils make progress in music.
84. In physical education the one lesson observed was very brief. Pupils enjoy physical education lessons and take part enthusiastically. Their basketball skills are developing well. Good use is made of pupils to demonstrate the skills of careful, but quick, bouncing of the ball between cones and pulling the ball into the body when catching.
85. In all these subjects the role of the co-ordinator is unsatisfactory. They are all enthusiastic about their subject and have good knowledge, but have had no opportunities to enable them to monitor, evaluate and promote work in their specialist areas.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

Provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Circle time is becoming increasingly effective.
- The school counsellor is very effective.

Commentary

86. Through the example set by staff and discussions in lessons, pupils are developing a sound sense of right and wrong. Circle time lessons are becoming an increasingly effective way of dealing with disagreements or dissatisfaction, and helping pupils to understand that problems can be resolved through discussion. The part-time counsellor and a visiting nurse have made a significant contribution to helping pupils discuss sensitive issues that face them at home and in the locality. A significant number of pupils said that they would seek them out to discuss their problems. The arrangements for sex and drugs tuition are firmly established. Through the school council pupils have good opportunities to make suggestions about what improvements could be made. The emphasis on including pupils with speech and language impairment in all the mainstream activities has earned the school a reputation for being genuinely caring and supportive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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