

INSPECTION REPORT

Rownhams St John's C of E Primary School

Southampton, Hampshire

LEA area: Hampshire

Unique reference number: 116311

Headteacher: Mrs Meri Knights

Lead inspector: Mr Douglas Hayward

Dates of inspection: 18th – 21st April 2005

Inspection number: 267598

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 289

School address: Bakers Drove
Rownhams
Southampton
Hampshire
Postcode: SO16 8AD

Telephone number: 023 80736417
Fax number: 023 80731732

Appropriate authority: Governors
Name of chair of Mrs Ann Laird
governors:

Date of previous 25th – 29th January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Rownhams St John's Primary School is a large Church of England Controlled school about four miles from the centre of Southampton. As well as admitting pupils from the immediate area around the school, more pupils are joining from other local schools in the wider area, often when they are juniors. This has, in turn, meant that pupils represent a wider social and academic mix than previously. Currently there are 289 pupils on roll. Attainment on entry is broadly as expected overall, with particular strengths in language and personal skills.

The percentage of pupils eligible for free school meals is below average. About 4 per cent of the pupils attending are from minority ethnic groups, although very few of them are at an early stage of learning English. The percentage of pupils identified as having special educational needs (14 per cent) is broadly in line with the national average, although the percentage with statements of special educational need is below average. In the year prior to inspection about 10 per cent of pupils joined or left the school at times other than the usual time of leaving or transfer. The school won the Healthy Schools Award and the Investors in People Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Doug Hayward	Lead inspector	Science Information and communication technology Art and design Geography Physical education English as an additional language
32768	Jane Manfield	Lay inspector	
31068	Lynn Marshall	Team inspector	English Design and technology History Religious education
32142	Beryl Richmond	Team inspector	Foundation Stage Mathematics Music Citizenship Special educational needs

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rownhams St John's is a very popular school that provides a **good** quality of education. Its strengths include **good** teaching, the pupils' **very good** attitudes to their work and their **very good** behaviour in school. It provides **good** value for money.

The school's main strengths and weaknesses are:

- Good teaching and assessment throughout the school help pupils to learn and achieve well.
- The headteacher provides good leadership and is very well regarded by parents, staff and pupils.
- Children make a good start to the school in the Foundation Stage, although they do not have enough opportunities for outdoor activities.
- The school forges good links with parents and the community.
- Standards in information and communication technology are not high enough and it is not used well enough throughout the school.
- Lesson planning in English lacks consistency.
- The school is a very caring place where pupils' opinions and ideas are valued.

Improvement since the previous inspection is **good**. The school has successfully tackled all the key issues from the previous report, with the exception of raising standards in ICT. Standards in design and technology and music have improved significantly. Pupils' behaviour, the quality of leadership and pupils' spiritual, moral, social and cultural development are all much better now.

STANDARDS ACHIEVED

Pupils **achieve well** overall. Most children in the reception class are on course to attain the standards expected by the end of their reception year. A large number will exceed those in some areas. Infants **achieve well**. They attained standards in the most recent national tests that were above average in reading, well above average in writing and average in mathematics. During the inspection standards are above average in reading and writing and well above average in mathematics. Junior pupils **achieve well**. In the 2004 national tests their results were above average in mathematics and science and average in English. During the inspection, standards are above average in all three subjects. Differences between last year's test results and inspection judgements are because these are different groups of pupils. Junior pupils' results in 2004, compared with those in similar schools, are disappointing. This is despite an above average percentage of pupils attaining Level 4 and the higher Level 5 in all three subjects. In the foundation subjects, where evidence was available to make judgements, standards are at least in line with those expected, except in ICT where they are lower than expected for juniors. In design and technology standards are higher than expected for all pupils. In religious education, standards are in line with those expected in the locally agreed syllabus. Pupils with special educational needs **achieve well**. Boys and girls throughout the school, and the very few whose home language is not English, attain similar standards in lessons.

The school makes **good** provision for pupils' spiritual, moral, social and cultural development. It is very good for their social development. It is particularly successful in developing pupils' confidence and self-esteem and providing opportunities for pupils to work

together successfully. There are not enough opportunities to make pupils aware of the wide range of cultures and traditions in Britain. Pupils' attendance is **good**. Their attitudes to their work are **very good** and they enjoy school. Their behaviour is **very good** in lessons and around the school. They work and play together very well, in the opinion of the team there is no bullying and they are very proud of their school.

YEAR 6 RESULTS

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	C	D
mathematics	A	C	B	D
science	B	C	B	D

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

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are good in three quarters of lessons. They are very good, and occasionally excellent, in a sixth of all lessons. Very good relationships between teachers and pupils make classrooms enjoyable and purposeful places to learn. Pupils with special educational needs receive good help in lessons from learning support assistants. Assessment is good. It is used increasingly effectively to track pupils' progress and help them to achieve well. The curriculum is **satisfactory** overall. There are **good** opportunities for extra-curricular activities and enrichment through visits and visitors. The school is a **very caring** place, with a strong emphasis on pupils' personal development. Accommodation is **satisfactory** overall.

LEADERSHIP AND MANAGEMENT

The headteacher provides **good** leadership. She has worked hard to develop a popular school with a strong ethos. The deputy headteacher provides good support. Governance is **good**. Governors are very supportive and enthusiastic and are closely involved in the running of the school. The leadership of key staff is **good** overall. Effective subject management has a positive impact on raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils think this is a good school. They like their lessons and the fact that they make lots of friends. There are **good** links with parents. They say that they are made to feel welcome and they are very happy with the school's arrangements when their children start school.

IMPROVEMENTS NEEDED

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

- the quality of planning in English throughout the school;
- opportunities for pupils to use ICT;
- the planning and use of the outdoor area for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** overall. Boys and girls throughout the school, those with special educational needs, the few whose home language is not English and pupils from minority ethnic groups all reach similar standards.

Main strengths and weaknesses

- Children in the reception class achieve well in important areas of learning.
- Standards in the core subjects of English, mathematics and science are above average and infant pupils achieve high standards in mathematics.
- Junior pupils' standards in information and communication technology are below those expected.
- Standards in design and technology are higher than expected.

Commentary

1. On entry to the reception class, children's attainment usually varies from year to year, but is broadly average. This year's cohort have particular strengths in the development of their social and language skills. Children in the Foundation Stage achieve well and some achieve very well. By the end of the reception year, children are on line to reach the expected standards of the Early Learning Goals¹. Their personal and emotional development is well above expectations, whilst their communication, language and literacy and their mathematical skills are above the levels expected.
2. Infant pupils achieve well. Over the last four years, results have never been below the national average and, with the exception of reading in 2003 and mathematics last year, they have been above or well above average in all subjects. The school's results in national tests in 2004 were well above average in writing, above average in reading and average in mathematics. The school was disappointed with pupils' results in mathematics and this year has focused on improving mathematical understanding for all pupils and stretching those who are more able. Inspection judgements support the view that it has done this successfully. During the inspection, standards are above average in reading, writing and science and well above average in mathematics. Taken over the last three years, the trend in performance for Year 2 pupils has been below the national trend, despite their high results compared with all schools. The main reason for this is variations in results from year to year due to the difference in ability of particular year groups. The school carries out regular assessments and tests in the basic subjects and can show that, despite considerable upheaval for these pupils because of staff changes in their first two years, they are achieving well.

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with: language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy, children should be able to write their own name and begin to write simple sentences.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.8 (16.3)	15.8 (15.7)
writing	16.5 (15.5)	14.6 (14.6)
mathematics	16.2 (17.1)	16.2 (16.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

3. Junior pupils achieve well. In the 2004 national tests, eleven-year-olds attained standards that were average in English and above average in mathematics and science compared with all schools nationally. The overall grade for these core subjects was above average. During the inspection, standards in English, mathematics and science are above average. Differences in judgements are because these are different pupils. Last year's below average national test results, in comparison with their attainment as infant pupils, were disappointing for the school, especially as pupils attained above average Level 4 and Level 5 results in all subjects. The school has analysed those pupils' results carefully and believes that their attainment from Year 2 to Year 6 is based on insecure evidence in their 2000 infant test results. That is, that their starting point in Year 3 was lower than test results would suggest. For the current Year 6 pupils, the school's tracking of their progress shows that they are currently achieving well in all the core subjects, compared with the analysis of their tests and assessment carried out in Years 3, 4 and 5. The school places a great deal of emphasis on planning good opportunities for pupils to develop their subject vocabulary and their ability to discuss and reason through investigative work, such as in science and design and technology.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.5 (27.9)	26.9 (26.8)
mathematics	28.2 (27.4)	27.0 (26.8)
science	29.7 (29.0)	28.6 (28.6)

There were 45 pupils in the year group. Figures in brackets are for the previous year

4. Standards in the foundation subjects, where judgements were made, are in line overall with expectations for infants and juniors. The exceptions are in design and technology where standards are above expectations and in information and communication technology where standards attained by eleven-year-olds are below expectations. Junior pupils have too few opportunities to develop skills in simulation and control technology and pupils of all ages have few chances to apply their ICT skills in other subjects. Standards in religious education for infants and juniors are in line with the locally agreed syllabus.
5. Achievement for pupils with special educational needs is in line with their classmates. Class teachers carefully plan individual targets for these pupils. They reflect pupils' social and academic needs and enable their progress to be monitored successfully. The standards pupils with special educational needs attain are often below those expected for the pupils' ages but they represent good achievement in relation to the pupils' identified needs and targets. Targets are clear, specific, achievable and

suitably challenging and are expressed clearly so that progress can be easily measured.

6. The school's provision for pupils whose home language is not English, and those from minority ethnic groups, is good and pupils achieve well. They are fully included in all aspects of the school's work and their different levels of ability are recognised by teachers in their planning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good** and provide strong support for their learning. Spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Behaviour in classes and around the school is very good.
- Pupils' interest in school life and enthusiasm for learning are very good.
- Attendance is high, resulting from good school practice and strong parental support.

Commentary

7. Pupils like their school and are keen to take a full part in all that it offers. Pupils are very well behaved in classes and around the school and they have very positive attitudes to learning. The findings reflect good improvement since the last inspection and support the views of parents. In classes, pupils listen to their teachers and work hard in groups and independently. The school sets high expectations for pupils' conduct and behaviour is consistently very good. Pupils are friendly, polite and considerate towards each other and adults. This is a significant contribution to the quality of learning, allowing teachers and pupils to focus on the lesson objectives.
8. The school's ethos is reflected in its positive approach to promoting good behaviour. Classroom rules are set as a result of discussions in class. This helps to ensure that pupils know and understand the rules and encourages pupils' moral and social development.
9. Several responses to the parents' questionnaire raised concerns about bullying. Inspection findings are that the school places great emphasis on how pupils behave and has effective systems in place to encourage good conduct and deal with bad behaviour. Pupils themselves were confident that bullying is not an issue at Rownhams St. John's.
10. Pupils are encouraged and willing to take on responsibility. Throughout the school, there are good opportunities for class helpers to take on a range of responsibilities, including looking after equipment and registers. Older pupils have wider school responsibilities, such as telephone duty and helping with younger children at lunchtime. Year 6 prefects also provide role models for younger pupils. The school does not yet have a school council. However, the elected Grounds Council includes representatives from each year group who play an active role in deciding on playground refurbishment and equipment.

11. Pupils' social development is very good. This is reflected in the very good relationships they form with each other. The school promotes high moral standards and pupils are easily able to distinguish right from wrong. Pupils display empathy for those in need and raise funds for a number of charities each year. These include the Muramba School in Uganda which also contributes to pupils' understanding of the wider world. Cultural development is good. Across the curriculum there are good opportunities for pupils to learn about historical custom and tradition, for example through their work on Shakespeare and Victorian times. Opportunities to learn about the diversity of faiths and customs in modern Britain are more limited. Spiritual development is satisfactory.
12. Attendance and punctuality are good. The rate of attendance is well above average and the school's procedures to monitor attendance and punctuality are generally well supported by parents, although holidays in term time contribute to the level of absence. There have been two fixed term exclusions during the school year prior to this inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.0
National data:	5.1	National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	236	2	

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 school provides a **good** quality of education. Teaching and learning are **good** throughout the school. Assessment is **good**. The school provides a **satisfactory** curriculum overall and opportunities for enriching it are **good**. The care and support the school provides are **good**. There are **good** links with parents and the community and **very good** links with other schools.

Teaching and learning

Teaching, learning and assessment are good.

Main strengths and weaknesses

- Teachers have very good relationships with pupils.
- Teachers plan very good opportunities for pupils to work together.

- Assessment is good and helps teachers to plan for pupils of all abilities to learn and achieve well.
- Teachers do not make enough use of ICT in their lessons.

Commentary

13. Teaching is better now than in the previous inspection. During the current inspection, no unsatisfactory teaching was observed, good teaching was equally distributed throughout the school and more very good teaching was observed than previously. Improvements in the quality of teaching are the result of changes in staff and effective monitoring of teaching quality in a range of lessons.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	6 (13%)	27 (59%)	12 (26%)	0	0	0

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.

14. In good lessons, teaching is lively and makes learning all the more interesting because pupils have to concentrate. In good lessons, resources are used well to attract pupils' interest and to help them concentrate and maintain interest in their learning. Trained learning assistants provide good support for pupils in classrooms. In satisfactory lessons, there is often an over-emphasis on teachers talking and less on pupils being actively involved in their learning.
15. There are additional factors as well that make very good lessons so exciting. One is that teachers are willing to take risks, trying out new ideas and approaches that hold the pupils spellbound by introducing awe and wonder and helping them to learn very effectively. This was the case in very good dance and history lessons and an excellent science lesson. It is no surprise that in these lessons a consistent factor was the planning of very good opportunities for pupils to work and learn together, collaborating on new ideas.
16. Some of the various grouping and organisational arrangements in place in different year groups make a positive impact on pupils' learning and others are less effective. For example, setting pupils in Years 1 and 2 for mathematics is effective for the higher ability pupils and has helped all pupils to achieve well this year. The impact of setting for English in the juniors, however, is reduced by inconsistencies in planning between different ability groups, which does not ensure that all pupils are covering the same work.
17. Although not an essential resource in every lesson, teachers do not use ICT well enough throughout the school. This means that pupils do not consistently have opportunities to apply their ICT skills and to see how some tasks can be made much easier or have greater impact by using technology.
18. The teaching of pupils with special educational needs is good. Pupils have been accurately assessed, using outside agency support if necessary, and their individual education plans are usually targeted carefully to help them learn. Teachers use a wide range of successful strategies to motivate, involve and challenge pupils and regularly monitor the progress pupils are making towards achieving their targets.

Well-trained support staff value pupils' work and this encourages them to try harder to make good progress. Teaching for the few pupils whose home language is not English is good. They are fully included in all aspects of the school's work.

19. The school's assessment procedures are good. The school is making increasingly effective use of a wide range of good assessment systems. The assessment co-ordinator has worked hard to develop effective ways that help the school to know what pupils can and cannot do, to identify patterns of attainment over time and to predict their future likely achievement. Teachers share this information with parents and pupils at regular intervals during the year and at open evenings. A good tracking system provides an invaluable overview of the progress individuals and groups of pupils are making each term, helping teachers to be quicker at identifying where there are problems in learning and where additional support should be targeted.

The curriculum

The overall quality of the curriculum is **satisfactory** overall, with a **good** range of extra-curricular activities. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There is insufficient use of ICT across the curriculum.
- English planning lacks consistency.
- There are insufficient opportunities for outdoor activities for children in the Foundation Stage.
- Provision for pupils with special educational needs is good.

Commentary

20. There has been a satisfactory improvement in the curriculum since the time of the last inspection. The curriculum meets all statutory requirements, including the requirements of the locally agreed syllabus for religious education. Children in the Foundation Stage make a good start to school and benefit from a good curriculum, although there are insufficient opportunities for outdoor activities. The National Strategy for mathematics is very well embedded, but planning for English lacks consistency. Consequently junior pupils in different ability sets are being taught different topics. There is insufficient use of ICT across the curriculum, as there was in the previous inspection, but provision for design and technology and music has improved well. There is a broad range of worthwhile activities and experiences that cater well for the needs of pupils. There are some good opportunities for pupils to use literacy and numeracy skills across the curriculum, but these are areas for further development, together with the further linking together of subjects.
21. Pupils benefit from a curriculum that is effectively enriched by visits and visitors. There is a good range of extra-curricular clubs for sporting, artistic and musical activities, opportunities for instrumental tuition and all junior pupils have a very good opportunity annually to take part in a residential visit. There is a strong emphasis on personal development so that pupils become responsible individuals and keen learners.
22. The staff work hard to plan activities that challenge pupils at the correct level. Where pupils need extra help, staff identify their needs early, arrange for appropriate support and ensure that pupils are fully involved in lessons. Some pupils receive

targeted support outside lessons and, although teachers try to plan lessons so that pupils do not always miss the same subject, pupils are missing some important opportunities in lessons. The school identifies gifted and talented pupils and has begun to address their needs, but recognises that this is an area for further development.

23. Accommodation is satisfactory. The school has identified further improvements to library areas and the outdoor provision for the Foundation Stage children. The school is maintained and cleaned to a high standard by the site staff. Classrooms and other areas are tidy and well organised. In lessons, pupils have the necessary relevant, up-to-date resources, which are in good condition.

Care, guidance and support

Pupils' care, welfare, health and safety are **good**. Pupils receive **good** guidance and support and the school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- Pupils have very good relationships with teachers and other staff.
- Induction arrangements for pupils are very good.
- Pupils receive good guidance and support.

Commentary

24. The caring ethos of the school is a strength. Daily routines are well planned and children are well supervised at all times. Health education issues are addressed very well through the Healthy Schools programme and the curriculum. Pupils' posters around the school illustrate how they learn from an early age about creating a healthy and safe environment.
25. Staff are aware of pupils' dietary and medical needs and good procedures ensure that these are met. The school works effectively with parents and local agencies to ensure children's welfare. Child protection procedures are in place and are known by staff, although there has been no recent training for designated staff. School buildings and grounds are clean and well maintained.
26. Pupils feel that teachers and other school staff are friendly and approachable and that they can go to them with any problems or concerns. Teachers know their pupils well and are able to offer good guidance and support to help pupils mature and develop personally as they move through the school. Responses to the parents' questionnaire confirm this.
27. Throughout the school there are good systems to monitor and track pupils' achievements. The school has become increasingly effective at tracking pupils' progress and sharing targets for future attainment with them and their parents.
28. Children starting school are supported by a very good induction programme. This helps the children to get to know their teachers and surroundings before they start school. It also provides the opportunity for parents to share information which will help their children settle into school. An increasing number of pupils join the school as juniors and procedures for them are also good. For older pupils, activities at the

local secondary school enable pupils to become familiar with a larger school environment.

29. Throughout the school, pupils have good opportunities to contribute their views. Personal, social and health education lessons are occasions where pupils feel that what they have to say is welcomed and valued. Pupils' involvement in setting class rules and targets is a good example of how they are encouraged to think about and contribute to school life. The Grounds Council is another forum where pupils feel their views will be listened to and acted upon. Pupils have the opportunity to comment on their own progress and achievements in their annual school reports. It is evident from the way in which pupils talk to each other and to adults that they know their views matter and have the self-assurance to contribute.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and the local community. **Very good** links have been established with other schools.

Main strengths and weaknesses

- Parents are very positive and supportive about the school's work.
- Good links with the community result in a range of trips and visitors to school that enhance pupils' learning experience.
- Very effective links with other schools make a positive contribution to pupils' learning.

Commentary

30. Parents' positive views about the school confirm the strong partnership maintained since the last inspection. Parents are involved with the school in a number of ways. These include regular volunteers who help in class and with school outings and events, and an active parent teacher association. This level of support makes a positive contribution to the children's learning and is highly valued by the school.
31. As pupils progress through the school, parents receive regular and good quality information about school events through weekly newsletters. Pupils' annual reports include information about progress in each subject, targets and personal and social development. Consultations every term provide parents with very good opportunities to discuss their child's progress. Reading and homework diaries provide a means of informal communication and are used very well by parents and teachers to note progress and raise any queries.
32. Almost all parents are satisfied with homework routines and feel that the school provides good guidance on how to help their children's learning at home. During the year, there are very well-attended opportunities through workshops and special events for parents to learn about the curriculum and how to support their child's learning. Currently there is no termly written communication on the curriculum for each year group to supplement the good information provided about specific topics and subjects.
33. The vast majority of parents feel that the school is welcoming and approachable, although a very small minority of responses to the questionnaire indicate that some parents feel that their views are not taken into account. The school is keen to maintain its strong links with parents and inspection evidence shows that the school

works very hard to involve parents, to listen to their views and ensure that they are happy with the information they receive.

34. The school continues to maintain good links with the local community. Pupils are very enthusiastic about their trips from school and visitors to school, which help to reinforce classroom learning. These include visits to Romsey Abbey and Moors Valley Country Park, visits from theatre groups and regular contributions to daily worship through links with the parish church. Residential trips for all Key Stage 2 year groups benefit pupils' academic and personal development.
35. Pupils and staff benefit from the very good links forged with other schools. Sporting and French language activities, with Mountbatten and Hamble secondary schools, enrich the curriculum. Links with other primary schools provide opportunities for pupils to participate in a range of joint sporting events. The school also makes an effective contribution to the initial training of teachers and support staff through student placements from several colleges and universities.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** and the management is **satisfactory**. School governance is **good**. The leadership of senior members of staff is **good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school and is very well regarded by parents.
- The governing body provides good support for the school and has effectively identified its strengths and areas for development.
- Subject leadership is unsatisfactory in English and ICT.
- Key staff provide good leadership in science, mathematics, design and technology, personal, social and health education, and assessment.

Commentary

36. The headteacher is firmly committed to raising standards. She has worked successfully with staff to improve the school's performance since the previous inspection, when it was noted that the school 'had lost its overall direction' and 'its impetus for improvement had slowed'. Many important features of school have improved, such as pupils' behaviour and their spiritual, moral, social and cultural development. She is very well regarded by parents, staff and pupils.
37. The headteacher works well with the deputy headteacher, who provides good support and forms very effective links with the community. She has established an effective senior management team which provides expertise and guidance in helping all staff to raise standards. The system of team leaders is effective in improving communication and raising expectations. The impact of subject managers in some subjects and areas, such as assessment, is very effective in raising standards and monitoring planning, teaching and learning. It is less so in one or two others. The impact of these subject leaders has not been sufficiently well monitored by senior management to ensure that provision is consistent across the school and that standards have improved since the previous inspection. The special educational needs co-ordinator provides good leadership and management. She ensures that all

pupils have been accurately assessed, using outside agencies when necessary, and that pupils have relevant, achievable targets. She works very closely with all colleagues and regularly monitors the use made of individual education plans. Good links are established with the governor responsible for special educational needs.

38. The governing body is actively involved in the work of the school and has a good knowledge of its strengths and weaknesses. It is clearly focused on raising standards for all pupils and regularly monitors and assesses the school's progress towards pupil targets. Action plans are reviewed at the appropriate committee meetings and issues for discussion are raised at the full governing body meeting. The chair of governors and the headteacher have a good working relationship which enables them to plan priorities and set targets for future improvements. The governing body has made some difficult decisions regarding playgroup provision on the school site and changes to the times of the school day.
39. Financial management is effective. The budget is well managed by the headteacher and efficient, helpful and informed office staff. The finance committee monitors the budget regularly and has a good understanding of the school spending patterns. Administration on a day-to-day basis is efficient and friendly. Parents and visitors are warmly welcomed, adding further to the caring, kind school ethos.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	732,572	Balance from previous year	19,679
Total expenditure	736,850	Balance carried forward to the next	15,401
Expenditure per pupil	2,594		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** in the Foundation Stage.

40. The school has maintained its good provision since the last inspection. Children achieve well from an average starting point overall, although some children start with above average social skills and language development. There are forty children in two classes. Ten are in a mixed Year 1/Reception class and thirty in a Reception class. The school ensures that children in both classes are provided with similar provision.
41. There is a strong drive for learning in the Foundation Stage and many reasons why children are achieving well. Teaching is at least good in all areas of learning and a strong, unified team of adults sets high expectations and provides a good curriculum, which meets children's needs well overall. However, the planning for, and the provision of, the outdoor curriculum are currently unsatisfactory. Although the school has recently carried out extensive improvements to the outside areas, they are not yet fully in use and children do not have sufficient access to outdoor areas.
42. Good staffing levels ensure that children are supported well. Good leadership and management ensure that provision is evaluated well. Assessments are used well to plan work at the correct level for all children, including those with special educational needs. Very good use is made of assessment to adjust planning to address areas of learning where children's attainment is weaker. Consequently, children's attainment has improved rapidly. There is a good two-year planning cycle that ensures that children do not repeat topics. Accommodation is satisfactory overall, although the Year 1/Reception classroom is small. There is a large adjacent shared area, used well by both classes.

Personal, social and emotional development

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Excellent relationships lead to purposeful, enjoyable and effective learning.
- Decision time is used well to develop children's independence.

Commentary

43. Because this area of learning receives a high profile when children start school, children are achieving very well. By the time they start in Year 1 most children's attainment will be well above the Early Learning Goals. This is due to very good teaching, excellent relationships and a well planned and ordered environment in which children quickly settle and feel secure. Children are encouraged to take responsibility and consequently most are confident to work independently on their tasks. They are used to routines and enjoy decision time when they can choose to participate in a range of activities. Behaviour is very good. Staff are knowledgeable about how young children learn effectively and they plan a good range of activities,

which lead to sustained interest and concentration from the children and a strong desire to learn.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Achievement in writing has been a focus and is taught well.
- Children's speaking and listening skills are above average.
- Occasionally, teachers miss opportunities to find out how well children understand stories.

Commentary

44. There are good opportunities for children to develop their language skills. All children achieve well and many will exceed the expected level by the time the children start in Year 1. The children listen well to one another and take turns in conversation. Staff provide challenging activities that are well matched to the needs of all pupils. There has been a very good focus on teaching writing that has resulted in improved standards of attainment. The sharing of books, listening to stories, playing games and singing rhymes are planned well so that children quickly learn letter sounds and begin to build words. Their learning is fun and effective. Whilst teachers' questioning is generally good, children's understanding of texts is sometimes not explored sufficiently. Good focused support is given to help children improve the way they form letters and consequently most children are confident in this area. Parents take a keen interest in helping their children with reading at home.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching places a high emphasis on learning through practical activities and games.
- Children have good counting skills, but their problem solving skills are weaker.

Commentary

45. Good quality teaching of practical activities helps children to achieve well and many will exceed the Early Learning Goals by the time they start in Year 1. Teaching and learning are good and give a clear focus to helping children to use mathematical language more confidently. Good use was made of the outside area by both classes to play skittles to develop children's knowledge of doubles of numbers to ten. Children in both classes are confident at recording the results of their games systematically and well. However, children do not always benefit from starting with an easier example before moving onto more challenging work and consequently opportunities to build up skills systematically are lost. Most children are recording simple addition and subtraction sums to ten and filling in missing numbers on a number line. They have good opportunities to record their mathematics appropriately.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good teaching and learning provide children with many opportunities to learn about the world around them.
- Very good use of assessment information has led to a rapid improvement in attainment in investigative work.
- Computers are not used often enough.

Commentary

46. Teaching and learning are good and help to ensure that all children achieve well. Children are provided with many opportunities to learn about their world. Most children will reach the Early Learning Goals by the end of the reception year and a few will exceed them. The imaginative play areas are in regular use, but adults do not usually model role-play situations for children. The school has identified the shared infants' area as an area for development in order to give children further opportunities to develop investigative skills. The teaching team has made very good use of assessments to identify weaknesses in children's investigative skills, although children's knowledge is good. By adjusting the planned work for the children, the children's attainment in investigative skills has improved rapidly. Although there are good examples in the use of computer programs for creative activities, children do not have sufficient daily access to a computer in their classroom. The garden area is underdeveloped for investigative work

Physical development

Commentary

47. No full sessions were observed outside or in the hall and so no judgements can be made about teaching or the overall provision in this area of learning. However, it was evident that children are attaining good standards in dance because of good teaching and learning and opportunities to evaluate their own and others' work. Detailed assessments show that many children are on course to achieve the Early Learning Goals in this area of learning and so are achieving well. Their skills in handling pencils are at expected levels because of the high focus on developing these skills well but there was limited evidence in lessons of pupils using brushes, scissors or other tools. Plans are at an advanced stage to develop further the large outdoor play area for physical development and other areas of learning. As yet there are no imaginative markings on the playground to extend opportunities for play and for children to move in different ways on their wheeled toys, which are currently not in use.

Creative development

Commentary

48. No sessions were observed in this area of learning and so no judgements can be made about teaching and learning or the overall provision. Assessments indicate that the children achieve well, with many attaining the Early Learning Goals by the end of the reception year. They are taught, for example, the skills needed to mix paint and use brushes to express their ideas in paintings. There are good opportunities for imaginative play in the 'home corners'. The children regularly sing and are building up a good repertoire of favourite songs and rhymes. Their singing is satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning helps pupils to achieve well.
- Lesson planning for pupils is inconsistent and makes it difficult to track pupils' progress.
- Leadership and management in English are unsatisfactory.
- The accommodation for the library is too cramped for whole class use.
- Pupils make good use of their literacy skills in some other subjects.

Commentary

49. Infant pupils achieve well. The school's results in national tests in 2004 were well above average in writing and above average in reading. During the inspection, Year 2 pupils attain standards that are well above average in speaking and listening and above average in reading and writing. Year 6 pupils achieve well. In the 2004 national tests, eleven-year-olds attained standards that were average in English, but this reflected the ability of that particular group of pupils. In the previous three years, standards in English for eleven-year-olds had been above, or well above, average. In the inspection their attainment in all aspects of English is above average. All pupils, including those with special educational needs and those whose home language is not English, achieve well. The school has improved its standards in English since the last inspection, when they were judged to be above average for infants and average for juniors.
50. Achievement, however, is inconsistent in the junior classes. One of the barriers to consistent achievement is the lack of challenge in spelling and grammar work and the undue emphasis placed on these aspects in some lessons. Inconsistency in planning English throughout the school is also a weakness. The school organises pupils into ability sets for English in order to be able to teach each group at an appropriate level. While the challenge of work for each set matches their ability, pupils in different sets do not necessarily experience the same topics. This is a significant obstacle to ensuring that all pupils experience a broad and balanced curriculum and to tracking their progress as they move through the school. Teachers do not usually plan English together. Therefore, setting expectations for all pupils in the same year group is difficult.
51. Standards in reading are above average in Years 2 and 6. Pupils enjoy reading and talk knowledgeably about their books. Reading has been a recent focus for the

school and all classrooms now have special areas devoted to particular authors. However, the school library is situated in an area that is difficult to access and, consequently, little use is currently made of it. The school plans to move it to an area that has more space for pupils to use.

52. Teaching and learning are good overall. In the Year 1 and 2 classes some very good teaching and learning was observed. In those lessons, teachers use a range of very good strategies to capture pupils' interest and attention. Teachers use objects such as a magic box to encourage pupils to think and write sentences using exciting adjectives. They use a multi-media projector to encourage pupils to share ideas about features of explanatory texts. They also engage pupils in group discussions to enable them to share their thoughts. Good questioning challenges pupils to think beyond the obvious, to suggest reasons and form opinions.
53. There is, however, an over reliance in some lessons on the teaching of English to a plan introduced by the National Strategy. Planning lessons with a fixed format limits the flexibility that some teachers exercise to take account of pupils' interests and achievement in lessons. Not enough thought is given to how they can ensure that the main teaching objective of the lesson is not interrupted by a sudden switch to grammar or spelling work, which is largely unrelated to the lesson objectives.
54. Pupils' work in books demonstrates a high standard of presentation. Handwriting is good and joined from Year 1. Their good presentation assists them when they are writing the results of their investigations in science. However, teachers do not mark consistently and not enough emphasis is placed on marking to enable pupils to know what to do to improve.
55. Subject leadership and management are unsatisfactory. Although there has been an improvement in standards for juniors, the lack of decisive leadership in monitoring planning arrangements throughout the school has resulted in a lack of subject balance and coverage for some pupils. There has been insufficient monitoring of planning to ensure that all pupils experience a broad curriculum.

Language and literacy across the curriculum

56. The use of language and literacy across the curriculum is developing well. Pupils in Years 5 and 6 write sensitively about fox hunting and the Tsunami appeal. In Years 1 and 2 they write about Guy Fawkes and in Years 3 and 4 about historical people and beliefs in different religions. Pupils use their skills well in science to record their investigations. Appropriate subject vocabulary is encouraged and used well in mathematics and science. All these activities help to consolidate pupils' skills in literacy.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Leadership and management are good.
- Assessment data is not used well enough to set curricular targets.

- ICT does not enhance teaching and learning.

Commentary

57. In 2004, test results for pupils in Year 2 were average compared with all schools, but well below average when compared with those in similar schools. This was a dip in results when compared with previous years, when standards were above average nationally. Although approximately the same proportion of pupils attained Level 2 as in previous years, significantly fewer pupils obtained the higher Level 3. Because those pupils had experienced many changes of teacher earlier in their first two years in school, they did not catch up. Subsequently, the school has focused successfully on improving achievement and attainment in Year 2 by raising expectations of pupils' achievement and by monitoring carefully pupils' progress. In the lessons seen in Year 2, pupils enjoyed a practical curriculum. Their achievement is good and their standards are well above average overall. Pupils with special educational needs achieve in line with other pupils.
58. In 2004, tests results for Year 6 pupils were above the national average and average when compared with the results for similar schools. This was an improvement on the previous year's results. The standard of work seen during the inspection for the current Year 6 pupils is above average overall. Junior pupils are achieving well. Pupils with special educational needs are achieving in line with their peers.
59. In the infant classes, teaching and learning are good. There are some very good opportunities for pupils to solve problems in a practical way. Teachers question pupils well to deepen their understanding. Pupils have good attitudes to their work, persevere and behave well. When teaching is less effective, pupils sometimes spend too long sitting on the carpet listening to the teacher in lessons; consequently they have insufficient time for group tasks.
60. In the junior classes, teaching and learning are good. This is because teachers plan well to take account of all pupils' prior attainment and challenge all pupils appropriately. Teaching is usually lively and enthusiastic. Pupils show good attitudes to their work and collaborate well in lessons, but do not always take enough care in the presentation of their written work. Support staff play an important role in enabling all pupils to succeed both in whole class parts of lessons and in group and individual work.
61. Teachers use assessment well but sometimes pupils' targets are not specific enough to ensure even more rapid progress. The school has started to identify areas of mathematics where there is a need to focus more effectively, like calculation and problem solving, but also recognises that there is more work to do in this area to improve standards further. Marking is regular, supportive and indicates how pupils can improve. Pupils know their individual targets for improvement.
62. Teachers make insufficient use of ICT to enhance teaching and learning. There is only one interactive whiteboard and this is not being used to its full potential and the use of computer programs by pupils was seen in only one lesson.
63. The quality of leadership and management is good. The subject leader is enthusiastic about the subject and provides a very good model of how to teach mathematics effectively. She has identified important areas for development, like reviewing planning to ensure effective coverage and that all pupils are sufficiently

challenged and ensuring the effective use of ICT. Since the last inspection, there has been a satisfactory improvement in provision overall.

Mathematics across the curriculum

64. Pupils are encouraged satisfactorily to use their numeracy skills in other subjects. The main weakness is in the use of ICT. There are many good planned opportunities in science and design and technology to measure, calculate and explain results in tables and graphs. These activities help to consolidate pupils' mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Lessons provide many opportunities for scientific investigation.
- The science co-ordinator provides good leadership and management.
- Well-planned practical work gives pupils many good opportunities to work together.
- ICT is not used often enough in science.

Commentary

65. In the 2004 teacher assessments, the percentage of pupils attaining Level 2 was average, but the percentage attaining the higher Level 3 was above average. During the inspection, infant pupils achieve well in science and attain standards above those expected in Year 2. The difference is because there is much more focus on practical and investigative work and this has given pupils a much better understanding of different aspects of science. In the 2004 national tests, eleven-year-olds attained standards that were above average in science compared with all schools. Inspection evidence shows that eleven-year-olds achieve well and the current Year 6 pupils are on course to reach above average standards. In the previous report, standards were above average for infants and average for juniors. Pupils with special educational needs and the few whose home language is not English attain standards that are in line with those of their classmates.
66. Teaching and learning range from satisfactory to excellent and are good overall. The very good teaching is one of the main reasons why pupils achieve so well and why pupils have confidence to make predictions and get so much enjoyment from their work. In contrast, when teaching is satisfactory, the teacher provides too much information and pupils do not have enough opportunities to make their own predictions about their investigations.
67. Throughout the school, teachers emphasise the experimental aspect of science and science teaching is now firmly rooted in investigation. Pupils have very good attitudes to each other and are able to work together very well. Investigative work in science capitalises very well on this strength. Teachers' strong subject knowledge and understanding means that they use the vocabulary of science very well and are able to extend pupils' thinking. Teaching assistants work closely with slower learners in class and it is through constant conversations and support that these pupils achieve as well as others.

68. Pupils write up their practical work accurately, often using tables to make the information clear. They use their literacy skills well and very good examples of this were evident in their workbooks. For example, infant pupils used a range of very good descriptive words to complement their work on how people hear. Teachers carefully plan to link other subjects with science, for example mathematics, geography and design and technology. Although many pupils are confident ICT users, and use it well to record data in a variety of ways, control technology, to measure temperature or light, is rarely used.
69. Leadership and management are good. The subject has benefited from consistent development since the last inspection. The co-ordinator monitors samples of pupils' work and provides good support for teachers and their planning. He has ensured that the subject is well resourced and that these are very well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Work for juniors does not cover the full range of ICT topics.
- Pupils work very well together in the ICT suite.
- Computers are infrequently used in classrooms.
- ICT is not used well enough in other subjects.

Commentary

70. Standards are in line with those expected for pupils in Year 2 and they achieve satisfactorily. Standards are below expectations overall for pupils in Year 6. Junior pupils, including those with special educational needs and those for whom English is not their home language, do not achieve as well as they should. This judgement applies to their work in specific aspects of ICT, namely simulation programs and control technology. This is in line with judgements made in the previous inspection, when standards for both infants and juniors were judged to be unsatisfactory. Although there has been an improvement in the provision for infants and the standards they achieve, this is not the case for juniors.
71. Many pupils have access to computers at home and already have good skills when they enter school. Even at a young age they are confident users of ICT and the school does not make the most of their talents and interests. Infants can load, save and retrieve programs with ease. Many juniors can merge text and graphics to create multi-media presentations and use a word processor proficiently to write text in different styles, fonts and colours according to what is most effective.
72. Pupils have some opportunities to use data handling programs and can translate paper and pencil information into different types of graphs. The main weakness lies in the fact that, although many are capable and confident, infrequent use of the computer suite and of the computers in their classrooms means that not enough time is given to working on new programs or consolidating work they have already done. There is little evidence that pupils' work is planned to take into account their different experiences or expertise.

73. In the lessons observed, teaching and learning are good. Those teachers have good levels of personal skill and knowledge. They use questioning well to recap on previous work. They know the programs they use well and are confident of their ability to solve any problems or answer any questions pupils might have. Lessons in the computer suite present specific organisational problems because of the positioning of the computers and not all pupils being able to see the teacher easily. These problems, to a great extent, are reduced by the pupils' very good attitudes and behaviour and their willingness to work in pairs, sharing equipment fairly.
74. Leadership and management are unsatisfactory. ICT was identified as a key issue in the previous inspection, with specific weaknesses in the same areas as in the current inspection. Although teachers are more confident with ICT than before and have better subject knowledge, little effective monitoring of planning has been carried out to ensure that ICT is taught regularly and that all aspects are covered.

Information and communication technology across the curriculum

75. The use of ICT across the curriculum is unsatisfactory overall. There are good examples of how effective it can be in other subjects, with pupils word processing information in a range of subjects. There are also good examples of how data can be differently represented in mathematics and geography. However, these links are made infrequently, despite good computer resources throughout the school, and opportunities to use control technology in science are missed altogether.

HUMANITIES

76. No lessons were seen in geography and only two in history, therefore no secure judgement can be made on provision, pupils' achievement or the quality of teaching. At the last inspection standards in both subjects were judged to be average from the evidence available. These have been maintained.
77. The school has developed a topic cycle to ensure more balanced coverage of history. Ancient civilisations previously had too great an emphasis. All units now begin with a key question and require pupils to question and challenge. Resources have been bought to support each unit and the next priority is to purchase additional artefacts. Strong links have been made with English. Pupils write detailed accounts of events and read and research different periods of history. They take part in role play situations by being, for example, an evacuee or a Roman soldier. In addition, visits and visitors are slowly being incorporated into each unit.
78. In the lessons observed teaching and learning ranged from good to very good. Very good opportunities are planned for pupils to use secondary sources to clarify their understanding of life since 1930 and use historical clues and knowledge of Henry VIII to identify him from paintings. This novel approach captures pupils' interest and develops a good understanding of the reliability of historical source material. Displays are of high quality and include questions to challenge pupils to think and reflect on life as a Tudor, a slave in Athens or a Spartan. They also give information and encourage pupils to carry out further research. A range of photographs provide evidence that a broad curriculum has been covered. Leadership and management are good. The co-ordinator's role in developing a history cycle has been important to ensure even coverage. She has very good subject knowledge and provides good support for her colleagues.

79. In geography, younger pupils use ICT well when they plan a route for others to follow using pictures from a digital camera. Older pupils talked enthusiastically and knowledgeably about their residential journeys. The school makes good use of links between Rownhams and its twin town in France to develop local studies and map reading skills. Subject leadership and management are satisfactory. The subject has not been a school focus for improvement for some time and a great deal of work has to be done. The co-ordinator has made a positive start by developing new units of study.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Opportunities for pupils to reflect and consider their own thoughts and feelings are limited.
- Teaching and learning are good overall.
- The new scheme of work for religious education is not yet fully in place.

Commentary

80. Standards are in line with those expected in the locally agreed syllabus and pupils achieve satisfactorily. The new syllabus has only recently been introduced and teachers have yet fully to develop their planning and teaching around each unit of work. Godly Play has recently been introduced to the school and focuses on developing awe and wonder in pupils through role play.
81. Pupils develop a sound knowledge of religions and their traditions and beliefs through their study of festivals such as Easter, Christmas, Ramadan and Divali. The quality of teaching and learning are good overall. Where teaching is good, challenging questions give pupils opportunities to discuss and share their thoughts and ideas. In a lesson about understanding the meaning of worship and prayer, pupils showed reflective and thoughtful ideas. In other lessons, although pupils were asked challenging and reflective questions, they were given insufficient time to make sense of their ideas and decide how they felt, and why.
82. Work in pupils' books is well presented and shows a good range of topics, such as the eightfold path to Buddhism, the beliefs of Hindus and Muslims and how Christians worship. However, it is largely informative, summarising the main points of the teaching with little evidence of comparisons or reflection.
83. Leadership and management are satisfactory. The co-ordinator is aware of the areas for further development in religious education and has an effective action plan in place to raise teachers' knowledge and confidence to teach the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Too few lessons in art and design were planned during the inspection to make a secure judgement on the school's provision. Evidence gathered from discussions with pupils, displays around the school, pupils' sketch books and teachers' plans suggest that standards are average. The range of work that pupils cover is broad. No judgement was made on standards in the previous inspection. As well as learning good drawing skills for

detailed observational drawings, pupils use a range of media to express ideas, including water paint and pastels. They undertake three-dimensional work using modelling clay and pupils' work is often well linked to other subjects and is displayed attractively in classrooms and around the school. Pupils have a sound understanding of the varying styles of different artists. Subject leadership and management are satisfactory.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Good leadership of design and technology has resulted in high standards in the subject.
- Teaching and learning are good throughout the school.
- Teachers need to develop their skills further.

Commentary

85. Standards in design and technology are above average for infants and juniors and pupils achieve well. This is a great improvement from the last inspection when this subject was reported as a weakness and standards were unsatisfactory.
86. Pupils in all year groups enjoy an interesting range of topics. In Years 1 and 2, they decorate biscuits and make moving pictures with slides and levers linked to their weather topic in geography. In Years 3 and 4, making moving carts with fixed axles links well with work on Tudor England whilst, in Years 5 and 6, innovative slipper designs have resulted in high quality products proudly displayed by their owners. Displays of work and a detailed portfolio of work show above average standards.
87. Teaching and learning are good. The co-ordinator leads by example as she is an enthusiastic, knowledgeable and organised teacher. Skills are taught well and systematically and pupils have plenty of time to try out their new skills and discuss their results with each other. Year 1 and 2 pupils enthusiastically make slides, showing skill and care in marking the position of their slide, handling scissors and gluing different parts together.
88. Good teaching is further characterised by each pupil making a design and labelling it and then listing the materials needed. When they have made a product, all pupils evaluate and compare their designs to the finished article. Many pupils make perceptive comments about how they would improve their products and how closely they match the designs. All recorded work in this area is of a high quality, showing care and detail both in their designs and evaluations.
89. The good leadership and management of design and technology have led to good teaching and learning, although much of this is from the co-ordinator herself. The school recognises that not all teachers are as competent in the subject and that it is now a suitable time for the co-ordinator to work alongside colleagues to increase their skills and confidence.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The music curriculum covers a good range of experiences, including performance, composition and appreciation.
- Singing in assemblies lacks enthusiasm.

Commentary

90. Pupils achieve satisfactorily and reach average standards in music at the end of Year 2 and Year 6. In a very good Year 5/6 lesson, the teacher worked hard to include all pupils successfully in rehearsing and performing. Pupils' achievement in this lesson was very good because the teacher was knowledgeable and enthusiastic and had high expectations for pupils' behaviour and attainment. Teaching in another junior class was good because of the high emphasis placed on technical vocabulary and the links made to other curriculum subjects. In the infant lesson seen, where teaching was satisfactory, too much time was spent on pupils listening to a story stimulus and their initial good participation in the lesson was not maintained.
91. Improvement has been good since the previous inspection, when music was identified as an area for improvement. The curriculum is satisfactory. Pupils take part in a range of extra-curricular musical activities and benefit from specialist teaching. A good number of pupils learn to play the violin, saxophone, recorder and clarinet. Pupils also have good opportunities to take part in the school orchestra and musical performances. Pupils pitch well and sing tunefully in assemblies, but their singing lacks enthusiasm and, consequently, this has an adverse effect on spirituality in assemblies.
92. Standards at the end of Years 2 and 6 and the quality of the curriculum have improved because of satisfactory leadership and management. Recent co-ordinators have introduced a scheme for teaching and learning which helps to provide a coherent and consistent approach to teaching music, something missing at the time of the last inspection.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for extra-curricular activities.
- The school has good resources.
- Some lessons are not energetic enough.

Commentary

93. The school plans a cycle of physical activities each term. During the inspection, only dance lessons throughout the school and games lessons for juniors were observed. Standards for pupils in Year 2 and Year 6 are average and pupils achieve satisfactorily. No judgement on standards was made in the previous report.
94. Teaching and learning are satisfactory overall, although in one lesson they are very good in the infants. Infant teachers use language very well in their dance lessons to motivate and inspire pupils to move expressively and creatively. Pupils listen intently as their teachers move around the hall, demonstrating the sorts of actions and

movements they hope to see. This results in high quality performances from young pupils, with a definite sense of spirituality to their lessons.

95. Dance lessons for juniors are not physically demanding enough. Junior teachers also use language well to provide ideas and stimuli for pupils to consider in their own movements, but more time is spent in discussion than in physical activity. Although teachers praise good movement and use good examples for others to watch, there are few occasions when pupils are able to comment on others' performances or incorporate those ideas into their own work. In games, the lesson warm up is brisk and sets the tone for the rest of the lesson. This is not always the case with lessons in the hall, although when the warm up is an aerobic activity set to music, pupils enjoy it, have to work hard and appreciate the impact this has on their bodies. Activities are well resourced with good quality equipment that allows pupils to succeed. In all lessons, pupils' behaviour and attitudes are very good, with a real understanding of the importance of personal safety.
96. Leadership and management are satisfactory. The subject leader plans a good range of extra-curricular activities each term which provide good opportunities for pupils' development of social and moral skills. There are good links with other schools through sports events and tournaments. The outdoor areas provide very good opportunities for games. Hall space provides limited space for class lessons for gymnastics for older pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. Too few lessons were observed to make a secure judgement about provision. However, the school places considerable emphasis on pupils' personal development. It is evident that the school provides good opportunities for pupils to develop their learning. There are many opportunities, embedded in the work of the school, for pupils to develop into confident, healthy and motivated individuals who want to learn and succeed. Pupils benefit from an enriched curriculum that enables them to learn outside the school day from clubs, visits and visitors.
98. The school has revised and evaluated its scheme of work to link with the two-year planning cycle. The provision for pupils' spiritual, moral, social and cultural development is good. The results of this provision are seen throughout the school. Pupils are polite, responsible, friendly and work and play together in harmony. The school recognises that the programmes for sex and relationships education and drugs education are not completely in place. The school has participated successfully in the Healthy Schools initiative. Circle time has been identified as an area for development. There is no school council yet, but through the elected Grounds Council pupils have had opportunities to contribute their views to recent school grounds developments.
99. Leadership and management are good. The co-ordinator has worked very hard and successfully to raise the profile of this important area of the school's work and it has been rewarded by greater staff awareness and the award of a nationally recognised benchmark.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).