

INSPECTION REPORT

BEDENHAM PRIMARY SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 131117

Headteacher: Anne Phipps

Lead inspector: Ray Morris

Dates of inspection: 26th – 29th January 2004

Inspection number: 255465

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:	253
School address:	Bridgemary Avenue Gosport Hampshire
Postcode:	PO13 OXT
Telephone number:	01329 280445
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Appropriate authority:	The governing body
Name of chair of governors:	Neil Atkinson
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Situated in the coastal town of Gosport, Bedenham Primary School was created in 1996 when the existing infant and junior schools were amalgamated. It also incorporates a unit for seven pupils experiencing emotional and behavioural difficulties. With 253 pupils, aged 4 to 11 and taught in ten classes, the school roll is broadly in line with the national average. Most pupils are of white British heritage and none speak English as an additional language. Much of the area from which pupils are drawn is social housing with some rented and owner-occupied properties. The school serves families from a range of social circumstances but, taken together, these are much less favourable than found nationally, and the percentage of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs is above the national average. Eight pupils, most of whom are in the unit, have statements that outline particular learning needs. Overall, the literacy and numeracy skills of many pupils are well below average when they start school. The school gained a Healthy Schools award in 2003, and has recently achieved Investors In People status, which recognises that it has good systems to support and train its staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11982	Ray Morris	Lead inspector	Science, Information Communication Technology, Design Technology, Physical Education
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27058	Kathleen Cannon	Team inspector	Mathematics, Geography Special Educational Needs
31222	Susan Croft	Team inspector	English, Art, History, Music, English as an Additional Language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bedenham is a good and improving school. The literacy and numeracy skills of many pupils are well below average when they start school. Pupils' achievement is good, including that of pupils with special educational needs and those in the unit which caters for pupils with emotional and behavioural difficulties (EBD), but it is satisfactory in Year 2. Pupils make good progress in their personal and social development. Standards seen during the inspection are average, except in science and information and communication technology (ICT), where they are below average, and in physical education and religious education where they are above. Pupils' attitudes and behaviour are good. The headteacher is providing very good leadership, so, with the recent improvement in teaching, which is now good, standards are rising. The school provides good value for money.

The school's main strengths and weaknesses are

- The leadership of the headteacher is clearly focused on raising standards.
- A very good ethos underpins the development of positive attitudes to learning, so that pupils are confident and, by the time they leave, have acquired very good social skills.
- Visitors, additional activities and a weekly Arts' afternoon enrich the curriculum.
- Standards in science and ICT are below average.
- Teaching in Year 2 has weaknesses.
- The unit for EBD pupils is well established; its pupils benefit from full involvement in all the school has to offer and their personal and social development is very good.
- Procedures for assessing pupils' progress are not yet fully developed and effective.

Good progress has been made since the last inspection in 1998. With the exception of science, there has been a sharp improvement in standards over the last year and sustained through the inspection. The school's care and support for vulnerable pupils remains a major strength. Almost all the points identified for improvement at the last inspection have been dealt with. The headteacher's realistic evaluation of the school has identified the need to improve the curriculum and teaching still further. Recent improvements in the school's leadership and the quality of teaching, and the support provided by the governing body, are a firm foundation for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	D	E*	D	B
mathematics	E	E	E	C
science	E	E*	E	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.*

Pupils' achievement is good. The recent, significant improvements in teaching, and a stronger focus on raising standards, are rapidly increasing pupils' achievement so that standards are now broadly average by the end of Year 6. Standards seen during the inspection are now much higher than those shown by the 2003 national test results. Children make good progress in the reception class, but this is not sustained in Years 1 and 2. During Years 3 to 6, however, pupils achieve well, and very well in some aspects of their work. The achievement of pupils with special educational needs is good throughout the school. Pupils in the EBD unit also achieve well, and very well in their personal and social development.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Very good opportunities are provided for all pupils to develop their social skills and self-confidence, and so they make very good relationships and they behave well. The most vulnerable pupils are very well cared for. Pupils enjoy coming to school and attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good, except for Year 2 where they are satisfactory but have weaknesses. The headteacher's programme of checking on the quality of teaching has brought about improvement, and achievement is rising because of this. In the best teaching, lessons are purposeful, conducted at a brisk pace and teachers have high expectations. Staff build very good relationships with pupils and this ensures that they behave and work together well. Teaching assistants are well trained and make a very good contribution to teaching and learning. Together with teachers, they are adept at promoting good behaviour so that all pupils, including those with special learning needs and those in the EBD unit, are fully included in lessons. Teaching in Year 2 does not always engage pupils' interest sufficiently well for effective learning. Pupils' progress is now being checked carefully but information is not yet used as effectively as it could be to improve teaching and learning. It is, however, done effectively for pupils with special educational needs.

The school provides a satisfactory curriculum with good opportunities for pupils to develop healthy personal and social attitudes, and to experience a range of creative, cultural and sporting activities. A particularly good resource is the recently completed computer suite, which is now making an effective contribution to raising standards, although some aspects of ICT are not yet taught in sufficient depth. The full curriculum for science has only recently been properly in place.

Care, guidance and support for pupils are very good, with excellent procedures for their protection and safety. The school forges very effective links with the community and with other educational establishments. Particularly noteworthy features are the support for teaching and staff development created by links with the nearby Early Excellence Centre and local secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership. Since her appointment she has established the clear vision needed to raise pupils' achievement, and created a strong team ethos. New senior staff have been appointed and standards in English and mathematics have risen as a result. Management of the school is good. It is well organised, but procedures for measuring pupils' progress are not yet good enough. Many governors have received training for their role. They make a sound contribution to the leadership of the school and all statutory responsibilities are met. They are informed about the school's performance and actively pursue improvement with the headteacher and staff. Innovative planning arrangements give staff at all levels quality time to carry out management duties. Management of the EBD unit is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Considerable efforts are made to involve parents in the life of the school. As a result, they have very positive views about it and express considerable satisfaction. The great majority feel that their children make good progress. Most pupils enjoy school very much and feel they can turn to a trusted adult for help if they need to.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Continue to raise achievement, particularly in science and ICT.
- Improve the standard of teaching in Year 2.
- Ensure that assessment of pupils' work is used effectively to improve their achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** and they attain **average** standards by the time they leave the school. When they start school, the language and mathematical skills of many pupils are generally well below average. The level at which the majority of the oldest pupils are now working is broadly average and, although standards are below average in science and information communication technology (ICT), they are above average in physical education and religious education. Children make good progress in the reception class, but this is not sustained in Years 1 and 2, although the additional support provided for these classes is ensuring that it is currently satisfactory and steadily improving. During Years 3 to 6, however, pupils achieve well, and very well in some aspects of their work. Provision for pupils with special educational needs is effective and they make good progress. In the separately funded unit, the achievement of most pupils is also good, and sometimes very good.

Main strengths and weaknesses

- In Years 3 to 6, pupils achieve well, often very well.
- Standards in science and ICT are below average.
- Standards in physical education and religious education are above average.
- Pupils in Years 1 and 2 do not achieve as well as those in other year groups.
- Pupils with special learning needs, and those in the EBD unit, achieve well.
- Children achieve well in the reception class.

Commentary

1. When children start in the reception class, many have significant difficulties with speech and language skills so their attainment is well below average. By the end of the reception year, many children have improved but have not yet reached the standard expected; this is measured against the early learning goals for young children. Overall, achievement is good because, although they still have some ground to make up, children are much better prepared in their basic skills for the next steps of learning in Year 1.

2. The school's national test results at the end of Year 2 in reading, writing and mathematics have been consistently well below average for the last four years, and were very low (in the lowest 5%) in 2003. Results for pupils at the end of Year 6 showed a similar pattern until improvement began to be seen in 2003, following the appointment of the current headteacher, when results in English improved to just below the national average for all schools. When compared with similar schools results at the end of Year 6 were above average in English, average in mathematics, but remained below average in science.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	12.1 (12.2)	15.7 (15.8)
writing	10.1 (12.1)	14.6 (14.4)
mathematics	12.0 (15.0)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 tests at the end of Year 2, the percentage of pupils achieving the average Level 2 in reading was broadly in line with that nationally. However, a far smaller percentage achieved the higher Level 3, and the proportion achieving lower levels was considerably above the national figure. No pupils achieved the higher Level 3 in writing, and a greater proportion than nationally were at the lowest level. There was no difference between boys' and girls' results. Results in the 2003

mathematics tests followed a similar pattern to writing, with few children achieving Level 3 and many more at the lowest levels. Over the past three years girls have consistently performed better than boys in mathematics. Last year's teachers' assessments in science also indicate that pupils were achieving below national figures.

4. Since the last inspection, the school's results at the end of Year 2 in reading and writing have declined while national results in reading have remained steady and those in writing have improved slightly. Results in mathematics improved in line with national figures until 2003 when they dropped sharply. Overall, the school's improvement has been below the national trend.

5. Pupils' work seen during the inspection indicates that the majority are likely to attain below-average standards in English, mathematics and science by the end of the year. However, in all lessons observed pupils' learning was satisfactory, and the standards reached in half the lessons represented good achievement. This improvement results from the considerable effort the school has made to improve teaching in Years 1 and 2. The new computer suite also enabled pupils in one lesson to attain above average standards. Achievement overall, therefore, is judged to be satisfactory and improving. This bodes well for the future.

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

Standards in:	School results	National results
English	26.2 (23.0)	26.8 (27.0)
mathematics	24.9 (24.3)	26.8 (26.7)
science	26.4 (24.4)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

6. Results in the 2003 national tests at the end of Year 6 present a more positive picture. Performance improved in all three subjects, with a significant improvement in English, where the percentage of pupils achieving the expected Level 4 was one per cent higher than the national figure, and above average compared with similar schools. This represented good progress since the pupils were in Year 2. The percentage of pupils achieving the higher Level 5 was approaching the national figure, and was also above average for similar schools, reaching the target set by the school. However, analysis shows that this was due to the significant improvement in reading, as writing was considerably weaker in comparison. Apart from a drop in 2002, results since 1999 have shown steady improvement.

7. Improvement was less marked in mathematics and standards were still well below average nationally. However, they were average when compared with similar schools, and represented satisfactory progress since the pupils were in Year 2. The percentage of pupils achieving the higher Level 5 exceeded the school's target by a significant margin, indicating that provision for more able pupils has been improved. Results in mathematics have shown steady improvement over the last three years, following a steep decline after the last inspection.

8. Results in science rose last year after a steady decline since the last inspection. However, they still remain well below average nationally and below average for similar schools. Pupils' progress since they were in Year 3 is unsatisfactory. A significantly smaller percentage of pupils than nationally achieved the higher Level 5.

9. Inspection evidence indicates that a majority of current Year 6 pupils is likely to attain average standards in English and mathematics by the end of the year. This is because the school is now raising standards in writing to match those in reading, and is making more effective use of specialist mathematics teaching. It is consolidating the achievement of higher attaining pupils, whose results matched the national average in English and was just below average in mathematics in the 2003 national tests. However, standards in science and ICT are still too low. Standards in other subjects are average, except for physical education and religious education where they are above average. These higher standards are achieved because the teachers' knowledge of the subject is good and, together with very detailed planning, results in teaching which is both interesting and challenging. In

the physical education lessons seen, the contribution of the teaching assistant also had a marked effect on the quality of pupils' learning.

10. Pupils with statements of special needs or who are identified by the school as needing extra help with their learning are well catered for. This includes pupils in the unit, a few of whom achieve above average standards in some subjects. The school's fully inclusive practice, enhanced by very good support from teaching assistants, ensures that all pupils participate equally in their class-based lessons. Consequently, their achievement is good and matches that of their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are noticeably **good** in and around the school. In general, behaviour in lessons is good. The provision for pupils' spiritual, moral, social, and cultural development is good. Attendance is **satisfactory** and improving.

Main strengths

- An ethos of mutual trust and respect underpins the development of positive attitudes to learning.
- Pupils are confident and, by the time they leave, have acquired very good social skills.
- Pupils with emotional or behavioural problems are very well supported so that they learn well.
- Opportunities for creativity in the curriculum do much to promote pupils' personal development.
- Pupils whose behaviour is sometimes challenging are fully included in the life of the school.

Commentary

11. Pupils' attitudes and behaviour around the school are good. They respond well to staff expectations as to how they should behave. In general, behaviour in lessons is also good, and occasional, potentially challenging behaviour is well managed by the staff. Because all adults treat pupils with respect and manage their behaviour positively, most are keen to learn. In the playground these attitudes continue. Pupils treat each other with mutual respect and play well together. They are confident, talkative, and are very happy to discuss all the positive aspects of their life within the school. The playground is well supervised by staff who are involved with the children's various activities, all contributing to a happy and harmonious experience.

12. A number of pupils have personal behavioural difficulties, but because of the skilful management by teachers and teaching assistants any potential disruption to lessons is skilfully anticipated and minimised, thus reducing any interruption to a minimum.

13. As a result of the school's overall good provision for their spiritual, moral, social and cultural development pupils grow with confidence and maturity. Spiritual development is good. Assemblies are interactive, often include visiting clergy and involve children in stories on issues such as friendship. They include periods of reflection followed by a prayer read by a pupil for those who wish to join in. Moral development is also good. Through examples of role play children explore issues of right and wrong such as honesty, fairness and justice.

14. Social development is very good; children take full responsibility for themselves and their actions and know that this is expected of them. The school has clear rules, reinforced through pupils' agreeing their own class code of conduct, and they are applied consistently. Social skills, such as table manners, are developed well and the reward of eating at the 'gold table', complete with serviettes, table cloth and flowers, is highly prized by pupils.

15. Pupils' cultural development is good; a significant amount of work has taken place to inform, involve and enrich children's learning of their role in a wider multi-cultural society. There is a strong emphasis upon visual art, music, and culture from other lands with displays of national dress and artefacts around the school. Outdoor sculpture, extra curricular art and writing have similar themes as a basis for understanding other people's lives, culture and religion.

16. In the EBD unit, relationships with adults are generally good and some pupils join mainstream lessons on a part-time basis, which is a very positive step. The very effective teaching and behaviour assistants provide very good levels of support both within the unit and when accompanying a pupil to a mainstream lesson or activity. However, the unit is not an appropriate place for the small number

of pupils who have a history of extreme violence. Their behaviour causes severe anxiety to school staff and mainstream pupils. Additionally, the frequent need to exclude such pupils, sometimes for lengthy periods, poses a threat to the credibility of the unit.

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	245	36	0

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

17. Attendance is satisfactory and improving. Pupils attend regularly and on time. The school promotes good attendance, but a small minority of families do not ensure their children attend school regularly, or ensure they are punctual. The school is aware of the issues involved, and continues to support and encourage the families concerned. However, procedures are not yet established to ensure that all parents always report absences on the first day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1%	School data	0.7%
National data	5.4%	National data	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** because effective teaching, coupled with a stimulating curriculum and very high standards of care, enable pupils to make good progress.

Teaching and learning

Except in Year 2, where it is satisfactory, teaching is good and so pupils effectively acquire new skills and knowledge, and learn to work both independently and collaboratively.

Main strengths and weaknesses

- Teachers provide good role models, most have high expectations, and lessons are varied and interesting.
- Pupils' behaviour is well managed and teachers create a positive atmosphere for learning.
- Teaching assistants make a very good contribution to pupils' learning.
- Although generally sound, the quality of teaching in Year 2 has weaknesses.
- The recently introduced arrangements for measuring pupils' progress are not yet fully effective.
- Teaching in the unit is consistently good, with very good teaching to raise pupils' self-esteem.

Commentary

18. There has been good improvement since the last inspection. With the exception of Year 2, teaching is now generally good in the majority of classes, with some examples of very good teaching seen during the inspection. The headteacher, senior staff and visiting specialist teachers regularly observe lessons and provide advice to teachers, and this is a principle reason for its improving quality. The school rightly decided to focus its efforts for improvement initially on Years 3 to 6, and now acknowledges that additional support is required to accelerate the rate of improvement in Year 2. Although teaching observed during the inspection in Year 2 was sound, it lacked the precision and pace necessary to raise pupils' achievement. However, arrangements are in place to provide teaching of a quality that approaches that in the rest of the school, and a good example of this was observed during the inspection.

19. Lessons are well prepared and teachers are clear about precisely what is to be learned. In the best lessons, detailed planning identified specific skills to be taught and how the teacher would teach them. The lesson purpose, often displayed on the whiteboard, was also explained to pupils at the outset, was regularly referred to throughout, and the teaching conducted at a brisk pace. Teachers ensure that pupils use correct vocabulary and demonstrate this by using it accurately themselves. In a Year 3 ICT lesson, for example, the terms *import*, *graphic*, *cut and paste*, etc. were used consistently by the teacher and pupils, and reinforced by drawing their attention to the aim of the lesson displayed on the wall.

20. In the most successful lessons, teachers effectively engaged and maintained pupils' interest. A particularly effective strategy used with younger pupils was role play by the teacher. An example of this was seen in a Year 1 class when the teacher assumed the role of 'Inspector Cluedo' and asked pupils to help her find adjectives in the text being studied. Pupils responded with enthusiasm and, as a result, this first, oral, part of the lesson retained their interest and they learnt well. The school is aware that pupils learn in a variety of ways and teaching is improved when teachers acknowledge these. In a Year 3 PE lesson, pupils were asked to use the rolling and passing skills they had practised with balls and hoops, to create a competitive game for two small teams. As many pupils are visual learners and need to 'see' what they are working on, they were provided with small whiteboards on which they could sketch their ideas. The result was very effective, co-operative planning which enabled pupils to explain the purpose of their games clearly and concisely.

21. Although at an early stage, the school is encouraging pupils to think about their own learning by reflecting on how, and what, they have learned. In several lessons pupils were asked to write their name on the board when they had completed and understood the task set them. This not only underpins pupil's learning, it also helps the teacher assess class progress. In the 'learning review' section of the innovative Arts Afternoon, careful prompting by a Year 5 teacher encouraged pupils to reflect on *how* they had learnt, as well as what. The final part of lessons were often given over to discussion of what had been learnt and what was to be learnt next, but, in some, insufficient time was allocated so the opportunity for consolidating learning was missed. The school's assessment programme is now providing teachers with the information they need to specify what groups of pupils need to learn in a given period but, as yet, full use is not being made of this. As this develops, it will be possible for teachers to set individual learning targets, and to refer to them when marking work so that pupils have a clear idea of what they need to do next to improve.

22. Teachers and teaching assistants are adept at managing pupils' behaviour and promoting good relationships, and the resulting calm and positive learning environment was a contributory factor in the best lessons observed. It also ensures that pupils from the unit, when it is appropriate for them, are successfully integrated into whole class lessons with their peers. On one occasion, a pupil was able to take an active part in a Year 6 mathematics lesson, successfully and enthusiastically completing the work, because the teacher recognised his emotional needs and thus effectively supported his learning.

23. The contribution of teaching assistants to successful learning is considerable. They work with specific pupils on carefully prepared tasks, and often play an active part in lessons to demonstrate what pupils are expected to do. The school values their contribution and ensures that its effectiveness is enhanced by allocating time for teachers and teaching assistants to spend time discussing pupils' progress and developing good practice.

24. Teaching for pupils with special educational needs is good. Staff make good use of the pupils individual education plans to prepare their lessons and provide hands on reinforcement using relevant artefacts or computer programs. Good arrangements are made for pupils with hearing or vision impairment by careful seating arrangements and using radio hearing aids where applicable. Lesson planning includes extra prompt sheets or simplified tasks to ensure that each pupil is treated equally well, which enhances their self- esteem.

25. Pupils in the unit receive very good teaching. They have access to the full curriculum, with most lessons incorporating a planned practical exercise, which reinforces their learning and

encourages social interaction. Their self-esteem is improved through very good personal and social education, and through one to one sessions with the unit manager and the educational psychologist.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (15%)	15 (45%)	13 (40%)	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.

The curriculum

The curriculum is **satisfactory**. It is broadly balanced and meets statutory requirements. There are good opportunities for enrichment through a range of clubs and after school activities. The school's accommodation is good and is used effectively.

Main strengths and weaknesses

- Pupils with special education needs, including those in the unit, are fully involved in all that the school has to offer.
- Numeracy is not well established in all subjects.
- Computers are not used well enough to support learning.
- Extensive accommodation is used well and extra-curricular provision is good.
- A weekly Arts afternoon is providing an exciting way to develop pupils' literacy and communication skills.

Commentary

26. The curriculum is planned to ensure all pupils are provided for, including the highest achievers, whatever their needs. All pupils have full access to the National Curriculum, which is an improvement since the previous inspection. Literacy is promoted throughout the curriculum but numeracy is not as well developed across all subjects. The planned use of computers to support the curriculum is limited. This has been identified by the school as an area for development. Overall, improvement since the last inspection has been satisfactory.

27. Curriculum provision caters well for pupils with special needs, particularly those with hearing or vision impairment. For example, radio hearing aids are provided and additional prompt sheets or simplified tasks are used to ensure that each pupil is treated equally well, and this enhances their self-esteem. Pupils in the unit have access to the full curriculum, with most lessons incorporating a planned practical exercise, which reinforces their learning and encourages social interaction. Their self-esteem is improved through very good personal and social education and through individual sessions with the unit manager and the educational psychologist. As a result, some pupils join mainstream lessons on a part-time basis.

28. During the mostly successful Arts afternoons pupils learn through interesting activities in art, dance, drama, ICT and music. An emphasis on developing literacy skills underpins this work, and this is good. Although another aim is to provide further support for pupils' social development, in a few instances, this is not as successful as it could be because older pupils are not always fully prepared for their role in helping younger ones.

29. There is a good range of well-attended activities during break-times and after school. These include clubs for homework, gardening, football, music, art, drama, mathematics, science, the internet and a writers' club. Higher achieving pupils have the opportunity to participate in "intelligence groups" several times a year, with activities matched to their specific ability. These are sometimes linked with activities at nearby schools, such as science days and basketball coaching. Visiting artists, sportsmen and celebrities enhance the credibility of both the main curriculum and extra curricular activities.

30. Accommodation is good and the available space is used effectively. The rooms are of a good size and walls and corridors are attractively decorated with displays of work and multi-cultural artefacts. Resources are satisfactory overall. There is a new computer suite in addition to classroom based computers. A pleasant and well laid out library is used as a study and reading area by pupils and staff, who have access to a good range of literature and reference books.

Care, guidance and support

The overall quality of care guidance and support for pupils is **very good**.

Main strengths

- Procedures for Child Protection and the Health and Safety of pupils and adults are excellent. The school has a reputation for being a safe place for children.
- The schools links with care agencies are outstanding and enhance provision within the local community.
- Pupils have many opportunities to make an effective contribution to the development and daily life of the school.

Commentary

31. Child protection procedures are comprehensive and effective. There is a strong emphasis on whole school involvement in every aspect of child care and protection. The school works closely with parents and other agencies to ensure concerns are quickly dealt with, and that correct procedures are scrupulously followed. A teaching assistant is trained to run a 'Listening Ear' session every day, when pupils can discuss, in confidence, any worries they may have. Many parents have also found the school to be particularly supportive so that, through its work with pupils, it has provided helpful and much appreciated support to some families as a whole.

32. The school has received the *Healthy Schools Award*. This heightens pupils' awareness and understanding of healthy living and personal safety. Pupils are well supervised in the playground. At lunchtimes they have good relationships with midday supervisors, and a specially trained teaching assistant is provided to support the development of positive play.

33. Thorough maintenance ensures that the building and equipment are safe. Of particular note is the enhanced maintenance of the school grounds. A parent volunteer, working closely with the school and the caretaker, has landscaped much of the area with additional planting, and providing areas of shade and shelter. Additionally, she has been involved in the development of an environmental study area including a pond, decking, safe fencing and a lockable gate.

34. A wide range of after school clubs and activities is provided by the school involving every member of staff. There is also the provision of a Breakfast Club.

35. Mobility within the local population means that pupils join and leave the school at different times during the school year. All new pupils and their parents are carefully inducted to the school by a comprehensive welcome pack and on leaving every child receives a certificate celebrating their time at the school.

36. Provision for the care welfare of pupils in the unit is very well organised. Every aspect of their overall needs is well considered and there are good links with external agencies. Academic and social progress is carefully checked, with pupils fully involved in documenting their successes.

37. Through the School Council pupils were involved in submitting their design ideas to a local sculptor for the creation of a wooden sculpture playground. The cost was met in part from the lottery organisation *Awards for All* which was impressed with their designs and theme of the sea. However, not all pupils are fully aware of the potential that the School Council offers, or its role in developing the school.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and **excellent** community links.

Main strengths

- Parents have very positive views of the school and appreciate the support it offers them as well as their children.
- Staff continually strive to engage parents in the work of the school.
- Links with the community significantly enhance and enrich the schools curriculum, and provide valued support for some local organisations.
- The school has a very productive relationship with its linked nursery and secondary schools which enhance pupils' learning and staff development.

Commentary

38. Parents are very satisfied with what the school provides. Those who attended the meeting before the inspection were very supportive of the school. They have confidence in the staff and believe the teaching to be good. They are appreciative of the support the school gives them as well as their children.

39. Staff work very hard to engage parents into the life of the school and in supporting their children's learning. Although attendance at parents evenings could be greater parents are individually involved in helping in the school, on visits and various school functions and activities. In response to parental concern regarding perceived lack of information about the school, the Headteacher and staff responded positively with a meeting for parents and changes to the way newsletters are sent out. This resulted in the introduction of a numbering system to the school newsletters to ensure that parents were aware if any information from the school had not reached home.

40. Through links with the community the school significantly enhances and enriches the curriculum. An example of this was the visit to the school by a well known musician (a drummer in an internationally acclaimed rock band). He worked across the whole age range to involve children in music making.

41. Under the leadership of the Headteacher and her staff, the development of relationships within the neighbourhood and with other support organisations is outstanding. The school is very highly regarded for its effective work and links with the local community. Bedenham Primary welcomes all pupils, whatever their needs. Outside care agencies view the school as a safe, supportive place and always prepared to accept and welcome new pupils at short notice. The main school accommodates children with often very demanding needs and family issues. It achieves this with care and sensitivity.

42. There are productive links with the Haven Early Excellence Centre and staff from both schools meet regularly to discuss children and child development issues. This enhances pupils' learning as well as staff development. Links with the nearest local secondary school are very productive and ensure that children at transfer stage begin their secondary education with confidence and the appropriate support. It has been reported this has led to lower disaffection by pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides very good leadership. Governance is satisfactory, and the management of the school is effective. Leadership and management of the EBD unit is very good. Taken together, this is an improvement on the last inspection.

Main strengths and weaknesses

- The purposeful leadership of the headteacher is strongly focused on raising standards.
- A stable staff team with an appropriate range of expertise has yet to be fully established.
- Innovative arrangements for teaching through the Arts provides quality time for staff to evaluate and improve their practice.
- The management of staff performance is being used effectively to improve teaching and raise pupils' achievement.

Commentary

43. The headteacher provides determined leadership. She has identified clear priorities for improvement and has dealt with these systematically. Pupils' achievement and standards of attainment are rising as a result. Despite severe problems due to illness and turnover of staff, she has created an increasingly effective leadership group. She has successfully involved teaching assistants and other support staff to establish a team culture. An example of this is the arrangements for teachers and teaching assistants to plan regularly during the school day, through the innovative arrangements for Arts afternoons. Although recently introduced, this is already contributing to the school's improvement because it is increasing the effectiveness of teaching assistants' involvement in planning and evaluation of work.

44. The quality of teaching is regularly evaluated by the headteacher and her robust approach is bringing about improvement. Some subject leaders have also begun to observe colleagues teaching and to work alongside them in the classroom. The professional discussions following these are an aid to further development. The school has successfully focused on raising achievement in English and mathematics in particular, although much remains to be done, particularly in raising achievement in writing, science and ICT, and improving teaching in Years 1 and 2. Effective use is being made of additional teaching expertise provided by the Local Education Authority (LEA), but the range of expertise among existing staff means that some subject leaders require additional support to be fully effective. Assessment at all levels is newly established and while its use is contributing to rising achievement in English and mathematics, it is not yet used effectively by leaders in other subjects, for example science, where the improvement in standards has been less marked because the weakest aspects of pupils' performance have not been established sufficiently clearly.

45. Governance is satisfactory and all statutory responsibilities are met. The Chair of Governors is very new in post, whereas other members have more experience of the school. For example the Chair of the Finance and Staffing Sub-Committee has worked effectively with the Headteacher to resolve problems created by an unexpected budget shortfall. This has been accomplished in a business like way, avoiding any detriment to pupils' learning. Governors have a clear understanding of the strengths and weaknesses of the school because the Headteacher is very open with them. The governing body seeks to improve its performance by making good use of training and support provided by the LEA.

46. Management is effective. The Headteacher rigorously evaluates the school's performance but some staff have yet to adopt a similar approach and so, although the school improvement plan outlines appropriate priorities, these are not all tackled to the same standard. Subject Leaders are given autonomy and have been supported through training in the development of their role. The quality and deployment of teaching assistants is very good and they support the children effectively. The school provides good induction for new staff members and for those adapting to new roles. Performance management of staff is effective. It sets clear objectives to support the improvement of pupils' achievement, and is robustly followed through. The Headteacher and governors apply the principles of best value.

47. Special needs provision is well managed by a co-ordinator who is committed and has appropriate experience. She checks closely on and evaluates pupils' achievements, and uses this information to negotiate with them in setting their new academic and personal targets. Links with parents of pupils with special needs are good, and they speak highly of the improvements they notice in their children's overall behaviour and attitudes. There has been good improvement since the last inspection.

48. The management of the EBD unit has significantly improved since the previous inspection. It is now fully staffed, and the provision is effectively organised and developing well. Every aspect of the pupils' overall needs is carefully considered and there are good links with external agencies. The pupils' academic and social progress is carefully checked, with pupils fully involved in identifying where they have been successful and what they need to do next.

Particular aids and barriers to raising achievement

49. The headteacher's vision has created a determination throughout the school to raise standards. The school has developed strong and wide ranging links with the community and these have contributed significantly to the high quality of care which the school provides. The quality of teaching, particularly in Year 2, is not always high enough to raise pupils' achievement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	748,586
Total expenditure	775,157
Expenditure per pupil	3,052

Balances (£)	
Balance from previous year	6,947
Balance carried forward to the next	-19,624

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception class is **good**.

Main strengths

- Teaching is good and children achieve well.
- Management of the Foundation Stage is good and is developing well.
- A caring and secure environment ensures pupils settle well and enjoy learning.
- The curriculum is broad and stimulating.
- There are effective links with the main pre-school provider, the Early Excellence Centre.

Commentary

50. Weaknesses identified in the last inspection have been dealt with and improvement has been good. Relationships with parents and carers are good, enabling the children to settle quickly into school. The literacy and numeracy skills of many children are well below average when they join, but effective teaching and a balanced curriculum ensure they make good progress, although not all are successful in reaching the appropriate levels outlined in the Early Learning Goals by the end of the reception year. Children with special educational needs receive effective support and make good progress. Staff ensure the children are safe and their emotional well-being is a major priority. Great efforts are made to encourage independence, and positive and co-operative behaviour. An initial assessment is made of children's skills and understanding, and staff make good use of this to record progress against the Early Learning Goals.

Personal, social and emotional development

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

Main strengths

- Relationships between staff and children are good.
- Children are effectively helped to take responsibility for their own behaviour, so this is very good.

Commentary

51. Children are well motivated because activities are stimulating and are based on first hand experience, and lessons include the use of a wide range of resources. Children are mostly happy and interact well both with adults and each other. Opportunities such as break time are used to encourage appropriate behaviour and independence. Children are given choices and can explain their preferences. Staff encourage them to develop independence in such self-help areas as changing for PE. They are well taught to manage their personal hygiene. Careful attention is given to understanding individual differences and to teaching right and wrong behaviour, and children are encouraged to be responsible for their own learning area. As a result, many are likely to achieve the Early Learning Goals by the end of the year.

Communication, language and literacy

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

Main strengths and weaknesses

- Children learn from a good range of books providing stories as well as information.
- Teachers make effective use of symbols to help develop children's reading skills.
- Opportunities to help pupils improve their speaking are sometimes missed.

Commentary

52. Although children's achievement is good, many will not reach average standards in all aspects of language and literacy acquisition by the end of their reception year. They are confident when contributing to class based discussions and they listen to each other well. Children are acquiring very positive attitudes to books through assemblies and the reading activities in class. They are beginning to follow text, recognising some words on sight. They can discuss a simple story, and devise their own version of a story told in pictures. Children are taught to recognise letters by name and sound and are beginning to hear and say initial sounds and spell out sounds in words. This learning is extended further because the pupils are encouraged to trace the letters in sand with their fingers.

53. In some practical activities, opportunities are taken to extend children's vocabularies but these could be further developed. While playing in the home corner, for example, the children had been asked to re-enact the story of Goldilocks, but insufficient encouragement, or examples of what to say, were given by the teaching assistant to ensure they all said something to each other. As a result, some children only spoke occasionally, or only in single words.

54. Classroom display provides many aids to help children develop their reading skills. The class targets for children's learning shown on the wall demonstrates the importance the school places on the need to develop literacy.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are provided with a range of practical opportunities in all subjects to extend their mathematical skills.
- There are limited opportunities for them to solve practical problems.

Commentary

55. Children use numbers in familiar contexts, for example in a literacy session when they are counting and estimating sizes in the story of Goldilocks and the Three Bears. They recognise many of the numbers to ten and can place them in the correct order. They recognise and recite numerals reliably up to ten and their learning is extended by the learning support assistant, who uses questions well to encourage awareness of the idea of "from a starting point of five, how many more we need to make this ten". Children sequence numbers and they understand that zero is the starting point. They are beginning to have an understanding of odd and even and place objects in a set relating to their shape, size or colour. Children show an awareness of shapes such as rectangles, circles and triangles. Teaching ensures that numbers and mathematical language are used in children's play. In the Three Bears, for example, they decide on the size of bowl and bed for Daddy, Mummy and Baby bear.

56. Although number is used well and is consistently reinforced there are limited opportunities for the children to make predictions, for example, to estimate how many pupils will have a drink at break time. There is a good use of symbols on a timetable which indicates who will have a school meal or packed lunch, but opportunities to show how numbers are used to provide answers to practical questions are missed because information is not recorded numerically. Although children's achievement is good, because many join the school well below average, it is likely that they will not all have reached the Early Learning Goals by the end of the year.

Knowledge and understanding of the world

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

Main strengths and weaknesses

During the inspection, it was not possible to see the full range of activity encompassed in this area. However, through discussion with the staff and children it is clear that children are making good progress towards the Early Learning Goals, although many will not reach average standards in all aspects by the end of the year.

Commentary

57. They are confident when using the computer and have a very good understanding of key skills in Information and Communication Technology, for example they are able to change the size of text and add pictures to enhance their work.

58. Children have experienced a range of stories relating to Jesus as a story teller. For example, they enjoyed the work on the Good Samaritan and it contributed to their language skills.

59. They understand that light is essential for observing and seeing objects and that things cannot be seen in the dark. They have an understanding of light sources such as a torch and candle. This work is well extended by encouraging them to think about other senses they can use to describe a particular situation.

60. In a history session the teacher focused on the names of items used in the home approximately seventy-five years ago and the changes which have taken place, for example they understand that we now use electricity to heat an iron, but in the past it was heated by being placed on a fire.

Physical development

Provision in physical development is **good**.

Main strength

- Teaching provides good opportunities to develop a wide range of physical skills.

Commentary

61. During the inspection, it was not possible to see the full range of activity encompassed in this area. However, from observations at playtimes and during other lessons children attain average standards which shows that they are likely to achieve the Early Learning Goals in this area. Teaching develops fine motor skills well through a range of activities such as sticking, drawing, cutting and printing. Staff encourage children to record using pencils and a range of drawing media suited to their age and stage of development. They are guided to hold the pencil in the correct way and are beginning to develop control in these activities. An outdoor area provides additional opportunities for physical development.

Creative development

Provision in creative development is **good**.

Main strength

- A variety of good quality opportunities are provided to help children learn.

Commentary

62. Children attain average standards. They explore colour, pattern and texture, for instance, through printing and painting and sand play. They name most of the primary colours and are learning to select appropriate colours and materials for their work. Staff also develop creative skills in other areas of learning, such as Information Communication Technology so that children explore patterns and the impact of colour. Children's work is displayed well and they describe what they have done which demonstrates a good understanding of the learning activity. No music lessons were observed during the inspection, but children join in well with simple rhymes, rhythms and songs as part of assembly, and physical and mathematical activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**. Although standards have been successfully raised in reading, the improvement has not yet been matched in writing.

Main strengths and weaknesses

- Results in national tests at the end of Year 6 are improving and exceed those for similar schools.
- Progress in reading is very good enabling children to achieve average standards at age 7 and 11.
- Teaching in Year 2 is only satisfactory with considerable additional support.
- Speaking and writing skills are below average.
- Assessment does not target areas of weakness accurately.

Commentary

63. Standards in Year 2 are below average, but by Year 6 they are average. This is because the school has concentrated on improving reading. The resulting significant improvement represents very good achievement, and compensates for below average standards in writing, so that achievement overall is good. There has been satisfactory improvement since the last inspection.

64. Spoken language skills are well below average when pupils start school and, although they make good progress, are still below average when they leave. The school has recognised this and is developing teaching to make further improvements. For example, in a Year 6 lesson children discussed in pairs the arguments for and against smoking in public places, and gave a summary to the teacher afterwards. This helped pupils achieve sound standards in this lesson. Writing skills are also below average. Improvement is being sought by providing more stimulating learning opportunities, and drama is being increasingly used to promote both speaking and writing. For example, in an assembly for younger pupils, puppets were used very effectively to promote discussion and engage pupils' interest.

65. During the inspection the quality of teaching seen in lessons was satisfactory. Although an example of very good teaching was seen in Year 6, in Year 2 teaching was only satisfactory at times because of additional adult support. In the best teaching, lessons were well planned to challenge higher attaining pupils and they were conducted at a brisk pace, with effective use of questioning. The teacher and teaching assistant had high expectations, insisted on correct vocabulary, and provided much praise and encouragement. In the least effective lessons the pace and drive which is needed to make sufficient progress was not always present, and some activities were not very productive and resulted in pupils marking time. Deadlines were not always given and thus pupils lost their focus and the rate of learning slowed down.

66. The introduction of guided reading has helped to raise reading standards. The National Literacy strategy is well established but is not taught consistently across the school, making progress patchy. The plenary session, or final part of the lesson, was often left out or shortened because the teacher ran out of time, and so the lesson lost value as a result. Most children have group reading and writing targets but analysis of past performance is not sufficiently rigorous to identify specific areas for improvement.

67. Leadership and management are satisfactory. Planning and resources are satisfactory and appropriate priorities for English are identified in the School Improvement Plan. The introduction of drama into the curriculum is proving effective and this, together with the focus on literacy across the curriculum, are good ways to raise standards further.

Language and literacy across the curriculum

68. The school is beginning to incorporate English consciously into other areas of the curriculum. For example, in a Year 6 Mathematics lesson the teacher encouraged children to use the correct mathematical language and higher attaining pupils wrote full answers to mathematical problems. This is good practice. The starting point for the Arts afternoons is always a literacy text, for example, and in a Year 5 lesson in Religious Education the pupils used dictionaries effectively to guide their learning.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning is good and so pupils make good progress in lessons.
- Numeracy is not developed and consolidated through other subjects.
- There is insufficient use of computers to support mathematics.

Commentary

69. Substantial improvement in standards has been brought about by the appointment of a new, specialist teacher in Years 1 and 2 and better use of a specialist teacher in Year 6 to lead and oversee development in the subject. Standards in Year 2 are below average. However, by Year 6, they are now broadly in line with national averages, which represents very good achievement.

70. The quality of teaching seen during the inspection was consistently good. Lessons are well balanced and structured with a good level of challenge and pace, which ensures that no time is wasted. In the best teaching, pupils were encouraged to explain how they had worked out problems and given help to improve. In a Year 2 lesson taken by the specialist teacher, for example, they were shown a quick method for adding two numbers, and were helped to do it accurately by clapping while they did it. Discussion in a Year 6 lesson, meanwhile, centred around the methods used by pupils to solve calculations involving brackets. A significant feature of this lesson was the confidence pupils displayed, particularly when they recognised and corrected their own mistakes, and the sense of enjoyment shown by pupils.

71. Planning caters well for pupils with higher and lower learning needs. Consequently, less able pupils keep up with their peers which improves their level of achievement and self esteem, and pupils from the EBD unit are successfully integrated into lessons when this is appropriate. Teachers encourage pupils' literacy skills by displaying and using mathematical vocabulary. Good oral discussions and mental arithmetic encourage pupils' speaking and listening skills and they respond with willingness and enthusiasm. Classroom assistants provide very good support to lower achieving pupils, sometimes using computer mathematics programs. Teachers set high standards for work and behaviour, and the very good relationships between adults and pupils means that learning is effective. The quality of marking and assessment is satisfactory overall with some positive and encouraging comments in the pupils' exercise and workbooks.

72. Leadership and management are good. Together with the school's senior management team, the co-ordinator has observed teaching, and has developed medium and short term planning, with lessons structured in line with the National Numeracy Strategy. Results of national tests are analysed to identify weaknesses in teaching, and checks on pupils' progress are made through the random sampling of pupils' work in each year group. However, more use could be made of computers to support learning in the subject. There has been good improvement since the last inspection.

Mathematics across the curriculum

73. The use of basic numeracy skills across the curriculum is in the early stages of development. There is some evidence of the promotion of numeracy in ICT, but in most subjects it is not incorporated into teachers' planning. The co-ordinator has identified this as an area for development.

SCIENCE

Although provision in science is now **satisfactory**, previous weakness in provision has limited pupils' progress.

Main strengths and weaknesses

- Pupils' previous learning has been unsatisfactory, so current standards are below average.
- Teaching is now satisfactory and teachers have begun checking how much pupils have learnt.
- There are ample resources, and an outside nature area is a valuable aid to learning.

Commentary

74. Standards are below average at age 7 and 11. Progress since the last inspection therefore, when standards were judged to be average and the pupils' progress was good, is unsatisfactory, and pupils have under-achieved as a result. However, the school is aware of this situation and progress towards improvement is encouraging.

75. In lessons observed during the inspection teaching was sound with some positive features, and pupils made satisfactory progress. Teachers' subject knowledge was secure. For example, with the aid of diagrams and three-dimensional models in two, parallel, Year 6 classes, they gave detailed information about the heart and the circulation of blood. They answered pupils' questions simply and accurately, and dealt tactfully and realistically with questions about heart attacks. In these, and a Year 5 lesson seen, teachers made good use of opportunities for health education. Imaginative use of resources was a positive feature of a Year 1 and 2 lesson because pupils were able to see the effect of light – or its absence – on objects in a dark cave constructed in the classroom with bin-liners. Because she had secured the pupils' interest the teacher was able to emphasise the important principle of cause and effect. Teaching was most successful when pupils learnt actively, before recording factual information. Learning in one of the Year 6 lessons was less effective when pupils were asked to colour in a diagram of the heart and circulation. Unlike the other class, they had been asked to do this before carrying out the practical activities which would help them feel changes in their pulse and heart rate. As a result, even the more capable pupils were unable to give a simple explanation of the diagram of the heart that they were colouring in. Pupils in the unit benefit from the same curriculum, appropriately adapted to their needs, and make sound progress.

76. Work in pupils' books is of variable quality. Much of that in Year 2, for example, was based on worksheets which required simple ticks or lists of words about light sources. More able pupils completed the same sheets as middle and lower ability pupils, and were not challenged to achieve more, for example by writing a simple sentence which would have helped them verbalise what they had learnt and provided a valuable opportunity for developing their writing skills. Pupils produce more, and better presented work in Year 6. However, the steps for carrying an investigation have not been sufficiently well taught. Most still rely heavily on prompts on a worksheet to describe their method, how they have made it a fair test, and the conclusions drawn from it. ICT is underused in helping pupils collect and present data, but links are beginning to be made in Years 5 and 6 so that mathematics can be better used in science.

77. A good range of teaching resources is available and there is an appropriate emphasis on health and safety when using them. The school is making good use of its grounds, and the nature area, maintained by a parent volunteer, has much potential. The school rightly places importance on environmental education and encourages pupils' interest through participation in bird watching activities. Visits to the Submarine Museum also stimulate an interest in science and are a valuable addition to the curriculum.

78. Leadership and management are satisfactory because there is now an appropriate plan to cover all requirements of the science curriculum. Teachers have begun to assess pupils' progress at the end of each half-term, and the information they record will help them improve future planning to accelerate the achievement of higher attaining pupils. The co-ordinator has begun to observe teaching and provide constructive comment to teachers which clearly indicates how they can improve. Pupils' national test results have been carefully analysed and there is a realistic action plan with pupils' learning as a main priority. The school is planning to allocate a further member of staff to help bring about further improvement in the coming year.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The newly equipped ICT suite is a valuable resource and is already contributing to good teaching and effective learning.
- Lack of staff expertise and inadequate, planned use of ICT in other subjects is restricting pupils' achievement.
- Support from a volunteer technician contributes to effective teaching and enhances staff training.

Commentary

79. Standards in ICT are below average because the full range required by the national curriculum is not yet being taught in sufficient depth, and pupils have had insufficient opportunity to consolidate and use the skills they have learnt to support their learning in other subjects. Achievement, therefore, has been unsatisfactory. A similar judgement was made at the last inspection. However, the newly installed suite of computers, and a new subject leader are already bringing about improvement and good teaching and learning was observed during the inspection. Improvement since the last inspection is therefore satisfactory.

80. Three full lessons were observed during the inspection, and other lessons sampled. The quality of teaching was good because teachers had detailed plans which clearly identified what was to be taught and what pupils were expected to know by the end of the lesson. In a Year 4 lesson, for example, the teacher drew pupils' attention to the term's learning target, helped them establish what they already knew and could do, and was careful to use the correct terminology throughout the lesson for the skills being learnt. The availability of two teaching assistants and the volunteer technician ensured pupils were supported throughout the lesson so they learned effectively. The emphasis on learning was underlined when pupils were asked to evaluate another group's work, but this part of the lesson was less effective because insufficient time had been allocated for it. With the availability of the new suite, basic skills are now being well taught. In a Year 1 lesson, pupils were taught how to open a program, find a picture and label it, while in another, Year 5 pupils were taken through the steps necessary to add information to a database before interrogating it, and prior to using the skill in a project based on the Mars landings.

81. With the recent appointment of a new subject leader, leadership and management are now satisfactory. An audit of the curriculum and staff skills has been done and priorities identified for action. A portfolio of work has been started and national curriculum levels used to assess samples so that staff, and pupils, are beginning to acquire a more accurate understanding of current standards and how they need to improve. Staff competence is being developed by training and a useful weekly 'drop in' session run by the volunteer technician. Resources are now good and, with the quality of teaching seen during the inspection, the school has a good capacity to improve.

Information and communication technology across the curriculum

82. Although opportunities are beginning to be identified in teachers' planning for using ICT in other subjects - and a good example of its use in drama and literacy was seen during the Arts afternoon - this is not yet done well enough to develop pupils' understanding of ICT or to support their learning in the subjects concerned.

HUMANITIES

Two lessons were observed in Religious Education during the inspection. Further information was obtained from scrutiny of pupils' work and discussions with staff and pupils. Although history and geography were not inspected in depth, teachers' planning and pupils' work were sampled. The limited evidence available indicates that pupils receive a satisfactory curriculum and standards are close to those expected for pupils' ages.

Religious education

Provision in Religious Education is **good**.

Main strengths

- The subject leader has a good understanding of Religious education.
- It is incorporated into all aspects of the school day, including assemblies and personal and skills educational sessions.
- Teaching is good.

Commentary

83. Standards are above average and pupils achieve very well. Teaching is good, and there has been good improvement since the last inspection.

84. In a Year 5 lesson, pupils considered the attributes of Jesus, as a friend, King, Saviour and brother. They discussed the meaning of these attributes in set groups and came to a common understanding of what it means to be a friend or a King, etc. They questioned each other well, and they provided many examples, which were then discussed in a whole class session. For example, one pupil felt Jesus was smelly because he was born in a stable. The discussion, which developed from this, enhanced the pupil's moral and personal development. The teacher also used this view well by opening a discussion about the circumstances of Jesus' birth. This encouraged a good extension of pupils' speaking and listening skills.

85. Leadership and management are good because the subject leader has a very good knowledge of Religious Education and assists her colleagues well in the planning of lessons. There is a good range of resources, but there are limited opportunities for evaluating teaching and how this affects pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection it was only possible to observe one lesson in each of art and music. Displays of work and discussion with staff provided more evidence for these subjects. In addition, activities during the Arts Afternoon were sampled across the school. It was not possible to observe any lessons in design and technology, although teachers' planning and pupils' work was sampled and indicates that satisfactory provision is being made. Physical education is reported on fully.

Art and Music

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

Main strength

- The school is making imaginative use of creative activities to support pupils' learning in basic literacy skills.

Commentary

86. Provision in art and music are satisfactory and standards are average. Learning in the lessons seen indicates that pupils' achievement is good. In a music lesson observed during the inspection, Year 1 children learned aspects of rhythm, pitch and dynamics in a 'fun' way and evaluated their technique in playing various percussion instruments. Pupils take part in enrichment activities, for example, a Christmas Song Competition, and a peripatetic music teacher gives lessons in violin and keyboard one day per week.

87. Artistic talents are developed through dedicated art lessons and through the innovative Arts Afternoons. Children from various year groups were involved in tile making, mask making and collage work, all linked to a multicultural text. Dance also played an important part in these afternoons which have considerable potential to raise standards, although this is not yet fully realised.

88. Pupils use sketch books to practise different techniques and to serve as a record of their work. The co-coordinator has plans to develop these to a higher level in both Art and Design technology. It is also planned to introduce music into the Arts Afternoons.

Physical education

Provision in physical education is **good**.

Main strengths

- Teaching and learning are good.
- Dance is used during weekly Arts afternoons to help support the development of literacy skills.
- Effective links have been established with a local secondary school and these are helping to raise achievement.

Commentary

89. Three full lessons were seen and others sampled during the inspection. In the two dance and one games lesson observed, teaching was good and standards were above average. This represents good improvement since the last inspection.

90. Pupils were helped to warm up thoroughly and safely, and could explain the reasons why this is necessary. Lessons were meticulously planned. Skills to be taught were itemised, appropriate activities detailed for teaching them and the pace of lessons was good. There was an appropriate emphasis on pupils appraising and evaluating their own and other's work. This was demonstrated in a Year 6 lesson which required pupils to create a dance based on playground games and critically evaluate their own and others' performance. The teacher, together with the teaching assistant, revised three specific actions taught in a previous lesson and coached pupils to improve. The skills being taught were clearly visible in the pupils' work and they completed their tasks in the allotted time. Comments offered by pupils when asked to appraise others' work were complimentary, but astute, and provided appropriate advice on improvement.

91. The school makes good use of its accommodation. With two halls and a good sized field there is ample space for indoor activities, and there is sufficient small apparatus and equipment for games. Pupils are encouraged to take part in extra-curricular sport, and the school football team and a Year 5 basketball group have all enjoyed recent success in local competitions. Physical activity is further promoted through residential 'activity' visits, and visits by professional sportsmen.

92. Leadership and management are good. Although part-time, the subject leader provides a very good role model with her own teaching and enthusiasm, and provides support for staff through advice, observation of lessons and demonstrations. Good use is made of specialist staff from the local secondary school who regularly visit and take demonstration lessons. The curriculum is based on national programmes of study and health and safety guidelines are adhered to.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision in PSHE is **very good**.

Main strengths and weaknesses

- Personal values and attitudes are developed effectively in all subjects, and especially in Personal, Social and Health Education.
- Pupils with emotional and behavioural needs achieve very well in their social and personal development.

Commentary

93. The school's provision for pupils' personal and social development permeates its work and is a major strength. PSHE is not only taught formally as a subject, but teachers also provide regular opportunities for it to be encountered in other curriculum areas. For example, in a Year 6 English lesson, while pupils were developing their speaking skills by discussing the practice of smoking in public places, the teacher took the opportunity to emphasise the health risks involved. The school's new Arts afternoons provide valuable experience for older pupils to become involved in working with and supporting younger ones in the infant and reception classes.

94. Teachers use a variety of approaches in PSHE lessons, including role play, to help pupils reflect on socially challenging situations, such as how to resolve conflict. This was skilfully demonstrated in a Year 6 lesson when pupils were asked to consider how to deal with situation involving a CD which had been borrowed but not returned. The variety of opinions expressed were shared with the class and skilfully used by the teacher to emphasise a sense of fairness and the responsibilities of living in a community.

95. Through Circle Time, when the whole class discuss feelings and behaviour, pupils are encouraged to listen and to be supportive, and reflect upon class rules such as "to be kind, considerate and respectful". They are often encouraged to work together in pairs, when they cooperate well in assisting others in answering questions or completing a task. Adults in the school provide a strong role model for pupils in the way they work with, and respect their views.

96. The subject is particularly well promoted in the EBD unit. Teaching assistants work well with the teacher to engage pupils in discussion and activities which bolster their self-esteem, while raising their awareness of the effect their own behaviour has on others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
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	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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