

# INSPECTION REPORT

## **HARRISON PRIMARY SCHOOL**

Harrison Road, Fareham, Hants, PO16 7EQ

LEA area: Hampshire

Unique reference number: 115990

Headteacher: Mrs C Clarke

Reporting inspector: Joan Walker  
25461

Dates of inspection: 5<sup>th</sup> March – 8<sup>th</sup> March 2001

Inspection number: 183014

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Harrison Road  
Fareham  
Hants

Postcode: PO16 7EQ

Telephone number: 01329 234016

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Appropriate authority: Governing Body

Name of chair of governors: Mrs N McKay

Date of previous inspection: 17/06/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25461	Joan Walker	Registered Inspector	Design & Technology	What should the school do to improve further? How well are pupils taught?
11575	Catherine Fish	Lay Inspector		How good are the curricular and other opportunities offered to pupils? How well does the school work in partnership with parents?
23153	Nick Spain	Team Inspector	Music, Religious Education	How well is the school led and managed?
28832	Nick Stafford	Team Inspector	Science, Physical Education	The school's results and achievements.
23434	Marie Gibbon	Team Inspector	English, History	Pupils' attitudes, values and personal development.
19390	Michael Benson	Team Inspector	Information Technology, Under fives	
16930	Jeffrey Plumb	Team Inspector	Equal Opportunities, Special Education Needs, English Additional Language	
22434	Sandra Bradshaw	Team Inspector	Mathematics, Art, Geography	How well does the school care for its pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Harrison Primary School is a large, three-form-entry primary school that has increased in size by thirty-seven pupils since the last inspection. It is one of the largest primary schools in Hampshire. The school serves an area of Fareham situated close to the town centre. The area consists of mostly owner occupied homes and some rented accommodation. The school buildings were constructed in 1930 originally as a boys and girls secondary school and re-designed to accommodate primary school children in 1976 when the local education authority amalgamated Fareham Primary and Harrison Junior School.

The number of pupils on roll is 585. Twenty-seven per cent of pupils have been identified, as having special educational needs; a figure, which is above the national average. Four per cent of pupils are entitled to free school meals, which is below the national average. Just over one per cent of pupils has English as an additional language.

The attainment of children when they enter school is in line with those of a similar age and is weaker in language and literacy, according to the county's baseline assessment.

### **HOW GOOD THE SCHOOL IS**

This is a good school with many very good features. Currently, pupils are achieving standards above the Early Learning Goals in the under-fives. By the age of seven, Key Stage 1 pupils are achieving standards above expectations in English, mathematics and design and technology; in all other subjects standards are in line with expectations. By the time pupils are aged eleven, at the end of Key Stage 2, standards are above average in mathematics and design and technology and in line in all other subjects except in history and geography, where they are below. The overall quality of teaching is good in all key stages. The leadership and management of the school are very good and the school gives good value for money.

#### **What the school does well**

- The quality of teaching in all key stages is good.
- Pupils achieve high standards in English at Key Stage 1, and in mathematics and design and technology in both key stages.
- The leadership and management of the school by the headteacher are excellent.
- There is an exceptionally clear educational direction for the school.
- The senior management team provides very good support to the headteacher.
- Takes very good care of the pupils.
- Personal, development and relationships are very good.
- Assemblies are very good.
- The headteacher and staff work hard to ensure close links with parents and the community.
- Parents are encouraged successfully to support their children's learning and take part in the life of the school.

#### **What could be improved**

- The depth of pupils' knowledge and development of skills in some foundation subjects.
- Cross-curricular links between literacy and other subjects are insufficiently developed.
- The library is too small to support the development of pupils' research skills.
- The quantity of library books is insufficient for the number of pupils in the school.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been satisfactory improvement since the last inspection in June 1996. All the Key Issues from this report have been addressed; the school has maintained its strengths in English at Key Stage 1 and in mathematics and design technology in both key stages. However, standards have declined in

music in both key stages and at Key Stage 2 geography is now below national expectations. Provision for information and communication technology has improved; the school has enhanced the programme of competitive sports and the provision and methodology employed in the Foundation Stage and Key Stage 1 is now good. Overall, the school has maintained the findings of the last inspection with improvement in some areas. However, when the current headteacher took up post at the beginning of last year, the local education authority completed a New Headteacher's Review under the Framework of an OFSTED inspection during February of last year. At this time the school had a high percentage of unsatisfactory teaching. Currently, teaching is ninety-nine per cent satisfactory or better. Improvement since the review is very good, and capacity for further development is good.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	A	C	E
mathematics	A	A	A	C
science	A	A	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Results in national tests for eleven-year-olds are well above average in mathematics, above in science and in English, in line with national averages. When compared with similar schools of pupils entitled to free school meals, results are in line in mathematics and science and well below in English. Results in national tests in 2000 at age seven are well above average in writing, average in reading and above average in mathematics. Teacher assessments suggest standards in science are close to the national average. The school attributes the lower standards at the end of Key Stage 2 to thirty-two per cent of pupils who were on the register for special educational needs, which is much higher than that found nationally. The school has set targets in English and mathematics which have largely been met or exceeded in 2000. The trends for seven-year-olds from 1998-2000 exceeded the national average in all subjects. The trends for eleven-year-olds exceeded the national average in mathematics and science and fell just below in English. There is no significant difference in the performance of boys and girls in either key stages. The attainment of pupils from different ethnic backgrounds is carefully monitored and they perform as well as other pupils.

The standard of current work among seven-year-olds is above expectations in English, mathematics, and design and technology and, in all other subjects, is in line with national expectations. By the time pupils are eleven years old, standards in mathematics, and design and technology are above average and, in all other subjects, in line with national expectations, except in history and geography where they are below average. The low standards in history and geography are because pupils' knowledge and skills are underdeveloped. The vast majority of children under five will achieve the Early Learning Goals by the time they are five and about eighty per cent will exceed those requirements. The progress of pupils with special educational needs and for those pupils for whom English is not their first language is good, reflecting appropriate support.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils from the very young to the very oldest are happy to come to school as borne out by above average attendance. They have confidence and trust in the good care and support given by all staff.
Behaviour, in and out of classrooms	Pupils behave well in lessons. They pay good attention to their teachers and are interested in lesson activities. Around the school they are polite and friendly to adults and other pupils.
Personal development and relationships	Relationships in the school are very good with mutual value and respect for all evident across the whole school community. Pupils work well together in lessons and play amicably at lunch and playtime, having good regard for other pupils' space and safety. No harassing behaviour was seen.
Attendance	Above average rate of attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is satisfactory or better in ninety-nine per cent of all lessons, including one per cent excellent, eleven per cent very good, sixty-seven per cent good and twenty per cent satisfactory. The quality of teaching has substantially improved since the New Head's Review in February 2000, when fifty-two per cent of teaching was judged to be unsatisfactory. It is now well in line with the national picture, as contained in Her Majesty's Chief Inspector of Schools' latest annual report. The teaching of National Literacy Strategy is satisfactory and that of the Numeracy Strategy is good.

The good and better teaching is characterised by considerable enthusiasm for the subject taught, good planning, learning objectives that are extremely clear, and pupils who know how well they are doing and what they must do next to improve. Tasks, to support these objectives, are challenging and ensure pupils are well motivated and make good progress. In other lessons, although satisfactory, teaching is less effective when the pace of the lesson slows and pupils fail to acquire sufficient new knowledge or skills. All teachers mark pupils' work and generally, comments are given to aid pupils' future learning. The school ensures that all pupils have equal access to the teaching of the curriculum and that it is appropriate to their individual needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and largely balanced. It satisfies the requirements of the National Curriculum in all subjects. However, links between literacy and some foundation subjects are underdeveloped.
Provision for pupils with special educational needs	Provision is very good in the under-fives and satisfactory in the infants and juniors.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is well supported by daily assemblies, which encourages pupils to reflect. Social and moral development is good and promoted by very good relationships. Cultural development is satisfactory.
How well the school cares for its pupils	The school takes very good care of its pupils. There are very good measures to ensure their safety, health and welfare.

Partnership with parents is good. Parents are encouraged successfully to support their children's learning and take part in the life of the school. The school has a very strong parent association, which organises social events to raise substantial sums for additional resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management by the headteacher are excellent. The headteacher, with the support of the governors, provides a very clear purposeful direction for the work of the school. The head, deputy and subject managers work very closely together to move the school forward in the drive to raise standards.
How well the governors fulfil their responsibilities	Good. The governors play a prominent strategic role in the management of the school. They fulfil responsibilities well and have a good understanding of its strengths and weaknesses and carry out the statutory duties effectively.
The school's evaluation of its performance	The school monitors teaching rigorously and has begun to compare its cost effectiveness with similar schools. Results of national tests are fully analysed to identify strengths and weaknesses, to target improvement. The involvement of the local education authority in monitoring the work of the school has provided much useful information in enabling the school to evaluate its performance.
The strategic use of resources	Very good. The school targets resources directly at the priorities identified in the school improvement plan. As yet, it has not planned sufficiently for the medium and long term but are well placed to do so.

The school has an appropriate number of suitably qualified teachers and support staff to meet the demands of the curriculum. The range and quality of resources are satisfactory overall although there

are some weaknesses in physical education and in the quantity of library books. Accommodation is satisfactory, and has recently benefited from considerable improvements to the offices and classrooms for the youngest children.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The children like coming to school.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Their children make good progress.</li> <li>• The teaching is good.</li> <li>• The school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The information received about their child's progress.</li> <li>• The school to work more closely with parents.</li> <li>• Better behaviour in school (raised at the Parents' Meeting).</li> </ul>

The inspection team supports the positive views of parents. Evidence shows that the range of activities outside lessons is good for pupils in Key Stage 2, in most schools it is not unusual for there to be no clubs for pupils in Key Stage 1. Regular parent teacher meetings occur and help provide parents with information about their child's progress. The school has already identified weaknesses in the annual reports to parents on pupils' progress and is rectifying the matter. Inspection evidence finds that the school tries very hard to work closely with parents. There are many opportunities and ways for parents to come into school to talk to the teachers. Behaviour in an around the school is good.

## **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan within forty days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents of the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Attainment on entry to school is in line with children of a similar age, however, it is weaker in language and literacy. As a result of high expectations, a well planned, appropriate curriculum and positive relationships all pupils make good progress. By the end of the Foundation Stage children's attainments are above nationally expected standards in all areas of the Early Learning Goals (ELGs).

2. The results at the end of Key Stage 1, 2000 National Curriculum Assessment Tests show that the proportion of pupils attaining the national standard, of Level 2 or above, for reading matched the national average. Results in writing were well above. The proportion attaining the higher Level 3 or above, was above the national average in both reading and writing. Standards, as judged by teacher assessments, are in line in speaking and listening. In mathematics, the overall performance of the pupils was above the national average. The proportion attaining Level 3 or above was close to the national average. Teacher assessments in science show that the proportion of pupils attaining Level 2 or above was close to the national average, and those attaining Level 3 was also close to average. When compared to similar schools, determined by the percentage of free school meals, the performance of pupils was in line in writing and below average in reading and mathematics. There was no significant gender difference in English, mathematics or science results, except that girls obtained higher levels in science. Over the past four years trends in average points scored, in comparison with all schools nationally, show a fall in reading, a rise in writing and mathematics has remained constant.

3. At the end of Key Stage 2, the 2000 National Curriculum Assessment Tests results show that the school's average point scores were well above the national average in mathematics, above in science and in line in English. The proportion attaining at the higher Level 5 and above, was close to the national average in English, well above in mathematics and above in science. In comparison to schools with similar prior attainment at the end of Key Stage 1, the performance of pupils was below average in English, matched similar schools in science and well above in mathematics. Taking all three subjects together the pupils' performance was close to the standards of schools with similar prior attainment. The trend in the school's average National Curriculum points score was broadly in line with the national trend. In the tests for 2000 there was a significant fall in standards in English. This year group had an above average proportion of pupils with special educational needs. There were no significant differences between the attainment of boys and girls.

4. When comparing the school's results to similar schools and analysing their trends, three factors need to be taken into account. Inspection evidence shows that teaching is good and that the overall progress made by pupils in lessons is good. When the new head teacher was appointed to the post in January 2000 the local education authority carried out a review of the school's work and standards. This audit identified a number of weaknesses, including a significant portion of unsatisfactory teaching and this had affected standards in both key stages. Inspection evidence shows that the recent improvement in teaching and learning is now raising standards in many areas and the school has a good capacity to continue this. Over the last four years the number of pupils identified by the school as having special educational needs has also nearly doubled.

5. Currently, standards at the end of Key Stage 1 are above nationally expected standards in English, mathematics and design and technology. Standards are in line in

science, information and communication technology, geography, history, art, physical education, music and religious education. At the end of Key Stage 2, standards are above nationally expected standards in mathematics and design and technology. Standards are in line in English, science, information and communication technology, art, physical education, music and religious education. Standards in history and geography are below those expected nationally because the depth of pupils' knowledge and detail in their work were too limited. Throughout the school the standards of literacy are average. Standards in numeracy are good.

6. Since the last report standards have improved in the Foundation Stage and in mathematics and swimming. Overall, standards have been maintained in design and technology, art, physical education, information and communication technology. In Key Stage 1, English and history standards have been maintained. Overall, standards have fallen in science, geography, and religious education. In Key Stage 2, standards have fallen in English, geography, music and history. Inspection evidence indicates that standards in the school are rising again but that some pupils have gaps in their knowledge, especially in history and geography.

7. The majority of pupils make satisfactory or better progress in the essential areas of speaking and listening, reading, writing and mathematics. In the current Year 2 classes, pupils entered Key Stage 1 with standards in English in line with national expectations. They have made good progress to achieve above average standards in reading and writing and satisfactory progress in speaking and listening. The current Year 6 pupils entered Key Stage 2 with below average attainment in reading and average standards in writing. They have made good progress in reading and sound progress in writing and speaking and listening. Reading has been a focus for the school and writing has been identified as a priority for future development. Pupils in both key stages make good progress in mathematics.

8. In most other subjects, the large majority make at least satisfactory, and usually good progress, as they move through the school. However, the rate of progress is variable. It is usually related to specific subjects. In geography and history, in Key Stage 2 there is insufficient emphasis, or systematic progression, in developing the skills and concepts that need to be taught. This has resulted in some unsatisfactory progress. In the upper school, in science and some foundation subjects, the amount and standard of written recording is inadequate. The significant improvement in the quality of teaching and good relationships between all members of the school community has hastened the speed of progress of all pupils.

9. Throughout the school pupils with special educational needs and pupils with English as a second language, make satisfactory gains in reading, writing and numeracy. Achievement, measured against their prior attainment, is good because of the high quality teaching they receive. Due to outstanding support from teacher assistants they are fully included in mainstream classes and so learn well alongside their peers. Well planned targets, set in pupils' individual education plans, are achievable and are frequently met and, in a few cases are exceeded. Those with statements of special educational needs make very good progress in relation to their primary special need, for example, the pupil with vision impairment makes very good progress because his needs are well met and he attains standards in mathematics above that expected of a pupil of his age. Those pupils with challenging behaviour, due to their emotional and behavioural needs, make good progress in managing their behaviour and this contributes well to satisfactory gains in their learning. High-attaining pupils are frequently given different and more challenging tasks to meet their specific needs.

## **Pupils' attitudes, values and personal development**

10. Pupils' attitudes and behaviour are good. In the school's previous inspection, similar attitudes were observed and behaviour was judged to be very good.

11. Throughout the school all pupils, including those with special educational needs and for pupils for whom English is not their first language, are happy to come to school. They listen attentively, follow instructions and settle quickly to their work. The personal development and attitudes of children, who are under five years old, are good. Pupils of all capabilities concentrate well and work well independently in group and individual tasks. The few pupils who have weaker concentration are well managed and other pupils do not allow themselves to be distracted. The strengths of pupils' attitudes to their work and their behaviour, were seen in all areas of the curriculum. In numeracy and literacy lessons pupils worked well in pairs and groups, sharing views and valuing each other's work. In physical education, design and technology and science, boys and girls co-operated well and showed mature attitudes towards the safe and appropriate use of equipment and resources.

12. Pupils of all abilities are interested in the life of the school and behave well. They have a good understanding of the school and class rules and why they are important. They know the difference between right and wrong and are polite and courteous to other pupils, adults and visitors in the school. Pupils form quiet, orderly queues, wait their turn and open doors for others. Behaviour during school assemblies is very good. In the dining hall and in the classrooms, where pupils eat their sandwiches, they are considerate of others and behave sociably. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the great majority of pupils understand how their behaviour affects others. All pupils have equal access to the life of the school.

13. As in the previous inspection, very good relationships are a strength of the school. They foster very well the friendly, supportive ethos where pupils can develop their skills and have trust and confidence in adults in the school. Every individual is valued and pupils were observed during the inspection offering to help others without prompting and giving spontaneous applause for other pupils' achievement.

14. Pupils undertake a wide range of duties around the school and they take these responsibilities seriously, whether they take the registers to the office, organise the hall for assemblies or collect resources in the classroom. In their role as a 'buddy' older pupils develop a good awareness of younger pupils' vulnerabilities and their responsibilities as the senior members of the school. Through participation in the School Council and class discussions in Circle Time, pupils of all ages have a very good awareness of other pupils' points of view and understand that they can help shape their own community. During the week of the inspection pupils who represented their peers in the School Council showed a mature sense of responsibility and care and support for their school.

15. In the previous inspection, pupils' attendance was above average. Attendance continues to be good and unauthorised absences are lower than the national average.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The overall quality of teaching during the inspection was good. One hundred per cent of teaching in the under-fives is good or better, with seventeen per cent of lessons being very good. Teaching in Key Stage 1 is good, with sixty-seven per cent good and ten per cent very good. In Key Stage 2, teaching was good, with sixty-nine per cent of lessons good, seven per cent very good and one per cent excellent. There was only one unsatisfactory lesson.

Overall, teaching is good, with twenty per cent satisfactory, sixty-seven per cent good, eleven per cent very good and one per cent excellent. In the previous inspection teaching was judged to be mainly good in both key stages. The report did not make a clear judgement of teaching in the under-fives. The school has maintained the quality of teaching of the previous report. However, when the present headteacher was appointed in January 2000 the local education authority completed a New Head's Review in February. The report found teaching was unsatisfactory in fifty-two per cent of lessons. The headteacher began a rigorous programme of monitoring and evaluation of teaching, the outcomes of which are the quality of teaching has improved. Prior to her arrival most teachers had not been trained in the National Literacy and Numeracy Strategies; they now have been trained. Indications are that teachers have worked very hard over a short period of time to develop good skills and strategies. There is evidence of teachers' good subject knowledge during the lessons observed. The teaching of numeracy is good and literacy is sound.

17. The quality of teaching of pupils with special educational needs and for those with English as additional language, is good. Teachers take great pains to ensure that all children are included in all activities, irrespective of their prior attainment. As a consequence pupils with specific needs make good progress in their learning. Teaching for these pupils is fit for the purpose. Often a tactile approach is used very successfully to enable them to make satisfactory gains in their understanding. For example, in religious education when pupils are given the opportunity to handle a wedding dress and in numeracy when blocks were successfully used to enable a low-attainer to grasp how many twos make a block of twelve. Teachers make good use of the specific targets on these pupils' individual education plans to inform their short term lesson plans and to monitor pupils small steps in their learning.

18. Due to their special educational needs many pupils have difficulty in recalling previous work and they have a particular difficulty in using the correct terms when answering questions. Teachers work very hard to support pupils in learning correct terms by using 'scaffolding' techniques, posting key words around the classroom and they always support pupils with the development of their language.

19. The overall quality of teaching in the under-fives is good. All staff have a good understanding of the Early Learning Goals and prepare the children well for the work that they will meet in Key Stage 1. The teachers have high expectations and, as a result, the work that the children do is interesting, enjoyable and challenging. This extends the children's knowledge and understanding more than expected.

20. The overall quality of teaching in the five to seven age group is good. Teachers' planning is good; it sets out clear guidance of what pupils are expected to learn and learning objectives are shared with pupils. There are good open-ended questions to enable most pupils to learn basic skills and make pupils think hard about their answers. For example, in a good geography lesson the teacher, by assessing pupils' responses to her questions, was able to emphasise and recapitulate certain basic facts, which helped most pupils reinforce learning. Instructions are clear and pupils move quietly and quickly to tasks. Lessons are paced well ensuring most pupils are suitably challenged and their interest held. Support assistants are well briefed and help pupils' to learn well. In a good information and communication technology lesson the teacher's subject knowledge was good, work was planned well and built upon the pupils' previous skills and knowledge. There was a good progression of skills that led to future work and extend pupils' understanding of information handling. In this age group, behaviour is well managed and there is a good emphasis on rewards.

21. In the seven to eleven age group teaching is good. When teaching is very good it is characterised by high expectations, and the teachers in these lessons have a good

knowledge of the subjects they are teaching; appropriate activities are set that meet the needs of the pupils and the lesson moves at a good pace. In an excellent mathematics lesson the teacher set a punchy pace to the lesson. He was extremely enthusiastic and set very challenging tasks. For the few pupils who had some difficulty with the task set, he spent time ensuring they had clear understanding of the concept. The rest of the pupils were fully independent and kept on task during this period. In a Year 4 mathematics lesson the teacher's introduction went off at a brisk pace with the teacher ensuring full participation by posing different levels of difficulty to specific questions to meet the needs of all pupils. The very good and excellent teaching has an effective impact and pupils' learning is very good. However, if teachers were to identify and share aspects of the excellent and very good teaching this would improve standards even further. In less effective lessons, although satisfactory, group work did not always meet the needs of all pupils.

22. Teachers' knowledge and understanding are good throughout the school. Year groups plan together and this is helping build in continuity and progress to pupils' learning. Teachers' very good knowledge and understanding of specific subjects enables them to offer advice and support to their colleagues, particularly evident in music. The special needs co-ordinators demonstrate very good knowledge and understanding of each pupil's needs through carefully written education plans. Teachers of English as an additional language (EAL) have very good understanding of individual pupil's needs.

23. Most teachers have high expectations of standards of work and behaviour and this is achieved through good organisation, very good relationships and an emphasis on rewards rather than sanctions. Occasionally, teachers are less effective in the management of pupils when they allow them to disturb others and do not ensure pupils are kept on task. Work is always marked and usually has written comments to help pupils improve their next piece of work. However, this is not consistent across the school. The setting of homework in the under-fives is good and in Key Stage 1 and 2 satisfactory.

24. Relationships between pupils, and between pupils and staff, are very good. There is a satisfactory range of educational visits and visitors that contributes to pupils' personal and cultural development. Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to effective learning. Standards of achievement have been generally maintained and even improved in some areas since the last inspection. Standards of behaviour and the quality of teaching are much improved since the New Head's review in February 2000.

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

25. The curriculum is generally broad and balanced. It satisfies the requirement of the National Curriculum in the core subjects of English, mathematics, science, information and communication technology and religious education and the current demands of Curriculum 2000 for all foundation subjects and is in line with the findings of the previous inspection. The time given to each subject is appropriate, providing a curriculum that is satisfactorily balanced. The school plans very good coverage of the Early Learning Goals (ELGs) for children under five and provides a very broad and balanced curriculum for them. Health, sex and drug education is part of the personal, social and health programme and is also addressed through other subjects of the curriculum effectively. The curriculum is successful in implementing the aims of the school and is effective in promoting pupils' intellectual, physical and personal development. All pupils, including those with special educational needs and for those with English as an additional language have equal access to the curriculum. The school has successfully implemented the national literacy and numeracy strategies. The training of the teachers in respect of the strategies has had a strong impact



on raising standards of pupils' learning, particularly in mathematics as seen in this inspection. The school has developed effective systems of ensuring curriculum delivery to improve the quality of teaching. The school policy on homework is consistently applied. The support from parents has helped to improve learning, attitudes and standards, especially in reading, spelling and numeracy.

26. There is good curricular provision for pupils with special educational and behavioural needs throughout the school. Teacher assistants know pupils and teachers well and they work together in an effective partnership. They make a positive and sensitive contribution to include all pupils by ensuring that they have access to the full curriculum, with extra explanations and encouragement to remain on task. The two special needs co-ordinators work hard with the class teachers to provide clear, specific and measurable targets in individual education plans (IEPs) in a format that is easy for class teachers to use to inform planning for individual pupils in their classes. Those who need support, in managing their challenging behaviour, have specific behavioural targets that are integral to their IEPs and this successfully increases the consistency with which staff respond to these pupils.

27. The curriculum for the under-fives is very good and provides a very broad and balanced range of learning opportunities that encompasses the Early Learning Goals. Strong features include, very successful strategies for teaching the National Literacy Strategy and the National Numeracy Strategy; good planning that involves the learning support assistants and very good provision for personal, social and emotional development. Overall, time is appropriately allocated to the different areas of learning, with the provision for knowledge and understanding of the world being very good. Children enter the school with attainment that is in line with expectations of the county's baseline assessment, and is generally weaker in language and literacy and they make good progress. Provision for purposeful play, role-play and outdoor play is good. Procedures for assessment and review are very good and used to inform future planning.

28. The school organises the curriculum in a subject-based approach. Cross-curricular links between the core subjects of literacy, mathematics and science with some foundation subjects are insufficiently developed. For example, there was little evidence of pupils using their extended writing work in history during any literacy lessons. Some links are made but it is sketchy and time spent in literacy could be used to support other subjects.

29. The school has a good personal, social, health and citizenship education policy, which supports the work of the school in this area effectively. Provision is made in it for sex and drugs education, supported by outside speakers and experts, as appropriate, such as the police through their 'Getting it Right' programme. Attention to safety is also fostered through the good use of outside agencies. For example, the lollipop lady provides support on road safety and officials from the fire service and railways come to talk about safety in their areas. Parents also help in this area; one came in to talk about beach safety. Health and personal development have also been well supported by visitors to school. A dental practitioner comes to talk about dental care and a parent brought her young baby in to talk to pupils about the baby's needs.

30. Pupils make good use of the school grounds, the music room and the new food technology room to support their work in science, physical education, music and cooking. The school enriches curriculum provision by visits to local historical attractions, such as the Mary Rose, farms and local community facilities and amenities such as the local supermarket, plant nursery and agricultural college. The immediate locality is used, for example, to look at Victorian architecture and to undertake pedestrian surveys. Visitors in school have included 'Roman soldiers', one of the school librarians to talk about his experiences during the last World War, and members of a weavers' guild. The provision for

extra-curricular activities is good. They take place mostly during the lunch hour and cover a diverse range of areas, from sign language to music, with a choir and orchestra, to sporting activities such as competitive netball and football matches with other schools. All of these activities are for Key Stage 2 pupils only; this is not unusual.

31. There are good links with pre-school playgroups and nurseries. There are also good links with other local primary schools and the partner secondary school through a local cluster. These are at various levels, but a particularly good feature is one of the curriculum links where pupils commence a topic towards the end of Year 6 in the local primary schools and it is completed after transfer to secondary school. This means that pupils entering together from different schools have a common link when they start.

32. The school makes good provision for spiritual, moral and social development, and in some aspects it is very good and has maintained the results of the previous inspection. The acts of collective worship make a very good contribution to pupils' all round development. During these sessions, pupils are encouraged to reflect on particular topics, or just generally. They are asked, perhaps, to think about how they might feel, as well as how someone else might feel, in different situations. This idea of reflection, and quiet moments, develops in the pupils and means they seek out other places where they can be peaceful. They appreciate both the path around the school grounds and the 'Christopher Garden', both spaces where they can go to think and reflect. Self-knowledge is an important aspect of pupils' development that teachers foster with care. This is achieved through careful questioning and, more importantly, by the value given to pupils' answers and opinions. There is a spiritual awareness in aspects of school life, for example in music and assemblies, which gives good support to the ethos of the school.

33. There is good promotion of pupils' social and moral development. Parents identify that the school helps their children to become mature and responsible. From an early age pupils are given opportunities to become responsible and these help them to develop an understanding of living together in a community; this is well supported by going out into the community, for example when they sing in Fareham at Christmas. Their social development is also promoted through the school council, with one pupil from each class given the responsibility to be a delegate. This responsibility is to be furthered by the pupils taking over the running of meetings, including taking minutes. Pupils are expected and encouraged to work together in various groups, including supportive pairings, in many lessons; they enjoy this. The provision for residential visits in Years 5 and 6 help pupils to develop socially through living with others. Pupils' moral development is well promoted. Pupils are aware of rules and the difference between right and wrong and staff reinforce these at appropriate times, such as 'circle time', a class discussion session. Pupils respond well to the effectively used newly developed behaviour management strategies. This is shown by the good improvement made in behaviour over the last year since the New Head's Review. Pupils are aware of the needs of other less fortunate than themselves and raise money to support charities. Good amounts of money have very recently been raised for the National Children's Homes and Dr. Nathwani. Teachers are very good role models for pupils; the ethos of the school is firmly based on mutual respect.

34. The school makes satisfactory provision for pupils' cultural development and is in line with the findings of the previous inspection. The local area is used well for field trips and visits to places of interest. Pupils' appreciation of their own culture is enhanced through such studies as the Victorians in history; this is further enhanced in Year 5 with a residential trip based on Victorian life. Pupils are helped to appreciate the cultures of others through studies of other countries, for instance in geography and some of the world's religions through religious education. The school sometimes uses music of other lands for assemblies and in music lessons. However, the school is aware that this is an area that needs to be focused

upon and where further development is required. It plans to promote and develop a better awareness and appreciation of other cultures, races and creeds.

35. The school's provision to develop pupils' personal, spiritual, moral social and cultural development is similar to that described in the previous report.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. Class teachers gather a wide range of assessment data. This information is recorded by the assessment co-ordinator and shared with other teachers. Together with knowledge of the pupils' individual personalities, it is used well to organise groups and classes based on pupils' prior attainment. The systematic review of assessment data during the school year allows for pupils to be moved in and out of different groups as their needs change. The co-ordinator monitors teacher's assessment files and is involved in target setting. The use of assessment to inform day-to-day planning is working particularly well in the core subjects. In both English and mathematics, assessment information is well used to identify pupils who need extra support. These pupils are helped in additional 'Booster' groups towards the end of Key Stage 2. In the core subjects both skills and knowledge are assessed. This enables teachers to adjust their planning so that lessons meet the needs of the pupils. This is particularly effective in Key Stage 2. Information gathered from assessments, made at the end of each term, is used mainly to provide information to parents. However, this data is not, at this time, used effectively and consistently to inform future planning in the medium term, especially in history and geography at Key Stage 2.

37. The co-ordinator keeps an electronic database where information of all the tests and assessments are stored. This information is used to identify particular weaknesses in subject areas within the school, for instance, writing. During the past year writing has been a focus for improvement and, as a consequence, standards have improved overall. Information from individual education plans (IEPs), copies of advice from external agencies and additional reading and spelling test scores are all used to measure gains in attainment and to track the rate and nature of progress for pupils with special educational needs.

38. Initial baseline assessment is used to measure the attainment of pupils under the age of five during their first few weeks of school. This information is used appropriately to place pupils in different capability groups and to plan the curriculum. Class teachers monitor the individual talents and needs of pupils and this information is shared with parents in the end of year annual reports.

39. The school has maintained the overall effective levels of staff and support of the previous inspection. These have a positive effect on pupils' attitudes, behaviour and personal development. Staff work very hard to create a safe, caring atmosphere in which pupils are highly valued, they are listened to and their concerns taken seriously. Teachers have a very good knowledge of their pupils. This is shown in the individual comments made on the end of year reports, in discussions with parents and the way in which they show concern for all their pupils. The school places strong emphasis on personal, social and moral development of its pupils and this promotes their independence and confidence.

40. The school works hard to ensure that it meets the requirements of statements of special educational need. There are regular reviews of pupils' progress, to which parents and carers are invited, and the school makes good use of its relationships with agencies such as the local education authority learning support team, the schools' psychological service and the sensory impairment team. These agencies work in effective partnership with the special educational need co-ordinators and with class teachers to assess pupils' needs and to discuss resources and strategies that will best meet pupils' needs. The school works

effectively with their attached speech therapist and this results in improved language development for pupils with pragmatic and semantic language difficulties,

41. The procedures for identifying and assessing pupils with special educational needs (SEN) are good. The school makes good use of the educational psychologist and other SEN experts in order to conduct screening a assessment process and also to develop curriculum planning. Expertise is also sought for resources for working with pupils with autism and more complex needs.

42. The school has very good procedures to ensure pupils' health, safety and overall welfare. There are very good procedures for child protection. The head is currently the trained designated person; the deputy head and the special educational needs co-ordinator are to receive training in the near future. The head has ensured that all staff know about the procedures and sensitive nature of this area. The special needs co-ordinators have been entrusted with the overview of the support and welfare of pupils looked after by the local authority. The school has very good procedures to assess the risk in a variety of situations. The buildings are checked regularly for any hazards and these are dealt with as quickly as possible. Risk assessment also forms a routine part of lesson planning, especially in subjects such as science, design and technology and physical education. The dangers associated with any trips are taken into account at the planning stage so that appropriate measures can be taken. Medical information is regularly updated and is available for trips and residential visits as well as in school. Fire drills take place termly and appliances, alarms and equipment, including in such areas as physical education, are checked regularly.

43. Measures to promote discipline and good behaviour are effective and have been instrumental in the improvement in pupils' behaviour in and around school since the New Head's Review. The school's rules are based chiefly on respect and the well being of all. There are high expectations in this area and this ethos is seen throughout the school. Pupils strive to meet them. Pupils experiencing difficulties are very well supported through individual plans and with the involvement of parents. The school has good and effective ways of recording and monitoring not only unacceptable behaviour, but also any incidents of racial or sexual harassment and bullying. These matters are taken very seriously. Teachers make good use of the reward systems that support good behaviour, good work, the meeting of set targets and good attitudes. These are all celebrated in assemblies.

44. Procedures for monitoring attendance are good. One of the school's administrators meticulously records reasons for absence as parents notify the school, including looking in the liaison book. Letters are sent out to parents who fail to notify the school of reasons for absence and the administrator makes telephone calls or approaches parents for reasons. These very good, persistent measures demonstrate to parents the need to keep the school informed and result in the school having no unauthorised absences.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The school works hard to establish and maintain good relationships with its parents and this is generally successful. Parents show a good level of satisfaction with the school. Analysis of the questionnaires suggest that parents are happy their children like coming to school; that they are expected to work hard and do their best, the school helps them to become mature and responsible and make progress. This is all supported by the opinion that the teaching overall is good. Parents do express some concerns. They would like to see a more interesting range of activities outside lessons, receive better information about how their children are getting on, and for the school to work more closely with them. They also have some concerns about behaviour and homework, and these were reinforced during the meeting held before the inspection. The views of inspectors, supported by inspection

findings, are that the positive comments are all very well founded. The judgement of the inspectors is that the range of activities outside lessons, whilst confined to Key Stage 2 pupils, is good. Parents rightly complain about the quality of the information they receive on their children's progress in the annual report. Whilst they are sound overall and match requirements, they are impersonal and lack specific details of pupils' progress. The school has already recognised this concern, both in their own observations and through a questionnaire sent to parents. It has put in place good procedures to improve reports. Behaviour is judged to be good and details can be found in other sections of the report. Homework is found to be satisfactory and in line with the school's policy.

46. Parents also raised concerns about how closely the school works with them. Inspectors judge that the school works very hard to work closely with parents and provides many and varied ways in which parents and the school can make contact. There are regular meetings between parents and teachers, at which targets for pupils' learning and development are set and reviewed. There is a programme of rolling meetings, which are particularly useful for parents of pupils experiencing difficulties with their behaviour. The school provides a liaison book for parents to write in and this was seen to be used to good effect during the inspection. Regular newsletters, from each year group, keep parents well informed about what the pupils are covering in each subject during the coming term; this enables parents to provide support if they wish. School Newsletters are sent home regularly and give parents a good idea of what has been happening in school, any reminders needed and notification of future events. Together with this, parents can leave messages at the start of the day in a specific book and the school will take the appropriate action and inform parents when necessary. Parents can make appointments at mutually convenient times if they need to talk to teachers, and parents were seen in school having brief conversations at the start and end of the school day. The head and deputy head hold a surgery every Wednesday at which parents can make an appointment and discuss any concerns or problems. A noticeboard is used to remind parents of immediate events and to pass on urgent messages. Together with all these opportunities, the school has a web site that provides parents with up-to-date information. The governors' annual report to parents and the school's prospectus contain all national requirements. Links with parents in the Foundation Stage are good. The department has established good induction arrangements so that pupils make a good start to their first year in school. The home visiting programme that has been established along with developing links to playgroups, is helping to make this process smoother and is benefiting the children. The school makes every effort to involve parents and carers of children with special needs in discussions about how best to help the child. Parents and carers are involved in reviewing their children's progress. All these initiatives are seen by inspectors to give parents and the school very good and flexible opportunities to work closely together.

47. Many parents help in and around the school. This may be to hear pupils read or to help with occasional activities such as weaving. The school is lucky to have the support of parents who help in the library nearly every session, enabling pupils to exchange books with ease. There is a relatively new home school association that raises considerable amounts of money for the school. This has been spent in new and original ways, including the purchase of electrical nit combs for parents to try and to use in an attempt to keep this problem at bay. They have also purchased a large number of mathematics games that can be borrowed most weeks by pupils and parents. They also helped purchase the furniture for the new computer suite. However, their activities are not confined to financial support. They run social events for pupils and parents and are also looking into initiatives, such as a walking bus and an after school club. The school is grateful for their support and encouragement because they help to build a strong and constructive partnership between home and school.

48. Whilst some parents may still be wary of many of the changes that have occurred

since the arrival of the current headteacher, inspection findings show that the school is working very hard to make parents feel very welcome and valued as partners in their children's education. Inspectors spoke to a number of parents during the inspection. Most expressed very good levels of support for the recent changes. Many say the crisp start to the day, that now happens, is more purposeful, their children settle better and the school is no longer congested by the large number of parents coming into school. Those spoken to, both outside the school and those helping inside school, say that staff are approachable and helpful and there are no difficulties in speaking to anyone or getting information when needed.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership and management of the school are very good. The headteacher, who was appointed by the governing body in January 2000 with a clear mandate to improve the school, provides excellent leadership. She has set a very clear, purposeful direction to the school which is effective in promoting high standards. Since her appointment the headteacher has worked closely in partnership with the governing body and senior staff to ensure that the aims and values of the school are embedded in all its work. The management of the school is founded on the principles of openness and inclusion with all staff encouraged to participate in the senior staff meetings that guide the work and management of the school. These factors are having a positive impact on the standards achieved and the quality of education provided to a greater extent than at the previous inspection.

50. Equal opportunities for both pupils and staff are well provided for by the headteacher, governing body and the senior staff. There are very good relationships throughout the school with no evidence of racial or other forms of conflict. The school is effective in promoting the needs of individuals within the context of the school as a whole and is committed to the principles of social and educational inclusion.

51. The two special needs co-ordinators provide good management for pupils with special educational needs and associated challenging behaviours. The rigorous audit process is conducted in compliance with the local education authority's expectations annually and this ensures that resources are appropriately targeted to support pupils with special educational needs.

52. The subject managers and other staff with special responsibilities play an important role in the management of the school. They not only provide leadership in their subjects but also monitor planning and support the teaching of colleagues. This year they have had the responsibility of managing subject budgets delegated to them, allowing them to contribute more effectively to the overall management of the school. Some staff, for example, the special educational needs co-ordinator, have had the opportunity to train non teaching support staff, a useful form of professional development for all concerned.

53. The governing body plays an important part in shaping the direction of the school. There has been a number of changes in the constitution of the governing body recently but continuity is ensured by the chair of governors and others who have been governors for several years. In September 2000 the membership of the various committees was reviewed and each governor linked to a subject or year group. These procedures help the governors to contribute more effectively to the management of the school and give them more informed insight into the strengths and weaknesses of the school's provision. The governing body fulfils its statutory requirements.

54. The new headteacher instituted a rigorous programme of monitoring and evaluation of teaching. Support for this initiative was given by a review of the school's performance by a

team of inspectors from the local education authority soon after the new head was appointed. This review identified a high proportion of unsatisfactory teaching which was failing to provide a satisfactory education for the pupils. The review also found a significant proportion of good and very good teaching, but all of this was in Key Stage 2. At present the headteacher and deputy headteacher spend two days a week each monitoring teaching. There are plans for the subject leaders to contribute more fully to this process in the near future which will ensure that all teaching staff are involved in the monitoring of teaching and sharing of good practice. Allied to the monitoring of teaching are systems for monitoring teachers' planning and pupils' work. All year groups have action plans which include targets and dates for reviewing achievements against the targets. The school analyses the results of national and school based tests to find strengths and weaknesses. These procedures are making a valuable contribution to the management of teachers' performance and have led to a dramatic improvement in the quality of teaching throughout the school. All staff have clear job descriptions and teachers have had training in performance management. Opportunities for professional development are identified through the priorities of the school improvement plan and teachers' personal and professional needs.

55. The school improvement plan (SIP) is a useful document with priorities for improvement clearly identified and targeted in the short term. As yet, the headteacher, senior staff and governing body have not made detailed plans for the medium and longer term beyond the current year. However, the improvements brought about over the past year, including considerable improvements to the buildings, accommodation and furniture have clearly been identified as the highest priority. The educational planning and priorities in the improvement plan are closely linked to financial planning, although again, these do not extend beyond the current year. All subject leaders have action plans which contribute to the school improvement plan and help focus the school on what the specific priorities are. The governing body reviews the progress of the improvement plan at each meeting of the full board and was involved in the drawing up of the plan through its management committee, made up of the chairs of the other committees. The financial management of the school is good with the SIP making a valuable contribution to shaping the budget. Measurable improvements in the quality of education provided for pupils with special educational needs, the provision for children under five and the overall improvement in the quality of teaching confirm the strong links between managing the budget and targeting spending.

56. The administration of the school is effective and unobtrusive. Day-to-day financial management is carried out effectively by the very experienced administration officer with support from the local education authority finance team. The few recommendations from the most recent audit report of 1997 have been implemented. The finance committee of the governing body monitors the spending of the budget during each half term. The chair of the finance committee also monitors the monthly budget statements. These sensible procedures enable the teachers to concentrate on their work without unnecessary distraction. The school makes effective use of new technologies including electronic monitoring of attendance, a computerised system for monitoring and tracking pupil performance data and has recently set up a web site which includes newsletters and other information about the school.

57. The school makes good use of specific grants. For example, the grant for special educational needs is used well and spending is topped up from the main budget. The principles of best value are embedded in the management of the school. Some comparison of costs has been made with similar local schools and tenders are obtained for significant planned spending. The school employs sufficient staff who are well matched to the demands of the curriculum and support roles. Procedures for the induction of new staff are good. All new appointees spend some time in school before taking up their posts. The accommodation, although not easy to manage, is adequate for the school's needs and is well cared for by the site manager and his staff. Learning resources are adequate overall, although the school is aware that in several subjects these need enhancing and updating.

Resources for gymnastics are inadequate and old. The library is too small for the size of the school, has insufficient books and is underused. This limits its usefulness and prevents pupils from developing their research skills sufficiently. The school has, however, recently been successful in a bid to a local charity for funds to improve the library. Overall, accessibility of resources is satisfactory including the new computer suite and food technology room.

58. Taking into consideration the excellent leadership of the headteacher, the very good management of the school and the effective contribution of the governing body together with a shared commitment to improvement, the school has very good capacity to succeed.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Improve the standards of literacy in other foundation subjects by:**
  - exploring the scope for teachers' plans, when appropriate, to reinforce literacy skills through other subjects; (See paragraphs:28,83,96,114,116,127).
- (2) Develop pupils' knowledge and development of skills in foundation subjects, especially in history and geography in Key Stage 2, to improve standards, by:**
  - ensuring teachers plan for sufficient knowledge to be taught in depth and detail in each lesson; (See paragraphs 6,83,100,121,122,126).
  - Ensuring teachers' plans include effective progression in the teaching of skills; (See paragraphs 6,8,21,36,86,103,127).
- (3) Increase the size of the library to support the development of pupils' research skills.** (See paragraphs 57,87).
- (4) Increasing the quantity of library books to support the pupils' learning by:** (See paragraphs 57,87).
  - Completing an audit of existing books.
  - Purchasing books to ensure there is sufficient quantity in all subjects.

In addition to the above key issues, and in the context of the school's many strengths, the following points for improvement should be considered:

- Consistent marking – to include comments about how pupils can improve their work.
- Develop the use of investigative mathematics.
- Improve art displays around the school.





## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	67	20	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		585
Number of full-time pupils known to be eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		161
Number of pupils on the school's special educational needs register		6

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	37	43	80

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	34	36
	Girls	37	40	39
	Total	71	74	75
Percentage of pupils at NC level 2 or above	School	89 (85)	93 (80)	94 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	32	34
	Girls	39	37	41
	Total	72	69	75
Percentage of pupils at NC level 2 or above	School	90 (80)	86 (89)	94 (81)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	200	37	51	88

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	31	34
	Girls	40	47	50
	Total	65	78	84
Percentage of pupils at NC level 4 or above	School	74 (92)	89 (89)	95 (99)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	31	35
	Girls	43	46	50
	Total	69	77	85
Percentage of pupils at NC level 4 or above	School	78 (86)	88 (86)	97 (91)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	580
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	26.2
Number of pupils per qualified teacher	24.0
Average class size	27.9

#### **Education support staff: YR - Y6**

Total number of education support staff	16
Total aggregate hours worked per week	307

### ***Financial information***

Financial year	1999-2000
	£
Total income	947043
Total expenditure	915986
Expenditure per pupil	1594
Balance brought forward from previous year	75966
Balance carried forward to next year	107023

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	590
Number of questionnaires returned	245

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	2	0
My child is making good progress in school.	37	54	7	2	0
Behaviour in the school is good.	24	59	9	3	5
My child gets the right amount of work to do at home.	28	52	14	3	2
The teaching is good.	40	51	6	1	3
I am kept well informed about how my child is getting on.	24	47	25	5	0
I would feel comfortable about approaching the school with questions or a problem.	54	35	9	2	1
The school expects my child to work hard and achieve his or her best.	42	51	5	2	1
The school works closely with parents.	22	53	19	5	2
The school is well led and managed.	35	49	5	2	9
The school is helping my child become mature and responsible.	35	56	6	0	3
The school provides an interesting range of activities outside lessons.	20	33	24	7	16

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

59. Attainment on entry to reception is in line with children of a similar age but, is weaker in language and literacy. This is confirmed by the assessment of the pupils on entry during the September term, using the local education authority's approved baseline assessment scheme. All children enter the school during the September term. The induction of children into the school is very well thought out and includes constructive home visits, part time initial attendance working to full time for all of the children shortly after half term. They achieve well in all the reception classes, pupils having very similar constructive experiences. They make good progress. If this rate of progress is maintained then nearly all of the children will meet the Early Learning Goals and about eighty per cent will exceed those requirements. This is mainly because the children are taught very well and the teachers and learning support assistants are committed to improvement under the good leadership of the Early Years Co-ordinator.

#### **Personal, social and emotional development**

60. The personal, social and emotional development of the children is good and standards are above those expected for their age. The children are very co-operative and get on well with each other and want to do well in their work. They readily share things and take turns and help each other. For example, when they get equipment out or put it away they help those who are a little slower or where there is more mess and don't just do their own. They learn well from each other as well as from their teachers and listen to what their peers say. This is very noticeable in mathematics, where lively teaching engages their interest. They have plenty of their own ideas and have the confidence to put them forward in discussion or when completing a piece of work. Children use their initiative well, not wasting time, moving to work groups quickly and organising their own equipment. They are sensitive to others, helping a child who was upset and by playing together. They know the difference between right and wrong and know that their teachers trust them and think they work hard.

61. The quality of teaching in this area is good and permeates all aspects of the provision. It is one of the main reasons why the children make good progress. It reflects the very good understanding that the teachers and learning support assistants have of this age range and of these children in particular and it means that the methods, by which the children are taught, are age appropriate and always allows them to extend what they already know.

#### **Communication, language and literacy**

62. The children's language and literacy development is good and standards are above the expectation for this age. Most of the children should attain the Early Learning Goals by the time they reach Key Stage 1 if the present progress is maintained. The introduction of the National Literacy Strategy is proving to be very successful because the teachers' plan their work carefully and match it to the children's needs very closely. This means that the children are able to extend their understanding, skills and knowledge lesson by lesson. Again, good teaching methods and appropriate challenge mean that they sustain concentration throughout the lesson and do not waste any time. In whole class lessons they listen very carefully and attentively, they enjoy stories and like to give their ideas on what will happen next, they talk about these ideas with confidence. They settle to their independent

work very quickly and get on diligently. Children understand what to do because the teachers are very good at explaining what to do and why they are doing it. For example, a group working on 'look, cover, write, check' with their key words persevered with impressive maturity for their age to improve their accuracy and speed. These children were self-reliant and able to judge for themselves how well they were doing.

63. They respond to questions and communicate their ideas well and their speech is clear and easily understood. They enjoy books and in particular like reading and being read stories. A class thoroughly enjoyed being read 'The Giant Parsnip'. They like guessing what will happen next, especially with familiar texts, and can say what they like about a story or a book that they have seen. Nearly all of the children recognise familiar and key words and have a good knowledge of the alphabet. Their phonic knowledge is developing well and this is reflected in their writing which is also good for children of this age. They can write simple words and phrases with simple words spelt correctly. They make good attempts at words they don't know, usually phonetically. For most children their letters are clearly shaped and formed correctly.

64. Teaching in this area is good and, because of this, the children are making better progress than might be expected. The strongest features that account for this are very good interpretation of the requirements of the National Literacy Strategy into challenging activities that are interesting and age appropriate. Questioning is good and challenges their thinking. As a result the children gain new knowledge and understanding day by day and understanding is built up in a way that the children can cope with. The activities support the teaching of the objectives closely.

### **Mathematical development**

65. Attainment in mathematics is good and the children attain standards that are above those expected for their age. They are making good progress. About eighty per cent should attain the Early Learning Goals for this area by the time reach the age of five. Good teaching and imaginative adoption of the National Numeracy Strategy accounts for this attainment and progress. Most of the children can count to twenty and are familiar with larger numbers in their every day lives. They are able to count on, say the number that is one more and one less with accuracy and speed, when using numbers up to twenty. About half know what an odd or even number is and can explain the difference. Most are able to complete simple addition up to ten using simple notation and explain what they have written. They are good at simple problems like 'How many apples would I have left if I took three away?' Overall, they have a good awareness of number operations. They know several number rhymes and enjoy playing number games. They have a good knowledge of shapes and solid shapes and can name with confidence squares, triangles and cubes and describe in simple terms their properties.

66. Teaching of this area of learning is good and accounts for the good progress that the children are making. This is rooted in good planning that interprets the requirements of the National Numeracy Strategy for the children in an interesting way. The activities are interesting and so the children work hard sustaining their concentration for longer than you might expect. As the mathematical content of the lesson are high and the teachers use mathematical vocabulary the children deepen their understanding of terms such as 'take away' and 'total' or shapes such as, square and sphere. The non-teaching staff make a good contribution to the pupils' learning because they are very well briefed and attend planning meetings. The enthusiasm, encouragement and high expectations of the staff in these lessons mean that no time is wasted and the children make a sustained effort to learn and as a result make better progress.

## **Knowledge and understanding of the world**

67. Attainment in knowledge and understanding of the world is good and progress is good. This is because the teachers have planned a curriculum that encompasses all of the elements of this area that is stimulating, interesting and age appropriate. The teaching of this area is good. All staff share a common commitment to make sure that there is breadth in the children's curriculum. They have a good understanding of basic scientific principles and in studying the senses have carried out simple investigations to establish favourite crisp flavours or smells. This work is very good, with results being recorded in tables or written down in short sentences, making a good contribution to the children's literacy and numeracy skills. Children are very interested in this work and can talk about what they did with clarity. They know the difference between living and non-living things.

68. They are gaining a sense of chronology and can sort pictures of objects from today and from long ago. They are very confident in this work because of the very clear explanation that their teachers have given them. To do this they use the materials they are given with care and are learning to observe carefully and to make suggestions about what they see. They use computers well and can write their names and simple sentences and play simple mathematical games to support their learning. They can make simple artefacts. For example, all of the children have carefully made musical instruments, which can be shaken, plucked or struck. These are well made and each is individual and finished and decorated with care. Great care has been taken in the final finish of the instrument. The pupils are proud of these achievements.

69. The staff have a good understanding of these areas of the curriculum and prepare the children well for the work that they will meet in Key Stage 1. The teachers have high expectations and as a result the work that the children do is interesting, enjoyable and challenging. This extends the children's understanding more than expected. For example, some of the children are already understanding why it is important to make a fair test or are able to predict what they think they will find when they cut open a fruit they have not seen before. The teachers' explanations and questioning encourage the children to use the skills that they have and extend their understanding further. Many children have already achieved the Early Learning Goals (ELGs) and the remainder are on track to do so by the time they are five.

## **Physical development**

70. Attainment in this area is good. Fine motor control is well developed and is reflected in the artwork that they produce and the increasingly accurate way in which they form their letters and write numbers. There is a good outside play area and children have the opportunity to play with large wheeled toys, these activities extend their development of their large motor control. The school has a hall and appropriate equipment for indoor physical activities which is used regularly and well to develop children's physical development

71. Pupils' attitudes are good and they are enthusiastic and busy. They are very interested in what they are doing and enjoy talking about their work. They are proud of what they are doing and, in particular, proud of their work on display. They are becoming skilled at deciding how well they are doing and many are clear about what they want to do to get better at their work. Children are confident and their behaviour is very good. They get on with each other exceptionally well. A strong feature is their willingness to use their initiative, to be involved in their lessons and the will to get on with their work. The majority of children have



already reached the ELGs and the remainder are on track to do so by the time they are five.

### **Creative development**

72. Attainment in creative development exceeds that expected at this age. Children use different media well, often to support and strengthen their understanding in other areas for example, by decorating musical instruments or by making sunflowers from paper, paint and seeds. In this work they use their initiative and make very individual items and finished pieces of work that they are proud of and that are personal to them. Although not observed during the inspection, evidence from tapes and discussion with the children and staff show that they enjoy music and know a reasonable range of song including number rhymes that make a good contribution to their understanding of number. Children enjoy role-play and use the time in area in the classroom well; further development of imaginative play is included in the Foundation Stage development proposals. The teaching of this area is good. This is because the children are encouraged to decide for themselves how their work should look. For example a group, lead by a learning support assistant, had been looking at how Van Gogh had depicted sunflowers and children made their own from collage materials. The final piece was a true representation of their own work and as a result the children's concentration was intense and the whole session very constructive. The majority of children have already achieved the ELGs and the remainder are in line to do so by the time they are five.

73. The leadership of the Foundation Stage is very good and there is a very strong, shared commitment, amongst both the teachers and the learning support assistants, to continue to improve. These factors account for the improvements since the last inspection and why standards have improved. Very good use is made of assessment information to plan what the children will do. In particular, information gained from Baseline Assessment, completed shortly after the children are admitted, is used to make sure that the curriculum planned for the children is very closely matched to their needs. This means that the children do not waste time being taught what they already know. Instead their lessons deepen their understanding and extend their learning to new areas. This is particularly effective in personal, social and emotional development, mathematics, language and literacy and knowledge and understanding of the world. The co-ordinator has involved all staff in the development of the Foundation Stage and her specialist knowledge and involving style of leadership is helping to ensure that there is a common commitment to continued improvement. Well thought out plans provide for the continued development including continued renewal of resources and more monitoring of teaching.

### **ENGLISH**

74. Currently, standards in English are above those expected for pupils at aged seven, end of Key Stage 1, and are typical for those expected for pupils aged eleven, end of Key Stage 2. This represents a fall in the standards reported at the last inspection in Key Stage 2, when all aspects of English were judged to be above average. However, the review of standards undertaken by the local education authority on the appointment of the current headteacher in February 2000, found under achievement and a significant proportion of unsatisfactory teaching. There has been significant improvement in the past twelve months. The findings of this inspection differ from the results of the 2000 national tests at Key Stage 1. These differences are because pupils in the current Year 2 have benefited from the school's close focus on reading over the past year and because speaking and listening skills are taken into account by the inspection. Over the past four years, standards in reading have fallen when compared with standards in 1998, but in 1999 and 2000 standards were similar to the national average. Standards in writing rose significantly in 2000 to well above average levels and the school attributes this rise to well focussed teaching. When compared with

similar schools, pupils' standards in reading were below those gained by similar schools whilst standards in writing matched them.

75. The findings of the inspection at Key Stage 2 are similar to the results of the 2000 national tests which are in line with the national average. Over the past four years standards were well above average for 1997, 1998 and 1999 with a significant fall in standards in 2000 when compared with the national average. There was a significantly higher proportion of pupils with special educational needs in the group of pupils who took the tests in 2000 which will have affected these results. The current Year 6 has a similar above average proportion of pupils with special educational needs. When compared with similar schools, standards were well below average. In view of the many changes which have taken place in the past year the school has set realistic targets for improvement. They are well on course to achieve and to exceed those targets.

76. Pupils achieve well in English as they move through the school. The recent New Headteacher's Review identified the need to improve learning in the Early Years. In this context pupils in the current Year 2 have achieved well. Key Stage 1 national test results for the current Year 6 indicate that these pupils entered Key Stage 2 with below average standards in reading and average standards in writing. They have achieved well in reading and made sound progress in writing. Pupils with special educational needs and pupils who have English as an additional language achieve good standards compared with their previous attainment especially when they receive well-targeted support in class. The Progression in Phonics programme and The Additional Literacy programme in Years 3, 4, 5 support their needs well.

77. By the end of both key stages, standards in speaking and listening are average. Pupils enjoy listening to, reading and talking about stories, rhymes and poems. This was evident when Year 2 pupils read and talked about the story of the 'Three bears and Goldilocks' with their teacher. Most pupils listen to each other well as they identify familiar features of the story. As a result of skilful intervention by the teacher a few pupils, with more limited attention, remain well involved. Pupils enjoy reading the story with their teacher and use their voices expressively to follow the repeating rhythms of the story and to portray the different characters. In Key Stage 2, pupils continue to be active and responsive listeners. In class, most pupils listen attentively and show good respect for the views of others. More able pupils express their ideas confidently and fluently and respond thoughtfully and precisely to the point being made. Other pupils describe events and convey their opinions clearly but some lower-attaining pupils and sometimes girls need support and encouragement to contribute their opinions audibly and in detail. In a Year 5 lesson, where pupils were discussing features of fables, higher-attaining pupils were able to offer relevant observations to the whole class. To encourage more pupils to contribute the teacher used the effective strategy of a brief paired discussion to share ideas before returning to the whole class discussion. Pupils talk confidently and made relevant comments to each other and subsequently contributed more effectively to the whole class discussion. Although there were no opportunities to see more formal discussions and debates during the week of the inspection, planning for the subject and school records show that a good range of structured sessions exist for pupils to have appropriate experiences in performances and oral presentations.

78. Standards in reading are above average at Key Stage 1 and average at Key Stage 2. Pupils at all ages enjoy reading the shared text in the literacy hour and many read aloud with expressive use of their voices. In Key Stage 1, pupils handle books confidently and have a good understanding of the main features of book organisation. A good number of more able and average pupils read confidently and with good expression and are able to talk about the books they have read and their preferences in reading. Most pupils are able to read simple

texts accurately and with understanding and employ a number of strategies to tackle unfamiliar words although some less able pupils do not always do this automatically.

79. Pupils' interest in reading develops appropriately in Key Stage 2. In Year 6 most pupils read with fluency and accuracy and discuss and evaluate the texts they read with growing competence. Many are able to give a concise summary of events, discuss characters and make simple predictions of possible outcomes. Less able pupils read appropriate books fluently but are not always able to discuss their reading in any detail. Although research and referencing skills are generally satisfactorily developed across the key stage, pupils are not sufficiently familiar with the organisation of the library and how to locate books independently.

80. Standards in writing are above average by the end of Key Stage 1 and average by the end of Key Stage 2. Average and more able pupils in Year 2 have a secure awareness of the structure of a story through their links with their reading. This was seen in pupils' work on 'A New Adventure for Hairy McLairy' where they had followed the format of the story to produce their own version. More able pupils write at a good length for their ages using a growing range of vocabulary to create atmosphere and interest. Less able pupils write generally coherently and have a developing awareness of accurate sentence structure. Most pupils are aware of basic punctuation to mark sentences and use their knowledge with variable consistency. Some higher-attaining pupils are beginning to organise their work appropriately for direct speech and use question marks and exclamation marks confidently. Handwriting is usually carried out carefully and while some more able pupils are using a neat, joined well formed style there remains some variation in the level of joining and in the consistency of size. The school has recently adopted a cursive style of writing and teachers feel that this has had a beneficial effect on both the appearance and the fluency of pupils' writing.

81. In Year 6, pupils write in an appropriate range of forms including biographies, play scripts, diaries, poetry, stories and newspaper articles. Strengths of older pupils' learning in English are the sensitivity of their response to poetry and their enjoyment in experimenting with language. Year 6 pupils studied poems, which focussed on feelings of sadness and loss. Pupils were asked to produce their own images for these feelings and offered lines such as 'black as a raven's wing; I hear the screeching thunder of the death patrol; puddled tears; a herd of black bodies'.

82. The best writing shows a spirited use of language to create humour, interest or suspense. Narratives are well structured with an appropriate range of punctuation and paragraphing. The range of more formal writing indicates that pupils are not yet confident in the adaptation of the tone and structure appropriate for this kind of writing. Pupils of all abilities are able to make good use of planning, drafting and editing techniques to improve their work and in some classes there is good use of writing partners to help the editing process. Average pupils often write with enthusiasm and use lively language to create interesting effects. They use an appropriate range of punctuation and understand how to spell simple and complex familiar vocabulary but not all pupils achieve consistent accuracy. Pupils make good use of dictionaries and thesauri to help them in their work. Although these pupils are developing their writing 'stamina', as expected in terms of the length of their writing, they are not always able to sustain the purposeful development of their ideas. Below average pupils write coherently and they are able to structure their narrative writing to show how their ideas progress. However, they do not have a secure use of punctuation to create meaning in their writing and, although they understand how to spell a range of simple familiar words, their accuracy is limited. The school is developing the use of a cursive style of writing but this change has not yet been adopted effectively by older pupils in Key Stage 2. There is therefore some variability in the standards of presentation and the use of neat handwriting. Most pupils, in both key stages, use the computer to support their work. The introduction of a new computer suite of computers is already making a positive contribution to pupils' skills and

progress.

83. Throughout the school the standards of literacy are average and, whilst the development of literacy skills across the curriculum is generally satisfactory, there are weaknesses in the development of literacy in subjects such as history, geography, religious education in the work of older pupils in Key Stage 2. The expectations for the depth and quantity of older pupils' recorded work are too limited and there are missed opportunities to reinforce literacy skills through other subjects.

84. The quality of teaching and learning of English is good at both key stages. There was no unsatisfactory teaching. This was the finding of the school's previous inspection. However, the New Headteacher's Review, undertaken by the local education authority in February 2000, found that teachers had not been trained in the National Literacy Strategy and that fifty-two per cent of teaching was unsatisfactory. This indicates that staff at the school have worked hard and effectively over a short period of time to develop good skills and strategies. All teachers have very supportive relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. There is evidence of good subject knowledge in teachers' clear and lively presentations and confident management of the literacy hour. There is productive pace and interesting activities in most lessons. These effectively secure pupils' attention and involvement.

85. Strengths in the teaching and learning across the school were illustrated in a very good Year 6 lesson in which the teacher analysed a challenging poem from WH Auden's 'Twelve Songs' with the class. The teacher used questions very effectively to challenge and to develop pupils' understanding of the way the poet had used language. 'Why do you think he repeats these words? Why the capital letters?'. Pupils responded thoughtfully, 'he has lost his reason for living; he has lost his world'. She gave pupils good opportunities to discuss their ideas together with clear precise time limits. This gave the lesson a very effective focus and maintained the pace of learning. The feedback session, which followed enabled pupils to learn from each other and to develop their responses as the teacher, maintained her high expectations 'I want to know why?'. During group activities each group had clear criteria by which to measure their success. As a result pupils worked with very good concentration even when they were unsupervised. The effectiveness of the lesson was grounded in the very good relationships between pupils and the teacher. These created a productive, confident atmosphere in the classroom. Pupils therefore made very good gains in their understanding of a complex poem and were beginning to use their understanding in their own writing.

86. In both key stages teachers have a good awareness of the component parts of the literacy strategy and adapt them well to the needs of the pupils. However, where lessons have weaknesses they are in the maintenance of the pace of the lesson so that good concentration and involvement continues throughout the whole session. In some lessons group activities are not sufficiently well adapted to pupils' levels of understanding. They are, as a result, over dependent on the teacher's or teaching assistant's continual involvement and the quality of their learning is affected.

87. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented satisfactorily. Assessment procedures are good but, as these procedures have been introduced relatively recently their impact on curriculum planning has not yet fully developed. Pupils have appropriate targets in literacy to motivate them and give them responsibility for their own learning. Information and communication technology is used generally satisfactorily to help pupils edit and present their work but the process is not yet fully developed in all classes. In both key stages there is evidence of good marking with clear and useful comments which give pupils good

encouragement and identify how they can improve their work. However, this level of marking and support is not consistent in all classes. The acting co-ordinator for the subject has, in her short time in post, shown her commitment and hard work in helping to develop systematic and coherent planning for the teaching of the National Literacy Strategy. She has focussed particularly on reading and recently introduced a phonics programme into Key Stage 1 which teachers feel is helping to improve pupils' reading skills. There has been a very good and effective range of monitoring in the subject since the appointment of the new headteacher. The local education authority has been involved well in supporting the development of literacy, which had been identified as a priority for the school. Teaching assistants are usefully and effectively deployed to support pupils in lessons and to deliver the Additional Literacy Support programme. However, not all literacy lessons are sufficiently supported and the school has identified the need to review the deployment of teaching assistants to support literacy more consistently. Resources in English are good overall and are brought to this level by the recent purchase of good quality material for the delivery of literacy. The school has begun the review of classroom fiction and is aware that in some classes the books are not always interesting or appealing. The library has recently been moved to a corridor space, which has been attractively organised, but which is too small and has too few books to allow the high number of pupils in the school to develop their independent research skills appropriately. The member of staff responsible for the library has a good understanding of the needs of the school in this respect and has, in conjunction with the headteacher and governors, developed a proposal to extend the library further to become a more appropriate space as a resource centre for pupils. Parents, grandparents and supporters of the school provide good and effective assistance in the library. The subject makes a good contribution to pupils' awareness of their own culture in the good range of traditional tales and texts used in the literacy hour.

88. Pupils with English as an additional language are fully included in all aspects of school life. These pupils make at least satisfactory and often good progress in their acquisition of the English language. Those pupils with English as an additional language who may also have special educational needs, are well supported by high quality teaching assistants and make satisfactory gains in reading, writing spelling and in their use of number.

## **MATHEMATICS**

89. The 2000 National curriculum test results for seven-year-olds, end of Key Stage 1, showed that the overall performance of pupils was above the national average but below the standards reached in similar schools. The proportion of pupils, who reached higher standards than those expected for seven-year-olds, was above the national average. At aged eleven, end of Key Stage 2, pupils' overall performance was well above the national average and consistent with attainment in similar schools. The proportion of pupils reaching the higher level, Level 5, was well above the national average. These standards are an improvement since the last inspection when it was reported that most pupils, in both key stages, were in line with the national average and a number of pupils achieved beyond. There are no marked differences between the performance of girls and boys. Pupils with special educational needs and for those for whom English is their second language, make good progress.

90. When the new head teacher was appointed, in January 2000, the local authority carried out a review of the school's work and standards. This review identified a number of weaknesses, including a significant weakness in teaching and knowledge of the Numeracy Strategy. Since that time there has been a significant improvement in teacher's confidence and subject knowledge and this has given more effective focus to the development of basic number skills. Attainment of pupils currently in Year 2 is above average. Inspection findings are that the attainment of pupils in Year 6 is also above average. Pupils at the upper end of

the school are set into prior attainment groups for some of their mathematics lessons, which has a positive impact on raising standards, where work is well matched to challenge and support the needs of individual pupils, including those with special educational needs and for whom English is not their first language.

91. By the age of seven, Key Stage 1, the pupils use mathematical language appropriately and with confidence. For instance, they know 'more than' and 'less than', 'total, larger and smaller'. They can present numbers in figures and words and they know and understand the terms for the four functions (addition, subtraction, multiplication and division). Most pupils have a secure knowledge of place value to two figures, so that they readily understand the process of partitioning numbers, such as fourteen to make one ten and four units. Higher-attaining pupils add two digit numbers together with accuracy and confidence. Pupils recognise odd and even numbers, see patterns in number sequences and can pick them out when looking at a table of number pairs. In written problems the pupils can, for example, decide whether they have to add or subtract in order to work out the answer. Pupils recognise coins and are able to work out equivalent values when calculating which coins would be used to make ten pence. The higher-attaining pupils are able to work out these values in a logical sequence. Most pupils recognise and identify the properties of a good range of two-dimensional and three-dimensional shapes. Pupils produce a simple block graph recording favourite foods and can calculate the passage of time between two specified times. Their response to mental calculations is improving in quantity and speed as a result of mental mathematical sessions at the beginning of lessons.

92. By the age of eleven, Key Stage 2, pupils have extended their knowledge of number, measurement and shape and begin to develop data handling skills well. Many pupils use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. Less able pupils use smaller numbers and are given good support by staff. Higher-attainers have good mental arithmetic skills and use a variety of methods to solve problems. Pupils have the confidence to apply alternative strategies to the solving of calculations and they can explain their preferred methods. Their work on number has led them to be familiar with factors, prime numbers and positive and negative numbers. They understand the equivalence of fractions, like twenty-five per cent, a quarter and 0.25, and can find simple percentages of small whole numbers. They are able to solve problems by extracting information from data tables, charts and graphs and can explain their findings. Many pupils can read and plot co-ordinates in all four quadrants and can use all four operations with decimals to two places. Many use a protractor to construct triangles with obtuse and acute angles and can find the perimeter and area of both regular and irregular shapes.

93. In the last inspection, the quality of teaching was reported to be good with some teaching in Key Stage 1 being less than satisfactory. There has been a significant improvement since the local education authority's New Head's Review in February 2000, when teaching overall, was said to be less than satisfactory. During the past year, teaching has improved and is now good overall throughout the school. This ensures that all pupils, including those with special educational needs make good progress in their learning in mathematics. Most teachers have good subject knowledge and manage pupils very well. The school's focus on improving the quality of teaching during the past year and the introduction of the Numeracy Strategy has had a positive impact on the quality of teachers' planning and classroom practice, particularly in the teaching of number skills. Planning is good and provides a sound structure to the lessons. Most lessons build very well on previous work, have a brisk pace and use apparatus to help the pupils understand appropriately. Plenary sessions are used effectively to reinforce learning, such as in a very good lesson in Year 6. The teacher not only gave the pupils opportunity to share their learning and discuss their findings but also posed further challenges to promote their learning

in preparation for the next lesson. Most teachers have high expectations and use praise effectively. Homework is set regularly and is beginning to have a positive effect on pupils' learning of multiplication tables. It also provides pupils with opportunities to consolidate and extend work done in lessons. An area that is relatively underdeveloped is the use of investigative mathematics – where pupils can be encouraged to explore problems and challenges and develop their own hypotheses. Too few opportunities are provided for pupils to apply their growing concepts to new mathematical situations and to problem solving, especially in real-life situations.

94. Relationships between teachers, learning support assistants and the pupils are very good. Teachers value the pupils' responses and ideas and they create a secure learning environment in which the pupils feel confident. Together with the overall good quality of teaching, these productive relationships promote positive attitudes to the subject. The pupils enjoy mathematics and behave well in lessons. This was seen in a good lesson in Year 2 where pupils were sitting on the floor with the teacher involved in investigative work with number patterns. Pupils were very good at taking turns and listening to each other's explanations. They showed respect for each other and for the teacher and were able to carry on working independently when the teacher moved to another group. This reflects high expectations by teachers and enhances pupils' social development.

95. Assessment procedures are good in mathematics and are well used to set targets and plan future work. The co-ordinator has given good support to staff, particularly those in Year 6, to implement good practice. In addition, good support has been given to the teachers by the head teacher and deputy-head teacher as a result of the monitoring process in the subject this year.

96. In all lessons the pupils are provided with good opportunities for speaking and listening and the teachers encourage the pupils to use mathematical vocabulary accurately. This is supported well by the visible word banks in the classroom. These are often a part of the designated area for mathematics where resources and pupils' work are generally very effectively displayed. Although there was some evidence of cross-curricular links with information and communication technology and geography, this area of the curriculum is underdeveloped. There is a good range of quality resources to support pupils' learning.

## **SCIENCE**

97. At the end of Key Stage 1, teacher assessments for 2000 showed that the proportion of pupils who reached the levels of attainment expected was close to the national average, but was below standards gained in schools of a similar type. The proportion of pupils, who reached higher standards than those expected for seven-year-olds, was also broadly in line with the national averages. More girls attained higher levels than boys. These results show a decline from the previous inspection. However, inspection evidence shows that progress in science is now good and attainment in Year 2 is above national expectations. When the new head teacher was appointed to the post in January 2000 the local education authority carried out a review of the school's work and standards. This audit identified a number of weaknesses, including a significant portion of weak teaching, which had adversely affected standards in both key stages. Inspection evidence indicates that standards are now rising again but some pupils have gaps in their knowledge and understanding.

98. The results of the 2000 National Curriculum Assessment Tests, taken at the end of Key Stage 2, indicated that the proportion of pupils reaching Level 4 or above was well above the national average. The proportion of pupils attaining the higher levels was close to the national average. The school's average points score was above the national average. Standards were close to those gained by similar schools and pupils made satisfactory

progress over the key stage. There are no significant differences between the results obtained by boys and girls. The trend in results shows a decline from the last report. Inspection evidence shows that standards in the present Year 6 are in line with national expectations. This year group has a higher percentage of pupils identified as having special needs than the national average. Standards in Years 3 and 4 are above the nationally expected standards.

99. Pupils make at least satisfactory progress over Key Stage 1. A scheme of work clearly identifies what the pupils are to learn and what skills are to be developed. This year more emphasis has been placed on scientific investigation than previously, and pupils can make predictions about how fast ice will melt in different locations in the classroom. Pupils participating in scientific investigations are supported in their work by a 'jigsaw piece' framework that clearly identifies the stages needed to implement an investigation. Half the Year 2 pupils can give an example of how to make a fair test and the more able can give a range of variables that need to be kept constant across a range of experiments.

100. Pupil's scientific knowledge and investigation skills are variable across Key Stage 2. In the lower years pupil's knowledge is above that expected. In the Year 3 classes pupils discuss properties of materials, using scientific vocabulary, and explain what makes them suitable for different tasks, such as glass for windows or china for cups. Standards are good in Years 3 and 4. At the end of Key Stage 2, just over half the pupils lack some basic scientific vocabulary, such as words like transparent. Inspection evidence indicates that previous coverage of work was not comprehensive and this has had an impact on standards. Pupils in the upper years also lack confidence in offering answers, even when they are correct.

101. In both key stages pupils with special needs, and for those for whom English is not their first language, are well supported by adult interventions, and suitable worksheets, and, as a result, they make good progress. In some classes planned extension work was not covered and tasks were not challenging enough for the more able, resulting in some unsatisfactory progress.

102. Pupil's attitudes to science are generally good. They work co-operatively together in investigations and are quiet and attentive when teachers introduce a topic. Standards of behaviour dropped when tasks were too easy or expectations of behaviour were not consistent.

103. The teaching of science, overall, is good which matches the last report. However, the standards varies from very good to unsatisfactory. During the very good teaching ongoing assessments of the pupils' understanding were used to excellent effect to modify investigations and clarify misunderstandings. As a result, all pupils made very good progress in understanding how altering different variables affects the height of a shadow. Differentiated worksheets support pupils of varying capabilities effectively. Where teaching is less effective, not all capability groups are catered for and teachers have few scientifically based conversations while pupils are working independently. Teachers place strong emphasis on scientific vocabulary and this has a positive effect on pupils' oral accounts. The amount of recorded written work is variable across Key Stage 2, although by the end of the key stage, all pupils could use tables and drawings effectively. Teachers' plans reflect the scheme of work and particular scientific skills to be developed are identified.

104. The science curriculum is broad and balanced and meets statutory requirements and the co-ordinator is developing extension work for the more able. The co-ordinator has only been in post for the last six months but has improved the provision for teaching scientific investigations, improved guidance and upgraded resources. A start has been made on



sampling pupils' work and teachers' plans. Monitoring of teaching by the co-ordinator, to ensure that plans are implemented in all classes, is insufficient, especially as regards the more able in some classes. By the age of seven, at end of Key Stage 1, pupils understand the different ways in which information and communication technology can be used to provide information. By the age of eleven, pupils are much more confident in their use of computers and how information can be retrieved to aid their work. Annual reports to parents are unsatisfactory, as they do not indicate where a child stands in relation to the National Curriculum criteria or where a child may be having problems. The school has been chosen by Fareham Borough Council to join the Hampshire Energy Wise education programme. This will involve the pupils in helping develop a whole school approach to energy management.

105. The school has a good range of books, and equipment is of a good quality. The school has a variety of habitat areas in the school grounds but at present the pond area is locked and is poorly maintained, with the dipping platform in a dangerous state. Visits to local areas, such as Sparsholt College by Year 2 to look at animal care, help enhance the science curriculum. The scientific displays in Key Stage 2 are very good.

106. The rate of pupil's progress, quality of teaching and correctly identified areas of development indicates that the school's capacity to improve its science provision is good.

## **ART**

107. Pupils, at the end of both key stages, are achieving standards in line with those expected nationally with some examples of higher achievement. This is consistent with the findings of the previous inspection.

108. Work in lessons includes a variety of two-dimensional and three-dimensional work. Pupils in Year 5 design containers for a special purpose and experiment with card and paper to make these. Pupils in Year 6 produce two-dimensional work on the theme of 'People in Action' showing an interesting use of digital pictures they take of each other then enlarge on the photocopier. These pictures are then adapted, with other techniques and media, to enhance their designs. Most pupils have a clear understanding of how to adapt their work and many produce successful results. Pupils in Year 2 learn about the technique of appliqué and persevere well with the stages of the process. Evidence of the good use of sketchbooks was seen in one Year 5 class. Here the pupils had made imaginative and carefully drawn designs of their 'special containers'.

109. The quality of teaching in Key Stage 1 is good and in Key Stage 2 satisfactory with some good teaching. Good teaching is characterised by clear learning objectives, good subject knowledge and appropriate match of work to pupils' levels of attainment, as seen in two lessons in Year 1. Here pupils study the technique of weaving and name the warp and weft of a piece of weaving accurately. They understand that different patterns can be made when weaving paper strips and take care to weave their work neatly. In these lessons both teachers varied the difficulty of the task by allowing higher-attaining pupils to mark out and cut their own paper strips whilst those of lower attainment had support from a teaching assistant or parent to ensure success. Where teaching is less effective, as in a lesson in Year 6, some aspects of classroom management and organisation are weak, allowing some pupils to be off task for considerable periods. For example, two pupils who had missed the previous session due to absence did not have anything to do for several minutes. Also the organisation of resources did not allow pupils to get on with their work straight away. Pupils' attitudes and behaviour in art are usually good and often very good. They enjoy their work, concentrate well and try hard to achieve the objectives set for them by their teachers. They evaluate their own and each other's work with growing confidence and discuss their work willingly.

110. The art curriculum was recently revised, with a useful book of techniques and progressive skills to be taught through the school produced by the new co-ordinator. Year groups are basing their work on the model scheme of work produced by the Qualifications and Curriculum Authority. The co-ordinator has audited resources, to ensure that there are sufficient to cope with the revised scheme of work, and intends to check this again at the end of the spring term. Art makes a sound contribution to the cultural life of the school although the art displays in classrooms and around the school are rather low key. Resources are satisfactory and are stored in a cupboard which is easily accessible by staff. Some of the resources are old and need updating. Assessment procedures are good. Portfolios of work from the past show progression in drawing and painting, print making and collage work. These are useful exemplification for teachers.

## **DESIGN AND TECHNOLOGY**

111. Currently, pupils at the end of both key stages are achieving standards that are above those expected for these age groups and are consistent with the finding of the last inspection. Progress is good, including that made by pupils with special educational needs and for those for whom English is an additional language.

112. Each term, a design and technology project is completed by all classes. These projects are well planned to ensure pupils are introduced to a wide range of solid and malleable materials, including wood, card, plastic, textiles and junk material. In most planning there is a suitable balance between designing and making in the tasks presented to the pupils. There is an excellent new food technology classroom available to all. However, no lessons were taught in food technology during the inspection.

113. Current work shows that infant pupils, in Key Stage 1, are attaining above expectations of pupils of a similar age. Pupils design a coat of many colours and patterns using the computer and a graphics program called 'Dazzle'. They select the right tools in the program for example, brush, draw, fill and drag. The majority of pupils did this well. A few pupils could not use the delete and undo key to alter their designs. However, all pupils can save their work on the computer. Pupils are encouraged to evaluate their designs, although many pupils found it difficult to do so in any depth. More able pupils evaluate their work well and this leads to improvement in their designs. In another lesson, pupils discuss the differences in materials for instance, velvety, smooth and rough. They understand how to sustain a repeating pattern and use this knowledge when designing a T-shirt. The quality of the finished project is good.

114. Currently, pupils aged between eight and eleven, in Key Stage 2, are achieving above expectations with pupils of a similar age. Pupils design a breakfast cereal package and produce graphical and written instructions on how to make it. They record materials needed to complete their project and decide on the name for it. They work in pairs discussing, very sensibly, what the size of the box should be and what needs to be on the front of the package to catch the eye of the customer. Over half of the pupils work very well together and produce a well-thought out design with clear instructions on the making of the package. Even to the point of 'will the box fit on the local supermarket's shelves well'. Pupils in both key stages are learning a good range of skills and beginning to understand the design process. In both key stages all pupils are fully integrated into lessons, including pupils with special educational needs and pupils for whom English is not their first language. Links are made with other subjects, such as mathematics, literacy, art and history however, further development is needed to produce good links.

115. From the observation of lessons and the quality of work seen, including artefacts and

design work, indications are that pupils have good attitudes, take care and try hard to produce work of good quality. Behaviour is good and they enjoy working together.

116. The overall quality of teaching throughout the school is good. Teachers' plans take into account many aspects of designing and making and pupils are given appropriate opportunities to develop a wide range of skills as they move through the school. Observation of lessons and scrutiny of teachers' plans indicate that the health and safety aspects of the subject are secure, for example, in every lesson the teachers' stressed the need to be careful with scissors. When teaching is good, learning objectives are clear and shared with the pupils, management of pupils is good, and the teachers are enthusiastic. For example, in one lesson the teacher used drama to good effect when pupils were designing cereal packaging. Her introduction to the lesson was a letter from a food company who had asked for help in promoting their new breakfast product. She played the role of the director of company and the pupils were in groups and one pupil from each group reported back as to how they thought they could help the company. All pupils were highly motivated and enjoyed being part of the drama session. However, most teachers missed the opportunity to develop vocabulary, reading and writing skills in sufficient depth to contribute to pupils' literacy skills. In the good lessons, pupils' learning is good; pupils collaborate, exchange ideas through speaking and listening and are highly motivated.

117. The subject fulfils statutory requirements. It contributes well to social development through the need to work together. The current policy was reviewed and updated in May 2000. The school is following the Qualifications and Curriculum Authority's scheme of work. The co-ordinator has produced guidelines for food technology and safety for the use of tools. She advises the staff on current issues and changes in the curriculum content and method. She also attends cluster meetings and liaises with other schools. Each year group assesses one aspect of the subject a year at the end of one of the three projects taught. The class teacher keeps a record of each pupils' achievement indicating whether the child had needed support, excelled or adequately completed the nominated element of either designing or making. Parents are given a brief outline of their child's achievements in relation to one specific area of designing or making in their child's annual report. Resources are generally adequate and in food technology they are good.

## **GEOGRAPHY**

118. During the week of the inspection, it was possible to see only two lessons in Key Stage 1 and one lesson in Key Stage 2. Together with additional evidence from pupils' past written work, displays and discussions with pupils, these show that standards at Key Stage 1 are similar to those expected for pupils of this age. Standards at Key Stage 2 however, are below expectations. Standards in geography were reported to be very good at the time of the last inspection. The subject has not been a priority for development during the introduction of the National Literacy and Numeracy Strategies.

119. By aged seven, end of Key Stage 1, pupils develop soundly their skills of drawing and interpreting plans and maps, looking for instance at their local area. They acquire appropriate geographical words in relation to the topic, like terraced, semi-detached, detached, cottage and house. By the end of the key stage, pupils are able to draw comparisons between their own town and another location. Links with literacy, as in reading a Katie Morag story, further their geographical vocabulary and help them to understand the similarities and differences between localities. Pupils in Year 1 have developed their understanding of the immediate locality by plotting the position of their home on a map.

120. Drawing and describing their journey to school developed their understanding of direction. In Year 2, pupils increase their geography skills by visiting the local agricultural

college where they engaged in investigating the weather. They made predictions and measured wind direction and rainfall. Links with literacy were promoted when they wrote about their adventures during the visit.

121. By the age of eleven, Key Stage 2, pupils have developed their understanding of other locations by identifying the places on a map of the world where they had been on holiday. In addition these pupils also made comparisons between their own town and a village in India. They compared geographical features such as climate, homes and agriculture. In Year 5, pupils start to appreciate how and why places change; for instance the effects that closing the High Street in Fareham might have on the community. Very little evidence of development of key geographical skills could be obtained during the inspection. Throughout the key stage it is clear that, although there is a wide coverage in terms of a variety of topics, there is some variation in the depth of study. Some challenging work has been tackled, though, including Year 6 work on mountain environments. Pupils had accessed information from the Internet to aid their studies, and were able to give a presentation to the rest of the class on their findings about the various mountain ranges.

122. Overall, the quality of teaching is satisfactory. Consequently pupils, including those with special educational needs and for whom English is not their first language, make sound progress. Lessons are well planned, in accordance with the school's scheme of work, and are appropriately prepared with learning resources readily available at the start. Teachers have adequate knowledge and understanding of the geography curriculum, even though the depth of study and development of specific skills is underdeveloped at this time. Insufficient emphasis is placed on the recording and presentation of pupils' work. The work presented by the teachers captivates the interests of the pupils from the outset, as in the comparison of different localities in Year 2. Here, pupils were most eager to provide examples of similarities and differences and to relate their own experiences of living in Fareham. Behaviour in lessons is very good. Some links with other subjects are made but generally too few opportunities are provided in this area.

123. The co-ordinator, despite having responsibility for the subject for only six months, has given sound leadership to the development of planning and provision of resources. She has involved members of the local community, such as a policeman and traffic safety officer, to discuss local amenities with the pupils. The co-ordinator is aware and active in relation to the development of information and communication technology in the subject. There has been some useful examination of the contents of the new curriculum but insufficient examination of the skills and concepts that need to be taught explicitly and developed throughout the school. Assessment procedures are unsatisfactory because there is no coherent system in place. Resources are satisfactory.

## **HISTORY**

124. During the week of the inspection it was only possible to observe teaching of history in Years 1 and 4. Judgements are made on this evidence, analysis of pupils' work in both key stages, discussions with pupils and teachers about their topics and an examination of the school's planning and records. The indications are that average standards are achieved in Year 2 and below average standards in Year 6. While pupils' recorded work indicated that standards were average in Year 5 and above average in Year 3, standards in the work of pupils in Year 4 and Year 6 were below average. This represents a decline in standards in Key Stage 2, since the previous inspection, when standards were judged to be good. All pupils, including pupils with special educational needs and pupils who have English as an additional language, make satisfactory progress in Key Stage 1 but progress is unsatisfactory in Key Stage 2. There are no differences between the attainment of boys and girls.

125. The quality of teaching and learning at Key Stage 1 is satisfactory overall. In a good lesson in Year 1 the teacher talked about the features of houses in Victorian times. She used a range of enlarged coloured photographs of Victorian houses to help pupils make observations about the main features. Through effective questions and explanations pupils began to make a good range of useful observations and made good progress in learning special vocabulary such as 'stucco, slates and sash windows'. Pupils were interested in the activity because the teacher's interest and enthusiasm was infectious and because they were well involved and motivated. Following the introduction, pupils worked in groups using felt tips to identify special features on the laminated photographs. When they gathered together in the plenary session they were able to make observations to the rest of the class about their photographs and contribute some of the new special vocabulary they had learned. This provided good reinforcement of new knowledge and pupils' contributions were appreciated and recognised. Less able pupils received good support from the teaching assistant and made their own contributions to the discussions. The sharing of artefacts makes a good contribution to pupils' social development.

126. The quality of teaching and learning in Key Stage 2 is unsatisfactory overall. Although no unsatisfactory teaching was seen in the week of the inspection the standards of pupils' work was variable both across and within the year groups because the depth and detail of pupils' work was too limited. Discussions with pupils in Year 6 confirm this finding. However, there is some good teaching in the key stage, as was seen in a Year 4 lesson on the Roman invasion of Britain. The teacher's lively and energetic approach engaged the pupils' well. He gave them a good opportunity to consolidate their understanding of chronology in the introductory session, by his use of a time line to establish the dates of the Roman invasions. Pupils were productively involved in the lesson by the teacher's use of a range of statements on reasons for the Romans invading Britain. Pupils discussed these in their groups, imagining they were the Emperor Claudius, and in a final discussion contributed their group's point of view to the rest of the class. The teacher provided a good level of challenge by expecting pupils to be able to support their ideas with reasons for their decisions. At the end of the session they had explored these reasons well and enhanced their understanding of the period.

127. The subject co-ordinator is new to the post but has worked hard to develop a good overview of the subject and to establish a clear and very relevant plan of priorities. She is compiling a useful portfolio of pupils' work linked to National Curriculum standards. Policies for the subject, and a recently produced scheme of work are in place, but the school has identified the need to refine these curriculum plans further to reflect more closely the needs of the school and the requirements of the Curriculum 2000. There is insufficient regard for the development of pupils' historical skills in the curriculum plans as they stand. There are also some missed opportunities to make productive links with literacy and other subject areas and to provide a coherent system of assessment. The subject co-ordinator has not yet had an opportunity to monitor teaching. Resources in the subject are satisfactory and are continuing to be developed. The school has a good range of visits to places of local historical interests and visitors to the school, with each year being involved in at least one event. The subject makes a satisfactory contribution to pupils' cultural and social development in their studies of their own and other cultures in the past.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. Attainment at the end of both Key Stage 1 and 2 is in line with that expected for pupils of this age. The pupils successfully build on the work that they have completed in the Foundation Stage and overall by the time that they are eleven the pupils make satisfactory progress. The introduction of a new suite of computers as a result of government funding, is

already making a positive contribution to pupils' attainment and progress. The lack of a sufficient number of computers, in particular, has meant that up to this point the information and communication technology curriculum, whilst covering all the required strands has been more restricted and, as a result, most pupils have some gaps in their skills and knowledge.

129. By the age of seven, at end of Key Stage 1, they understand the different ways in which information and communication technology can be used both to provide information and to control things. For example, they know how remote controls for televisions are used and how plastic cards can be used instead of money to pay for things. In work on sound they understand that some sounds convey messages such as an ambulance siren or the school bell. They have a satisfactory understanding of how computers work and can enter text with confidence, although many still lack confidence at being able to alter its appearance by changing the colour or the font.

130. By the age of eleven, at end of Key Stage 2, pupils are much more confident in their use of computers and can for example, reorder text into the right order. They are still experiencing difficulty in some aspects in using the "delete" function correctly or knowing with certainty the way to change fonts or make and use columns to produce an article. Most can use the Internet to obtain information, but many are not sure how to download selected pictures or incorporate them into a piece of work they have written. Nevertheless, the pupils have made reasonable progress overall in the school given the level of resourcing and hardware available. The oldest pupils have a good understanding of how the Internet and their creative development can be used to support their learning in other areas, for instance, researching facts about different mountain ranges to support their work in geography. In Year 5 good links are made with mathematics in using sensors to produce graphs and in Year 4 pupils enter information into a database to support science work on materials.

131. The quality of teaching at both key stages is satisfactory. The subject knowledge of most teachers is sound and, as a result, they are able to explain clearly to the pupils what they are to do and make the lesson objectives clear. Consequently, pupils know what aspect they are studying and are reminded of work they have completed in the past. Planning is good. There is a well thought out scheme of work that is aimed at teaching skills systematically as well as opportunities for the pupils to use information and communication technology to support other subjects. These links to other subjects are very well thought through and not only support the development of information and communication technology skill and knowledge but deepen understanding of the other subjects. Good examples of this exist in art, geography, science and design and technology. In some lessons in Key Stage 1, the information and communication technology requirements are interpreted imaginatively in a way that motivates the pupils and extends and challenges their understanding in a very constructive way. Pupils working on classification, using keys, understand the importance of framing questions carefully as they construct a paper key before using computers in a subsequent lesson. The work that the pupils are asked to do is sufficiently challenging and the methods the teachers use are satisfactory. This motivates the pupils effectively and leads to lessons where the pupils work hard and, over a lesson, refine skills such as searching on the Internet. Also because teachers are enthusiastic about the subject it enables the pupils to sustain their concentration and work independently when required. Teachers manage classes well and, as result, the pupils' behaviour is very good and their interest in the lessons is high and pupils' learning is good. Day-to-day assessment is good. For example, during a lesson where pupils were required to move text it became clear that most pupils did not fully understand the function of the delete key. The class teacher used this information and plans to modify future lessons to ensure this knowledge is taught. A skills assessment sheet is being introduced to simplify the management of this information; this should prove useful in collating this data. However, overall assessment is satisfactory. Non-teaching staff make a good contribution to lessons and support the pupils well.

132. The pupils' attitudes in both key stages are good. They are very interested in the whole of the subject. They enjoy the lessons that they are taught, including those that do not use the new information and communication technology suite. They are becoming increasingly skilled in using information and communication technology to support their work, for example in using a data handling application to sort and classify materials. They behave well in lessons and listen very carefully to their teachers and see the value of computers to support their work. Such attitudes greatly aid the pupils' learning of information and communication technology skills, knowledge and understanding and make a good contribution to the pupils' attainment and the progress they make.

133. The leadership and management of the subject is good and this accounts for the improvements that are taking place in the breadth and balance of the curriculum and the overall good improvement since the last inspection. A clear educational direction is now established and developments planned, recorded in an action plan and should be a useful tool in monitoring and evaluating future progress. Very good attention is given to updating staff and a good audit of staff skills, knowledge and understanding through a good programme of continuing professional development. The co-ordinator has established a clear pathway of continued improvement that is supported by the staff. Resources are now good.

## **MUSIC**

134. During the previous inspection judgements were that attainment in music was above expectations throughout the school, with some very good attainment at the end of Key Stage 2. The findings of this inspection are that standards are in line with expectations at Key Stage 2, with some attainment above the expected level. Only a few lessons were observed at Key Stage 1, therefore the judgement on standards is based on discussions with pupils and from assemblies when the pupils sang well. Standards are in line with national expectations. Pupils who benefit from instrumental tuition in Key Stage 2 achieve well. Although this may be seen as a drop in standards, since the previous inspection there has been much less specialist music teaching at Key Stage 2. Also, there are a considerable number of new teachers in the school taking responsibility for class music, many of whom have not benefited from appropriate in-service training. Pupils in Year 3 learn the difference between 'staccato' and 'legato' and apply this knowledge effectively in their singing. They also maintain three different independent rhythms when using percussion instruments. In Year 6 pupils are able to maintain a pulse of seven beats to a bar with support from the teacher and a recording of 'Unsquare Dance' by Dave Brubeck. They are beginning to improvise rhythms and some play the ostinato part of 'Unsquare Dance' accurately. Year 6 pupils observed during instrumental tuition on the flute play confidently and expressively with good attention to phrasing and some awareness of musical dynamics. They maintain the independent parts of a duet confidently with good awareness of each other's parts. Year 6 pupils learning the piano co-operate well and perform simple pieces accurately.

135. At the time of the last inspection pupils' response to music was good. This has been maintained. Pupils clearly enjoy their experience of music, whether in class lessons, during assemblies or when participating in instrumental lessons. Pupils' attitudes and behaviour are good overall. They concentrate well, listen carefully and respond quickly to instructions.

136. The last inspection commented on the good opportunities for pupils to learn instruments in school. This has continued, with over sixty pupils benefiting from lessons on brass, woodwind, violin, guitar and piano. Of these, over forty play in the school's 'Hot Spots' orchestra and meet for weekly rehearsals during a lunchtime. The quality of playing and overall performance of this orchestra is good and clearly shows that the children are well

taught during their lessons. The music co-ordinator has a good system of liaison with the instrumental teachers who practise the orchestra music during the pupils' lessons. The orchestra has performed for functions in the community, including the Christmas concert last term.

137. The quality of teaching seen during this inspection was good at Key Stage 2, continuing the findings of the previous inspection. There is insufficient evidence to make a firm judgement on teaching at Key Stage 1. Most of the teaching seen was by the subject co-ordinator who has very good subject knowledge. Her management of music lessons is good, whether with her own class or when working with another class as seen in Year 6. She plans the work well and leads the pupils enthusiastically. She has high expectations of pupils and challenges them with tasks well matched to their needs. Good use is made of higher-attaining pupils to support others, particularly those with instrumental skills at Key Stage 2.

138. The resources for music are satisfactory overall with some good elements. The school has a small music room which is used by the instrumental teachers and houses most of the resources. These include a variety of pitched and non pitched percussion instruments, several electronic keyboards and a good quality upright piano in need of tuning. Some of the percussion instruments are showing their age and need replacing. There are also music games and activities and resource packs which the co-ordinator is building up for each year group. The room is decorated with attractive and informative wallcharts and is kept tidy by Year 6 monitors who check it regularly. In the school hall there is an electric piano and a good quality music reproduction system with a collection of recordings from a variety of cultures for listening and are used effectively during assemblies.

139. The subject co-ordinator has been responsible for music for nine years. She is enthusiastic and keen to promote music throughout the school. Accommodation for music is satisfactory, although having to carry heavy instruments around the school is time consuming and not ideal. The curriculum is being revised and is based on the Qualifications and Curriculum Authority's recommended scheme of work. There are plans to broaden the scope of the work to incorporate themes from different times, cultures and styles. Music makes a valuable contribution to the cultural life of the school. There are performances in assembly by, for example, the pupils who play the flute and music is played at the beginning and end of assemblies. Musical performances and rehearsals also provide good opportunities for social development.

## **PHYSICAL EDUCATION**

140. Seven lessons were seen in the course of the inspection, four games, two gymnastics and one dance lesson. Judgements are based on these, informal and formal discussions with staff and pupils and available documentation. It was not possible to see athletics, outdoor and adventurous activities or swimming.

141. Standards overall, are in line with those expected of pupils aged seven, at the end of Key Stage 1 and eleven at end of Key Stage 2. By the age of eleven standards in swimming and dance are above those expected for their age. The standards reached in swimming are an improvement from the last inspection.

142. At the age of seven, nearly all pupils can throw accurately and catch a ball in pairs. In gymnastics all pupils can devise different methods of moving and repeat these with increasing control, though some pupils find holding a stable balance difficult. Pupils are aware of why they warm up and cool down before and after exercise. Even the youngest pupils describe the effect of exercise on their bodies, such as a faster heartbeat and



protecting their muscles from 'breaking'.

143. By the age of eleven, standards in swimming are good. Nearly all pupils attain the twenty-five metres required and many can swim beyond this distance in the four main competitive strokes. In games, the ability of the pupils to analyse the strategies of a game is better than their ball skills, which are satisfactory for their age. In tennis, a quarter of pupils in Year 5 use a sideways position when striking a ball. The boys' ball skills are generally better than the girls. In the one dance lesson seen, in Year 6, the pupils' ability to keep time to a complex line dance was good. Dance continues as strength of the school.

144. Progress of all pupils is usually satisfactory and often good. The support given in gymnastics lessons to pupils with lower-ability and behaviour problems are very good. In some lessons the skill level demanded of more-able pupils is too low and progress is unsatisfactory.

145. Pupils show enthusiasm for the subject and a minimum of time is lost while pupils change into suitable clothing. Pupils' progress is enhanced by the co-operative support they give each other. Pupils' spontaneously help others who are having difficulties. In one Key Stage 1 lesson seen, a child stopped to advise a boy on improving his arm position to help him hold a balance. They work well in pairs and, with the exception of a few individuals, in larger groups.

146. Teaching across the school is satisfactory, and in half the lessons observed good. There is a strong emphasis in the lessons on pupils evaluating their work and suggesting ways of improving their sequences in gymnastics or their tactics in game lessons. There is variation in the effectiveness of the use of appropriately timed, or frequency of, specific teaching points to improve techniques. At its best, a skill is modelled, practised and, where the need arises, individuals coached. In some lessons poor techniques, such as front on positioning striking a tennis ball, are not corrected and opportunities to practice a skill after it is modelled are not offered. The lessons are well planned with clear learning objectives, which are shared with the pupils. Teachers have satisfactory expectations of behaviour and work and this results in positive attitudes and behaviour by the pupils, especially when teaching is good.

147. The scheme of work is comprehensive and ensures sufficient guidance and progression throughout the school. Adventurous activities take place on a residential visit for older pupils in Key Stage 2. Part of the curriculum takes place at the local leisure centre and the centre's staff enhance the curriculum provision, such as training in trampolining for older pupils. Physical education is given appropriate attention in both key stages, which is an improvement on the last report. Recently the opportunities to take part in inter-school team sports have greatly improved. At present, most matches are friendly, but the school has registered with the Fareham Sports' Association for the next academic year.

148. The enthusiastic co-ordinator, who was appointed in September 2000, has had a positive impact on the subject, by offering good advice, raising the profile of the subject and upgrading the quality and amount of resources. The school has satisfactory facilities for physical education, including a hall, a large tarmaced area and a grassed area for games. Small apparatus for outdoor activities is of a good quality and sufficient. The amount of gymnastic apparatus is unsatisfactory and many of the mats are in a poor state. The paucity of apparatus to jump from various heights limits the development of gymnastics in certain aspects.

149. The capacity for the school to improve its physical education provision is good.

## RELIGIOUS EDUCATION

150. At the time of the previous inspection attainment was judged to be of a good standard by the end of Key Stage 2. Evidence from this inspection shows that standards are in line with the requirements of the Locally Agreed Syllabus for religious education throughout both key stages. Pupils' progress in their learning is satisfactory overall. Pupils study the faiths of Christianity, Buddhism, Hinduism and Islam. Their knowledge and understanding is strongest in Christianity, particularly at Key Stage 1.

151. Pupils in Year 6 study sacred texts. They are familiar with the Bible and are learning about the Qur'an and Torah. They understand that these texts are important and special to the faiths from which they come. The majority of work seen at Key Stage 1 is from the Christian faith apart from some sketches of Jewish artefacts in Year 2 sketchbooks. Work seen from Key Stage 2 books includes Judaism and Buddhism. Pupils in Year 2 explore their ideas about God and the questions they would like to ask. They listen attentively to the story of Jonah and respond reflectively to questions about how Jonah might have felt when God asked him to help. Pupils in Year 5 discuss the moral issues in the story of the Good Samaritan with sensitivity and insight. They relate these imaginatively to their own present day experience and understand the relevance of the story to life in the twenty-first century. Discussion with a group of pupils in Year 6 shows that they are more confident in their knowledge of Christianity than other faith traditions although they are familiar with the Hindu Festival of Light, Diwali and the story of Rama and Sita.

152. The quality of teaching is good overall. This has been maintained since the previous inspection, although many new teachers now work in the school. Teachers plan well, inform pupils of the learning objectives, use resources well and have appropriate expectations of pupils whom they manage well. In the more effective lessons, as in a lesson in Year 2 taken by a supply teacher, the teacher maintains a calm, reflective approach which encourages the pupils to think about the issues involved in the lesson. Other teachers, including the Year 5 teacher working with the story of the Good Samaritan, challenge pupils to respond thoughtfully to the story to understand what Jesus was teaching when he told it.

153. A range of good quality resources is stored in a corridor and easily accessible to all staff. There are topic boxes for Christianity, Judaism, Hinduism and Buddhism and resource books to help teachers with their planning. A corridor display shows Hindu festivals and symbols. There is chart showing the dates for the important festivals in each faith for this year. Each classroom has a range of Bibles. The previous co-ordinator produced a detailed scheme of work, based on the Locally Agreed Syllabus, showing the work to be done by each class in each term. The Year 5 and 6 classes are using units from the Qualification and Curriculum Authority's scheme of work. The new co-ordinator has updated the portfolio, which has work from Years 1 to 6 that has been assessed against criteria supplied by the local authority. Much of this work is Christian based, although other faiths are represented. The school has good links with the local Church of England church and has had visits from parents to talk about their faiths including Hinduism and Judaism.