

INSPECTION REPORT

FERNHURST JUNIOR SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116221

Headteacher: Sandra Lawlor

Reporting inspector: Brian Espiner
30600

Dates of inspection: 15 - 18 April 2002

Inspection number: 194789

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Francis Avenue Portsmouth
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Smith
Date of previous inspection:	16 -19 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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30600	Brian Espiner	Registered inspector	Science	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
0937	Roy Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24342	Denise Franklin	Team inspector	English Religious education	
25428	Garth Muton	Team inspector	Mathematics Music Physical education	
21357	Peter Lewis	Team inspector	Information and communication technology Art and design Design and technology English as an additional Language	
22831	Clive Lewis	Team inspector	Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fernhurst Junior School is a large mixed community school in a Victorian area of Portsmouth. There are 389 pupils on roll, 42 of whom (11 per cent) are from ethnic minorities, mainly of Bangladeshi heritage. These pupils come from homes where English is an additional language, their main languages being Bengali, Urdu, Punjabi and Arabic. Only a few are at an early stage of learning English. There are 124 pupils (32 per cent) on the school's register of special educational needs (SEN), an above average proportion. Four pupils (1 per cent) have a Statement of Special Educational Need, which is about average. Sixty-four pupils (16.4 per cent) have free school meals, an average proportion. Attainment on entry is generally below average.

HOW GOOD THE SCHOOL IS

The school gives its pupils a sound education. Standards are improving, and in the last two years the proportion of Year 6 pupils reaching expected levels has improved considerably. Teaching and learning are satisfactory, and often good. Leadership and management are sound overall. The school provides satisfactory value for money.

What the school does well

- The headteacher leads and manages the school very well.
- Pupils' progress is good, and sometimes very good, in English, art and geography, and for those with SEN and English as an additional language (EAL).
- Pupils' attitudes, behaviour, personal development and relationships are all good.
- The school's atmosphere and systems ensure that there is little oppressive behaviour, bullying, sexism or racism.
- The school's relationships with partner institutions are very good.
- Provision for pupils' personal development is good, particularly for their moral and social development.
- The headteacher has a very good knowledge of what needs to be done for the school to improve, and the school improvement plan is very well thought out.
- Financial planning supports educational priorities well.

What could be improved

- Standards, particularly in mathematics, science and information and communication technology (ICT), are below expectations, and progress in mathematics is unsatisfactory.
- Assessment information is not always used effectively to improve standards.
- Curricular planning in some years is not consistent from class to class.
- More-able pupils are not achieving highly enough in core subjects and teachers do not always have high enough expectations of what these pupils are capable of.
- The governing body is not effective in fulfilling some of its responsibilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. There were three major recommendations, and all have been tackled at least satisfactorily. Standards have risen in line with the national trend over the last four years, and the rise has been above the national trend in the last two years. Teaching and learning have improved. The National Literacy and Numeracy Strategies have been introduced successfully. Improvement has been satisfactory overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	C
Mathematics	D	E	D	E
Science	D	E	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In all three subjects, the proportion of pupils reaching the higher Level 5 in the tests was below or well below average, and this brought down the overall results. In mathematics, the proportion reaching the expected Level 4 was also below average. The situation remains unchanged, with attainment in line with the national average in English, and below average in mathematics and science. Attainment is also below national expectations in ICT, design and technology (DT) and music. It is above expectations in art, and broadly in line in the other subjects. Pupils enter the school with attainment that is generally below average, and well below average in ICT and music. Their progress is at least satisfactory in every subject except mathematics. The large number of pupils with SEN make good progress, as do pupils with EAL. The school, in consultation with the local education authority (LEA), has challenging annual targets for the proportion of pupils reaching the expected level in English and mathematics. The target for English should be reached this year, but the target for mathematics is rather high and unlikely to be achieved. The targets for next year are very ambitious and are unlikely to be realised.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good, largely because all adults in the school work hard to ensure that pupils behave well.
Personal development and relationships	These are good. Pupils are given responsibility, and respond well. Boys and girls, and pupils of different ethnic backgrounds, work and play happily together.
Attendance	Attendance is satisfactory, although some parents take their children away on holiday in term-time. Pupils are generally punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 - 6
Quality of teaching	Satisfactory

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

Only two observed lessons were unsatisfactory. About half the teaching and learning is good, with good and very good lessons seen in every year. One lesson, in Year 5 mathematics, was excellent. Teachers' management of classes is good, as is the use of homework. Teachers' planning is not always effective, with different coverage in some classes in the same year, and not enough planning for individual needs, particularly for more-able pupils. Teachers share the purpose of the lesson with pupils, so they know exactly what they are trying to learn and this helps them achieve well. Teaching and learning are good in English and satisfactory in mathematics. The basic skills of literacy and numeracy are taught satisfactorily. Pupils with SEN and EAL learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory. All elements of the National Curriculum and the locally agreed syllabus for religious education (RE) are taught. The curriculum is supported and extended by a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	This is good. Teachers and support staff have a good knowledge of the special needs of individuals, and respond appropriately.
Provision for pupils with English as an additional language	This is good. The school is well supported by the LEA. Needs are analysed quickly and well. Pupils at an early stage of learning English are successfully helped by speakers of their first language.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for spiritual and cultural development is satisfactory. For moral development, provision is good, and consequently pupils have a good understanding of right and wrong. Provision for social development is also good, with pupils living and working together in harmony. Overall, provision for personal development is good.
How well the school cares for its pupils	The school takes the welfare of pupils very seriously. Procedures for promoting acceptable behaviour are good, and successful. Academic assessment is not used well enough to plan for individual needs, especially for the more able.

Parents are not involved enough in the life of the school. A few come into school to help on a regular basis, and the school values their contribution greatly. The school's links with parents are unsatisfactory, and this is not primarily the fault of the school, which tries hard to include everybody. When parents' concerns are well founded, the school sets about putting these things right with a purpose. For example, the vice-chair of the governing body, a parent governor herself, set up a parents' forum to consider parents' concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is highly competent, dedicated and hard-working, and does a very good job under sometimes difficult circumstances. Subject co-ordinators are also competent and hard working. Not all year leaders are carrying out their duties satisfactorily.
How well the governors fulfil their responsibilities	Not all governors know the full extent of their responsibilities. Nor are they fully aware of where the school could improve. Governors generally need more training.
The school's evaluation of its performance	Evaluation is good, and taking effective action is satisfactory. The headteacher uses statistics well to find out where the school should improve.
The strategic use of resources	This is good. The governors' finance committee is well led, and the committee is astute in its application of the principles of best value (comparison, competition, challenge and consultation).

Staffing matches the needs of the curriculum. Accommodation is satisfactory overall, with large, airy classrooms, a good 'wild' area with two ponds, a science area hand-built by teaching staff, and an excellent library. These are countered by inadequate toilets, no grassed area for sports, walls needing pointing, and a leaky roof. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and do their best. • Children like school. • The school helps children to become mature and responsible. • The teaching is good. • Children behave well. • Children make good progress. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of activities outside lessons. • Children do not get the right amount of work to do at home. • The school does not work closely with parents. • Parents are not kept well informed about how their children are getting on.

The inspection team is happy to agree with parents' positive views of the school. Activities outside lessons include trips, residential visits, and visitors to the school. It was clear from letters received and from the parents' meeting that parents assumed that the question referred to school clubs only. Even here, provision is satisfactory. Homework, including reading, adds a lot to pupils' learning, and is good. Pupils know when they will get it and when they have to hand it in or be tested on it. The use of homework diaries is inconsistent, and needs improving. The quality of information supplied to parents about their children's progress is satisfactory. The inspection team agrees that the school does not work closely enough with parents, but sees this as a two-way process, and parents also need to become more involved with the work of the school. At the parents' meeting, concerns were raised about girls and boys changing together for physical education (PE) in the upper school. The inspection team agrees that boys and girls in Years 5 and 6 should change separately. Other

concerns raised at the parents' meetings, such as a perceived lack of access to toilets at break and lunchtimes, were not substantiated by inspection evidence.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national tests for Year 6 pupils in 2001, standards were in line with the national average in English, and below average in mathematics and science. Compared with schools with a similar proportion of free school meals, attainment was average in English and well below average in mathematics and science. However, this comparison is limited in its usefulness. School documents, and letters and other comments from parents, show that school dinners have been poor in the past, so some who are entitled to free school meals have not applied. Statistics from the LEA show that deprivation in the area is worse than that suggested by the numbers taking free school meals, confirming the unreliability of this comparison. In the 2001 tests, the proportion of Year 6 pupils reaching the higher Level 5 of the National Curriculum was below the national average in English and science, and well below average in mathematics. This has the effect of bringing down overall grades. Girls have done better than boys in English over the last few years, reflecting the national trend. They have also done better in mathematics, but the inspection team can find no reason for this. There has been no difference in science. Pupils who have EAL achieve as well as native speakers. Inspection findings confirm these test results.
2. Over time, standards are rising in line with national trends, and have been since the present headteacher took up her position. In the year following the last inspection, before her appointment, results had fallen dramatically, for a generally less-able Year 6 with a high number of pupils with SEN. In consultation with the LEA, the school sets challenging targets each year for the proportion of pupils reaching the expected Level 4 in national tests. This year the school should reach the target for English, but the target for mathematics is rather high and is therefore unlikely to be achieved. The school is also unlikely to achieve the targets for both subjects next year.
3. Standards in English are in line with national expectations and pupils generally make good progress, although the numbers reaching Level 5 are below average in reading and writing. Standards in speaking and listening are in line with expectations, and pupils readily offer opinions. Throughout the school, pupils listen attentively and follow instructions. In reading, standards are as expected, and most read fluently and accurately in a range of situations. However, the more able are not challenged enough and few pupils can name a range of authors or express opinions on their work. Library skills are good. All classes are timetabled to use the library, and pupils use it well for pleasure and research. Standards in writing reach expectations and pupils write for a range of purposes, including diaries, play scripts, poetry and writing to inform and persuade, as well as prose fiction. Handwriting, presentation and spelling are satisfactory, as are standards in the basic skills of literacy.
4. Attainment in mathematics is below average. Although most Year 6 pupils reach the nationally expected Level 4, too few pupils reach Level 5. Most pupils, including those with SEN, have a satisfactory knowledge and understanding of the basic skills of numeracy, including multiplication tables. However, many pupils have difficulty in applying these skills to solve problems, especially those problems with more than one simple stage. Knowledge and understanding of place value in whole numbers is generally good, but this is not transferred to decimals. Many pupils have difficulty in converting fractions to decimals and percentages. They know metric units of measurement, but are often unsure of the basic metric equivalents. Skills in data

handling are below average, and pupils are not given enough opportunities to use ICT to support their learning in this area.

5. In science, standards are satisfactory for the majority of pupils in all areas, although again the more able are not challenged enough, and so the numbers reaching Level 5 are too low, bringing down overall attainment to below average. For example, only one case was found in the analysis of Year 6 work where more-able pupils were required to design their own experiment and select their equipment. Year 6 pupils have a good knowledge and understanding of the solar system. Standards in ICT are below expectations. The school has not placed enough emphasis on the subject in the past. Although provision is now much better, there has not been enough time for this to raise standards significantly.
6. There are two other subjects in which standards are below expectations. In DT, students making skills are as expected for their age, but there is not enough emphasis on the design process, so standards here are too low, bringing down overall DT standards to below expectations. Pupils have a limited knowledge of the range of music and of musical vocabulary. They enter school with poor skills in rhythm and many are not able to sing in tune. Some who can hold a tune sing in the wrong key.
7. Standards in art are above expectations. By the time pupils reach Year 6, their work is accurate and closely observed. They use a good range of methods in their sketchbooks and in finished products. In all other subjects, standards are in line with expectations. In geography, pupils compare Portsmouth and Southsea with other locations such as Wickham, and can interpret and draw maps using Ordnance Survey symbols. They understand the reasons for settlement in various areas, and about water erosion and pollution. Pupils understand about the passage of time and the order of historical events. They have a good knowledge of the Tudors and a satisfactory knowledge and understanding of other periods and famous historical figures such as Dr Barnardo and Lord Shaftesbury. In PE, pupils leave the school with satisfactory skills in dance, gymnastics, games and swimming. Three-quarters of pupils can swim 25 metres unaided by the end of Year 5. Pupils have a sound understanding of Christianity and some knowledge of Islam and Sikhism.
8. Standards on entry to the school are generally below average, and well below average in music and ICT. Pupils' progress is satisfactory overall. It is good in English, art and geography, but unsatisfactory in mathematics and in the design part of DT. School records show that progress in the past has varied in different years, and was not as good in previous Year 3 classes as in the rest of the school. With a change and reorganisation of staffing, progress is now consistent from year to year. The school has a lower than average proportion of pupils reaching only the lower grades in national tests. Since the proportion of pupils with SEN is above average, these results show that they make good progress over time. All pupils identified as having SEN make good progress in relation to their abilities and their individual education plans (IEPs). Pupils with EAL achieve well in relation to their prior attainment. They make good progress as a result of the good quality of well planned support provided by support assistants attached to them, and of the co-ordinator. The progress of more-able pupils is unsatisfactory in English, mathematics and science. Not enough is expected of them, and teachers' planning does not cater sufficiently well for their individual needs.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning are good and the majority of pupils are eager to learn. They settle to work quickly in class and in well structured lessons teachers are able to capture their imagination and enthusiasm. This was demonstrated in a successful science lesson where the teacher made the lesson point come alive when two pupils in a 'tug of war' demonstrated the concept of a fair test. In such practical lessons, pupils work happily in pairs or groups, sharing equipment and information unselfishly and safely. Many pupils take pride in and make great efforts in improving their skills; for example, this was observed in perseverance in written work, demonstrated by one pupil with EAL. The majority of parents responding to the pre-inspection questionnaire agreed with the inspection findings that their children enjoyed the experience of being at school.
10. Standards of behaviour are consistently good throughout the school, which enables pupils to move forward with their learning. Pupils are aware of the school rules and expectations of them and do their best to follow them. Good behaviour is also now evident in the playground, where some lively activities are enjoyed. Although some incidents of aggressive behaviour have been recorded, these have been dealt with quickly and effectively by staff. At present there is one fixed term exclusion in force for problem behaviour, for which the correct procedures were followed by the headteacher in order to preserve the learning of the majority.
11. The quality of relationships between staff and pupils is good and pupils are polite, helpful and respectful. Pupils of different ages enjoy one another's company and there is an open and vibrant quality of racial harmony. Differing cultural backgrounds are accepted naturally by pupils, which adds to the positive atmosphere in the school.
12. Opportunities for developing initiative and responsibility in the school are good. Taking personal responsibility for their own actions is emphasised from Year 3 onwards and discussion groups are used to ensure pupils understand the effects of their actions on others. The school council meets every half term and the findings are duly considered in the decision making within the school. Older pupils take on responsibilities such as hearing younger ones read, helping to run the school library and ensuring that younger pupils are well integrated at break times.
13. Attendance rates are satisfactory. However, at present they are slightly lower than the national average for a school of this type and size. This has been caused by a number of parents taking their children on extended holidays during term-time. The importance of consistent attendance and the effect this has on children's learning is emphasised by the school. Registers are well maintained and staff treat late-comers seriously, with any disruptions being kept to a minimum. At the start of sessions the pupils settle to work quickly and lessons usually start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching and learning are satisfactory, with much that is good. Of 85 lessons seen, two were unsatisfactory, 39 (46 per cent) were satisfactory, 36 (42 per cent) were good, seven (eight per cent) were very good and one was excellent. Good and very good lessons were seen in every year. Teaching and learning are good in English, art and geography, and satisfactory in other subjects. A concern of a small number of parents was that teaching and learning varied considerably from year to year and from class to class. School statistics on progress show that this was true in the past, but teaching and learning are now at least satisfactory in all classes, and there is

consistency from year to year. This is largely due to the headteacher's astute deployment of staff.

15. Three aspects of teaching are consistently good throughout the school. Teachers manage classes well, and this results in the consistently good behaviour of pupils. Pupils know that they are expected to work hard and behave well, so they respond by doing exactly that. Homework is used well. Pupils know when they will get homework and when they will have to hand it in, or be tested on it in the case of, say, spelling or multiplication tables. Marking is conscientious and encouraging, and teachers usually, but not always, make suggestions for improvement. Teachers share the purpose of the lesson (the learning objectives) with pupils, so they always know what they have to learn, and this makes it easier for them to focus on the more important aspects.
16. Two areas of teaching are generally unsatisfactory. Teachers' expectations of what more-able pupils are capable of are often too low. Teachers do not always plan to meet their needs. Although pupils are setted according to their ability in English and mathematics in every year, there is little planning within the sets themselves to cater for individual needs, except in the case of pupils with SEN. In subjects where pupils are not setted, such as science, there is still little planning to extend the more able. This is not picked up by year leaders. Nor do some year leaders do anything to ensure that teachers' collective planning is actually followed through, and this results in some classes in some years being taught slightly different subject content or receiving a different depth of consideration. For example, one Year 6 class records about three-quarters of the amount of science as the other three classes, and more able pupils in this class are generally achieving only Level 4 of the science National Curriculum, where they should be achieving Level 5.
17. Teachers have a sound knowledge and understanding of the National Curriculum, the locally agreed syllabus for RE and the National Literacy and Numeracy Strategies, and all lessons are underpinned by this. The basic skills of literacy and numeracy are learnt satisfactorily across the curriculum, but the basic skills of ICT are not promoted well enough in other subjects, nor used well enough to enrich and extend pupils' learning in those subjects.
18. Methods of teaching are generally based on the National Literacy and Numeracy Strategies in most subjects, and are usually effective. A good feature is that teachers revisit the learning objectives at the end of the lesson in order to gauge whether their teaching has been effective or not, and for pupils to calculate their own progress. The pace of lessons is generally satisfactory. Pupils are kept engaged by things they find interesting, so lessons are productive. Resources are used appropriately to keep pupils' interest and help learning. Support staff are deployed well, helping those who need it.
19. Pupils generally acquire knowledge, skills and understanding satisfactorily, and often well. They try hard and concentrate on what they have to do. Learning for most pupils is helped by teachers having a sound knowledge of what they can do in English and, to some extent, in mathematics. This affects teachers' questioning, which they generally direct well, asking harder questions of pupils they know will be challenged by them. However, the questioning does not always challenge or extend underlying knowledge and understanding in other subjects such as science, especially with the more able.

20. The good aspects of teaching and learning are exemplified well by the excellent Year 5 mathematics lesson. The teacher's own very good subject knowledge was apparent. Quick, challenging questions elicited multiplication facts and strategies exceptionally well. The various parts of the lesson were well linked. Pupils enjoyed the challenge and were encouraged to think carefully. The use of correct vocabulary (eg 'integer', 'operation', 'negative') was emphasised, supporting literacy development. All pupils were fully included in the lesson, and the teacher had high expectations of their work rate and of what they could do. Different tasks were given to pupils dependent on their prior attainment. Pace was kept up throughout, with pupils showing a clear commitment to succeed and thoroughly enjoying their learning.
21. Teachers meet the needs of SEN pupils with good quality support and, particularly in mathematics and English lessons, tasks matched to their needs. The special educational needs co-ordinator (SENCO) interacts well with teachers and support staff, all of whom have received appropriate training. Learning support assistants work well with class teachers. They are informed of lesson content in advance of lessons, contribute well to the assessment and monitoring of pupils' progress and provide pupils with an appropriate blend of help and challenge. Support for pupils with Statements of Special Educational Need is good and pupils with SEN are integrated very well into the school community. The teaching of pupils with EAL is generally good. Teachers ensure that teaching methods and resources meet the needs of these pupils. Assessment is used well to modify the tasks in which they are involved to meet individual needs and they learn well alongside their fellow pupils as a result of the good levels of planned support they receive from their teachers and learning support assistants.

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

22. The school provides a broad and well-balanced curriculum with an appropriate range of worthwhile learning opportunities which successfully meet the interests, aptitudes and special needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and RE. There are appropriate, largely nationally recommended, schemes of work in place for all curriculum subjects and these provide secure continuity and progression in learning and appropriate guidance to teachers.
23. Arrangements for identifying and supporting pupils with SEN are good. A detailed and comprehensive register of SEN is kept by the SENCO and appropriate IEPs are provided for pupils on the register, written by the SENCO in co-operation with class teachers and learning support assistants. The provision of additional support for pupils with Statements of Special Educational Need is of good quality. At the time of the last inspection, there was a considerable amount of withdrawal of pupils for support outside the classroom and this was a significant issue, particularly in regard to equal access to the curriculum for pupils with SEN. This situation has been successfully reviewed and revised so that with rare exceptions - for example when individual pupils are withdrawn from the classroom to receive support from outside agencies for specific physical or learning need - all support is undertaken within the classroom. The positive atmosphere of the school and the good relationships promote the effective inclusion of pupils with SEN into every aspect of the school's life.
24. The school has implemented the government's recommended National Literacy and Numeracy Strategies satisfactorily. In most cases, planning and teaching take

appropriate account of the recommendations both for lesson format and for lesson content although there are some inconsistencies between parallel classes in the amount of, for example, English taught. A satisfactory range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year, including the school choir, judo and seasonal sporting activities such as tennis in the Summer term. A satisfactory programme of additional educational visits is provided to enhance learning with field trip visits for each year for geography and history topics, and a 'study week' is organised for Year 6 pupils.

25. The school makes satisfactory provision for educational inclusion for its pupils in terms of gender, ethnicity and SEN through the provision of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum provided by the school and appropriate role-models are provided within the school in terms of gender. The school carefully analyses the assessment data gathered from testing in terms of gender and race. This constitutes good progress since the previous inspection where equal opportunities was a key issue for the school to tackle. The school offers appropriate levels of provision and support for all pupils with EAL. It provides them with an appropriate curriculum, through well-planned class activities, through the very good management of the SENCO, supported by class teachers and support staff, and with the Ethnic Minorities Achievement Service teacher providing appropriate resources or guidance on request.
26. The school makes good provision for pupils' personal, social and health education (PSHE) through class and whole school assemblies, the PSHE weekly lessons and the science and RE curriculum. A satisfactory programme of visits and visitors makes an appropriate contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has made a clear statement regarding the provision of sex education and the school nurse visits the school to talk to pupils.
27. The school has satisfactory links with the local community and an appropriate range of visitors such as local police officers, a local dentist, an architect, musical groups, authors and artists bring their expertise to the school and work with the pupils. The school has good relationships with the adjacent infant 'feeder' schools. There are good links with the local secondary school to which many pupils move at the end of Year 6 and with local teacher training colleges and the LEA.
28. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. The provision for their spiritual development is satisfactory. Through the curriculum, the rolling programme of whole-school assembly themes and the timetabled PSHE activities, the school provides pupils with knowledge and insight into values and beliefs and enables them to reflect on their own and others' experiences. The school complies with statutory regulations for a daily act of collective worship, and uses assembly times well to reflect on national and international issues and events.
29. Provision for pupils' moral development is good. There is a strong, clear whole-school ethos and a moral code for good behaviour, which is promoted consistently throughout the school by all school staff, who provide good role models. Principles distinguishing right from wrong are taught well and consistently. Classroom rules negotiated with the pupils, the 'Ten Step Guide to Good Behaviour' award scheme, behaviour record cards and awards for exemplary behaviour further enhance provision for pupils' moral development.

30. Provision for pupils' social development is good. From the time they enter the school, pupils are encouraged to work co-operatively, take responsibility for their work and for others, and be as independent as possible. Responsibilities increase appropriately as pupils get older. The school council has been actively involved in improving the quality of school meals, meeting a representative of the provider and asking a range of questions such as "Why can't we have chips every day?" and "Can we have squash on the tables?" - the latter was agreed to.
31. The provision for pupils' cultural development is satisfactory. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local events and visiting local historical and cultural sites. They are given regular opportunities to develop an understanding of the diversity of other cultures through stories in literacy lessons, art from other cultures, and other religions in lessons. During the school year an appropriate range of visitors talk to, perform for and work with the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school is a caring organisation and the overall provision for the welfare of its pupils is good. Teachers and support staff know the pupils and their families well and deal sensitively with any problems that arise. Classroom assistants are enthusiastic and very committed to improving attainment levels, and they provide invaluable support to individual pupils. The pastoral care provided by staff is good. Discussion groups are used effectively by class teachers throughout the school in encouraging pupils to take responsibility for their actions, as well as a vehicle for pupils to communicate any fears or concerns in a non-threatening climate. The current practice of shared changing facilities for pupils in Years 5 and 6 is unsatisfactory and other arrangements need to be made.
33. The arrangements for behaviour management are good. The ten-step behaviour guide is comprehensive and well understood by pupils and parents. Good behaviour is reinforced through a system of rewards and noteworthy examples of good behaviour receive achievement awards at whole-school assemblies. The pupils are aware of the concepts of good and poor behaviour and contribute to establishing their own class rules. Clear records are kept of any incidents involving poor behaviour and tracking sheets are used by year group leaders. No incidences of aggression, bullying or racism were noted during the inspection and pupils commented very positively about the lack of racism in the school. Over the past year the school has excluded for fixed periods a very small number of pupils for reasons of poor behaviour. Recognised correct procedures have been followed in these cases and pupils have been effectively reintegrated into school life on their return. There exists an anti-bullying policy, which is effectively applied across the school. There is no formal procedure for monitoring the personal development of pupils; however, informal arrangements, which rely heavily on class teachers' personal knowledge of their pupils, are good and allow useful comments to be made on pupils' annual reports. Staff use all opportunities to boost the confidence and self esteem of the pupils in their care, and those who are unsure of their potential are able to join the lunchtime 'You can do it' club.
34. The school records attendance electronically and regularly monitors absence patterns. Parents are made aware of their responsibility to notify the school in the event of their child's absence but a small number of parents take children on extended holidays during term-time.

35. The school has well-established health and safety procedures and regular safety audits and risk assessments take place, with fire drills taking place each term. The school is also successful in promoting health issues, for example during lessons such as PE and DT.
36. There is an effective child protection policy in operation. The designated person was trained and delivered awareness training to the school staff, so that class teachers became fully aware of their responsibilities in this area. This training now needs to be repeated for recently appointed staff.
37. The school's procedures for assessing attainment and progress are satisfactory and are being well developed and implemented by the headteacher. Similarly, the systems used to identify, assess, support and review pupils' SEN are good, as are the procedures for assessing and supporting pupils with EAL. However, since the previous inspection, there has been insufficient progress in the use that the school makes of assessment information, particularly in subjects other than literacy and numeracy. Testing of pupils on entry to the school is used well in planning appropriate work and in assisting effectively in the early identification of children with SEN. The school now uses the results of a range of appropriate tests in helping to assess attainment at the end of Years 3, 4 and 5, and a good start has been made in collecting and analysing this data in order to assess the progress made by pupils in English and mathematics.
38. Teachers' planning in English generally reflects the information that is gained from assessment and work is generally well matched to the differing needs of pupils. In other subjects, the school recognises that the use made of assessment information in planning appropriate work is inconsistent and is developing and trialling appropriate assessment schemes in mathematics and science. These have the potential to provide the school with a good range of information against which it can be assured that teachers plan work that is accurately matched to pupils' needs and abilities and to set targets for individual pupils. Data has recently been shared with staff and they have been given appropriate levels of support in making use of this in analysing trends in performance and in target-setting. Marking of pupils' work is usually undertaken but sometimes fails to indicate where improvement is required or how success may be achieved. Assessments have begun to lead to individual target-setting in English which, although only recently established, is beginning to help pupils understand the small steps that are needed in order to make improvement. The lack of assessment information in the non-core subjects means that pupils' annual written reports identify less clearly what pupils do well and where they need to improve as teachers do not have sufficiently detailed information other than their knowledge of the work that pupils have undertaken.
39. The planning of work for pupils with SEN is based well on assessment information, and is closely linked to the progress they make against targets. The SENCO is a skilled practitioner with a very good overview of SEN throughout the school. The school has, ahead of statutory requirements to do so, adopted most of the recommendations of the new 'Code of Practice for SEN'. As IEPs are reviewed, the SENCO and staff evaluate pupils' success in reaching targets and set new ones that are accurately based on their progress. The school meets the requirements outlined in pupils' Statements of Special Educational Need well. Assessment information is used well to identify the needs of pupils with EAL. An initial assessment is carried out by the SENCO, who liaises effectively with class teachers and with the Ethnic Minority Achievement Service. Pupils' progress is monitored carefully, and the gains that they have made are used well to inform the planning of appropriate work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The majority of parents view the school positively. There is, however, a small number of dissatisfied parents, which became apparent from both the parental questionnaire and the pre-inspection parents' meeting. Inspection finds that their dissatisfaction derives mainly from the ineffective nature of the parent-school communication process relating to some parents. The areas of particular dissatisfaction are concerned with pupils' homework, the school's links with parents and the provision for extra-curricular activities. The inspection evidence supported the view that the homework policy as communicated to parents is not adhered to by all teachers in respect to the use of homework diaries, and that the communication process with parents also needs to be improved, particularly in respect of feedback on complaints and consultation in decision making. Inspection findings did not support parents' views that the school does not provide an interesting range of extra-curricular activities and opinion was that provision for these was very much in line with similar schools. The inspection evidence also confirmed parents' views that the vast majority of pupils enjoy their time at school; that the school expects them to work hard; that the teaching is good and that pupils become more responsible as they move through the school. Findings also concur with parents' views that pupil behaviour in school is good, and that pupils make good progress.
41. The effectiveness of the school's links with parents is unsatisfactory in some respects and needs to be improved. Although the school has started to address this problem, a small number of parents have concerns which they feel the school has not addressed, whilst others feel they are not consulted about important decisions that the school makes. The school is aware of these concerns and has recently set up a parents' forum with the aim of widening parental understanding of the way the school works, and providing a more formal input into the school's decision making process. To date this small body of parents has developed a questionnaire to find out parents' perceptions of the school and results from the returns have now been collated and analysed. The next meeting of the forum will discuss this analysis and develop an action plan to place before the governors. The inspection team agrees that the school needs to further encourage active participation of more parents in school life. At present a small number of parents regularly help in school with art, hearing reading, and helping to supervise out of school visits. One parent also designed and painted the excellent wall decoration in the library, which provides the room with a vibrant atmosphere for pupil use. This help is very much appreciated by the school. The school has also recently completed a number of sessions for parents to help them with their children's learning in numeracy and literacy. Unfortunately these successful initiatives were attended by only a small number of parents. A welcome pack has been developed for parents of new pupils and the headteacher and governors are working hard to improve greater parental involvement.
42. The quality and scope of information provided to parents on curriculum topics and other school activities are satisfactory. The school prospectus and governors' annual report to parents are well constructed and contain all the required statutory information. Parents receive regular informative newsletters and important school policies (for example the school behaviour policy and homework policy). The return rate for the recent questionnaires was high and valuable information was collected which will allow the school to improve its effectiveness in links with parents. School reports are comprehensive and give parents a clear picture of their child's progress as well as providing targets for future improvement. These are supplemented by three formal interviews with parents on pupil performance. Homework is set

consistently across the school. However, the homework diaries provided for parents' input are not used by all class teachers and so a valuable channel of communication to some parents is lost. These parents also feel they miss an important chance to feed back comments to the school. Parents with children with SEN are fully involved in reviewing their children's educational plans, and feel well supported by the school.

43. There is an active and successful parent, teacher and friends' association, run by a very small number of dedicated parents and teachers. The association raises considerable funds to boost school resources. It has recently raised funds to buy a school minibus, which will improve the efficiency of transporting pupils on local visits and also allow participation in inter-school activities. The association is currently planning social and fundraising events for the summer. The school warmly appreciates this help and support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher is dedicated, hard working and highly competent, and she is ably supported by the deputy headteacher. Subject leaders are generally good, although not all co-ordinators monitor the teaching and learning of their subjects. They are given non-contact time to carry out audits and formulate subject action plans. The effectiveness of year leaders is limited. They do not appraise the teachers in their year as part of the annual cycle of performance management, and they need training in this role. Not all year leaders are effective in monitoring teachers' planning or pupils' learning in their years. This has contributed in the past to different rates of pupils' progress in different years. Even now, one Year 6 class does more history and geography than the others, and less science, and the amount time given to English varies from class to class in Year 5. Year leaders have not ensured that teachers all use the homework diary effectively.
45. The headteacher took up the position a year after the last inspection. During that time, standards had apparently plummeted, especially in mathematics. Since her appointment, standards have improved in line with national trends. All the key recommendations of the last inspection have been carried out. The National Literacy and Numeracy Strategies have been introduced successfully. In order to improve standards in ICT, a computer suite has been built and sensible arrangements made for its maintenance. Teachers have undergone the New Opportunities Fund training in ICT, although this was not entirely successful. The headteacher is currently arranging an audit of needs in order to give more training to staff where necessary. The government's initiative in performance management has been followed up successfully. The headteacher continues to work hard to increase the team spirit of the staff. The school has appointed and promoted competent and hard-working members of staff, but some teachers and governors are resistant to change. Although there is a commitment to improve, there is sometimes disagreement on how this should be done. This would weaken the school's capacity to succeed were it not for the strength and determination of the headteacher. Along with the more dynamic governors and members of staff, she ensures that the school's aims and values are reflected well in its work.
46. Staffing matches the demands of the curriculum. In the past, the school has had staffing difficulties, especially concerning job sharing. Most of these difficulties have been overcome with staff changes, although during the inspection one teacher was surprised that her shared class already knew some facts, given to them previously by the other class teacher - a common problem in class job-shares.

47. The school cares well for its pupils needing particular care and attention. The SENCO reviews all pupils' IEPs and teachers and learning support assistants review pupils' targets and progress towards these regularly and formally on a termly basis. Parents are kept well informed and copies of pupils' IEPs are provided for parents and are sent home to parents if they cannot attend meetings organised in school. The management of provision for pupils with EAL is undertaken well by the SENCO. There is a good team approach amongst staff that supports the good provision for identified pupils. A key feature of this teamwork is the shared commitment to raising standards against specific targets through good collaboration between teachers and support staff. Funding for EAL is used prudently. The decision to pay for identified time for a bilingual support assistant is having a positive impact on the good levels of assessment of pupils with EAL and on the progress that they make.
48. Classes are large because of the school's intake of 105 per year, which the LEA has recently agreed should be reduced to 90. The school neatly gets over this problem in English and mathematics by ensuring that all years have four sets, with the extra set being taken by the deputy headteacher, the SENCO, and a part-time teacher. Teachers' strengths are used well; for example, two Year 6 classes swap teaching for ICT and to enable pupils to experience greater expertise in both areas. Learning support staff are deployed well, with one learning support assistant in each class in the lower school, and one per year in the upper school. New staff are inducted well and all are assigned a mentor. The school has a student working full time as part of the graduate trainee programme of Chichester University College, and the college is very complimentary about the school's support and contribution. Other initial teacher training students, from Chichester and King Alfred's University College, Winchester, regularly use the school for teaching practice, and the school does a good job in supporting them.
49. The school's strategy for performance management is good. All teachers are observed in the classroom on a regular basis. The annual cycle of performance management is part of the school's culture, and all parts are well linked. Annual appraisal is informed by the observation of teaching. Yearly targets are given to all teachers, based on the needs of the school and the needs of individuals, and this is all linked well to teachers' continuing professional development and training. The headteacher and deputy headteacher have too big a workload in appraisal, and most of this should be delegated to year leaders. The school evaluates its performance well. The headteacher uses performance data from annual optional tests, from statutory tests taken by entrants and from the school's own national test results. She uses this statistical information to show any variations in progress in different years, between boys and girls, or between pupils of different ethnic origin. The inspection team found that judgements in these areas were easier to make than usual, as the school had the information ready for the team before the inspection started. The school has not had time to use this information to raise standards, but it is used to guide school planning. The school improvement plan is very good. It is a three-year plan, annotated well at regular intervals, with all aspects covered, including time, cost, responsibility and success criteria. Targets are very well thought through, and the school acts well to meet them.
50. The governing body is not effective in fulfilling some of its duties, although governors are caring and committed. Some governors, such as the vice-chair and the chair of the finance committee, are highly competent and effective. Some are unsure of their roles and responsibilities. Most governors have an insufficient grasp either of the school's weaknesses or of what they should do to improve them. The importance of

governor training is not recognised to a sufficient extent. The governing body fulfils its statutory duties, but only just.

51. The school's finances are well managed and effectively deployed. The governors' finance committee regularly monitors and reviews the school's budget. Financial decisions are made against educational priorities formulated as part of the school improvement plan and are implemented by using the principles of best value. Funds have recently been used to provide extra teaching for Year 6 and extra classroom support across the school. A large carry-forward has been retained in order to fund the urgent internal redecoration and renovation work, which cannot be started until external repairs have been completed by the LEA. The day-to-day running of the office is efficient and unobtrusive. The school makes good use of new technology to monitor and control the large budget, the stock of library books and attendance statistics.

52. The school's internal accommodation is generous with large classrooms, which provide ample space for storage and group work. There are two large halls, which allow whole-class activities such as PE to take place in two classes simultaneously. Sections of the upper hall have been attractively developed to provide extra resource areas for subjects such as science. There is a very impressive new library, which is spacious and well equipped, allowing pupils a comfortable area in which to conduct independent research on class topics. The area can also be used as an extra classroom when required. The layout of the classrooms is used effectively to promote learning and the displays of pupils' work both in the classrooms and communal areas are of a high standard and reflect current school projects. Good use is made of the enclosed outside area, including a conservation section that provides a valuable resource for the science, geography and art curricula. The school lacks any large grassed area for playing team sports but in this respect the large, well-maintained playground is effectively used. Some of the internal decoration is in need of repair and the toilets are in urgent need of complete renovation. School funds are available and plans are in place for this work to commence, which unfortunately is not possible until work to stop leaks from the roof have been completed by the education authority. Apart from the roof, the majority of the front of the building is now in urgent need of repair. This not only produces a possible health and safety hazard from falling masonry, but also provides a poor impression to the general public. The caretaker and cleaning staff keep the school extremely clean and in good order.

53. The quality and range of resources to support and enhance teaching across the curriculum are satisfactory overall. Resources for English and art, and for teaching pupils with SEN, are good. The well-stocked and spacious library provides the school with an excellent resource across the curriculum and is often used during lunch breaks by pupils for private study. The new computer suite is well equipped but is not being used to its full potential. However, it is well utilised during lunch breaks when pupils, under supervision, can use the facility to enhance school work or to develop their computing skills with one of the large number of available programs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve further the school should:

- (1) Improve standards, particularly in mathematics, science and ICT, by:
 - more rigorous assessment of pupils' progress;
 - more consistent planning in year groups;
 - better evaluation of planning and learning by year leaders.(paragraphs 1, 4, 5, 16, 17, 24, 44)
- (2) Improve the standards reached by more-able pupils throughout the school by:
 - raising teachers' expectations of what more-able pupils are capable of;
 - extending the effective tracking of the progress of individual pupils in English to mathematics, science and ICT;
 - using assessment to plan effectively for individual needs.(paragraphs 1, 3, 4, 5, 8, 16, 19)
- (3) Improve the effectiveness of the governing body in shaping the direction of the school by:
 - improving governors' understanding of the school's strengths and weaknesses;
 - improving governors' understanding of their roles and responsibilities;
 - arranging training for governors where necessary.(paragraph 50)

Other things the school should consider:

- Ensure that marking includes suggestions for improvement wherever necessary.
(paragraphs 15, 38)
- Take further measures to involve parents more fully in the life of the school.
(paragraphs 40, 41)
- Ensure that all staff follow the homework policy, particularly in regard to the use of homework diaries.
(paragraphs 40, 42, 44)
- Delegate staff appraisal to year leaders and arrange suitable training for this to be carried out effectively.
(paragraphs 44, 49)
- Make arrangements for girls and boys in Years 5 and 6 to change separately for PE.
(paragraph 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	120

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	36	39	2	0	0
Percentage	1	8	42	46	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	389
Number of full-time pupils known to be eligible for free school meals	64
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	124
English as an additional language	No of pupils
Number of pupils with English as an additional language	42
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	24

FTE means full-time equivalent.

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	52	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	30
	Girls	45	30	44
	Total	72	54	74
Percentage of pupils at NC level 4 or above	School	81 (59)	61 (52)	83 (62)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	30
	Girls	43	36	43
	Total	72	66	73
Percentage of pupils at NC level 4 or above	School	81 (52)	74 (51)	82 (54)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	3
Indian	3
Pakistani	2
Bangladeshi	34
Chinese	1
White	340
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	23.7
Average class size	29.9

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	216

Financial information

Financial year	2000-2001
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	£
Total income	839,620
Total expenditure	835,903
Expenditure per pupil	2,193
Balance brought forward from previous year	50,654
Balance carried forward to next year	37,371

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	389
Number of questionnaires returned	158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	46	6	4	1
My child is making good progress in school.	31	54	9	3	2
Behaviour in the school is good.	34	53	8	1	4
My child gets the right amount of work to do at home.	16	45	30	6	3
The teaching is good.	35	54	3	2	6
I am kept well informed about how my child is getting on.	26	46	22	4	1
I would feel comfortable about approaching the school with questions or a problem.	40	39	15	3	3
The school expects my child to work hard and achieve his or her best.	44	49	3	1	4
The school works closely with parents.	23	42	25	5	4
The school is well led and managed.	30	43	11	4	12
The school is helping my child become mature and responsible.	37	52	5	3	4
The school provides an interesting range of activities outside lessons.	13	28	35	15	9

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

ENGLISH

55. Standards in English are average by the end of Year 6 and all pupils make good progress in their learning. Standards have been maintained since the last inspection. Following a dip in standards in 1998, due to a high proportion of pupils of lower ability moving into the area, the trend since has been one of steady improvement. The National Literacy Strategy and the school's policy to teach pupils in classes according to their ability for literacy are having a positive impact on standards. Greater use and understanding of assessment have enabled the school to set realistic targets both for the end of Year 6 and for individual pupils, and assessment supports learning well. The quality of teaching and learning in literacy is good overall. Classroom assistants and bilingual assistants are well deployed within the classroom to ensure the individual needs of pupils are fully met. Girls perform better than boys do, but the school is using a range of strategies, including purchasing a range of books, both non-fiction and fiction, to encourage boys to have a greater interest in reading.
56. By the end of Year 6 pupils' attainment in speaking and listening is as expected and they can satisfactorily give opinions in a range of situations. For example higher attaining pupils in Year 6 talk confidently about the style of individual poets and the moods depicted in their poems. They are well able to engage the interest of the listeners, make their points clearly and comment positively on the views of others. Average pupils share their ideas for a poem about water and lower attaining pupils show their understanding of the main points in a story. Most pupils confidently join in discussions about moral issues during RE lessons, showing a great deal of thought when giving opinions, which are listened to carefully and valued by their peers. Pupils in Year 3 confidently discussed the behaviour and feelings of the main characters in their story. In the same year, pupils who find learning difficult were beginning to retell a story to an adult, using a set of pictures. By the end of the key stage most pupils can talk in detail about their experiences using appropriate vocabulary that engages the listener.
57. By the end of Year 6, pupils' attainment in reading is average, although there is limited evidence of pupils reading beyond that expected for their age. There is very little monitoring of pupils' choice of reading and as a result the more-able pupils are often not sufficiently extended. Home/school reading logs are used effectively with younger pupils. Most pupils read fluently and accurately in a range of situations. For example, younger pupils confidently joined in reading the text during shared reading sessions and pupils in Year 6 satisfactorily captured the feelings and mood of the poet when reading poems aloud. They know that the use of the voice, in various ways, can alter the meaning of text. One pupil commented that the rhythm of the poem, as she read it to herself, reminded her of 'a person walking around'. Many are able to refer to the text when explaining their views. Pupils in Year 4 are able to join in reading a range of poetry, mainly accurately, and in Year 5 most pupils can identify the important facts in a piece of non-fiction text. Throughout the school, pupils are generally enthusiastic about reading. This was particularly evident during a Year 6 lesson, where a group of pupils who find learning difficult were extremely eager to share extracts from one particular book, which they were reading together. Other pupils talked enthusiastically about an author who had recently visited the city to promote her books. However, few pupils were able to name a number of different authors or to express an opinion about a range of authors.

58. Library skills are good and by the end of Year 6 pupils can explain clearly exactly how the school library is organised. They confidently use the library for both pleasure and research. This includes the use of ICT for research and for keeping a record of books on loan. The library has recently been refurbished and pupils are very proud of it. It is used well by all classes to teach and develop library skills and as a result pupils of all ages know and understand how to use the library. This is an excellent resource for the school and pupils' achievement is good.
59. Standards in writing are average by the end of Year 6 and all pupils, including those with SEN and those with EAL, are making good progress because teaching is good overall. Many pupils write for a satisfactory range of purposes, using increasingly adventurous language that engages the reader. This includes autobiographies, diary writing, play scripts and work on classical literature such as *Othello*. In Year 3, higher attaining pupils begin to write a set of instructions for making beans on toast. Most have a satisfactory understanding of the common format for instruction writing. Average pupils identify pronouns in a piece of text and lower attainers can write at least one sentence to describe the characters in the story. Pupils who find learning difficult can write a simple sentence, matching each picture to retell a story. In Year 4, pupils can change simple statements into questions and investigate the occurrence of the letters 'k' or 'v' in words. Some higher attaining pupils begin to identify patterns in the words and try to find common spelling rules. Higher attaining pupils also produced interesting poems during a guided writing session, using the style of one poet. Some pupils in Year 5 can answer questions using a piece of information text about an animal sanctuary, while others prepare a poster to advertise an event for raising money to support the work of the sanctuary. In Year 6, some groups of pupils focused on consolidating their grammar skills, including work on suffixes and prepositions, which they did satisfactorily. Higher attaining pupils completed the missing words in a simple poem using made-up words from suffixes, prefixes and root words. Most were able to give a clear explanation of the meaning of the new word. A group of pupils with SEN used the correct adjectival phrases to complete their sentences. They began to edit their own stories, using the criteria for each National Curriculum level of attainment. Handwriting and presentation of work are satisfactory overall.
60. The quality of teaching and learning is good. This has a positive impact on pupils' learning and reflects the good progress made by all pupils. Many pupils enter the school with attainment below that expected of their age and leave having achieved average standards. Learning objectives are clearly shared with pupils at the start of lessons and many teachers revisit them at the end of the lesson to assess whether the objectives have been achieved. This strategy supports learning well and enables pupils to evaluate their own learning effectively. Behaviour management and relationships are good. As a result most pupils are enthusiastic and well motivated and they concentrate well. This was evident in a Year 6 lesson, in which pupils with SEN were eager to share their work with the inspector and to tell their teacher that they were trying very hard to achieve the expected levels of attainment. However, this was less evident in lessons where pupils were completing mundane grammar exercises. A good range of teaching strategies is appropriately applied to support pupils' learning. For example in one lesson pupils were actively involved in holding up cards with suitable prepositions written on them to consolidate their understanding of the use of prepositions and others were invited to follow instructions using more interesting words; for example, 'beneath'. Teachers' expectations are satisfactory overall but are not always high enough to extend more-able pupils. The organisation of classes of pupils grouped according to their ability is having a positive impact on pupils' learning. However, teachers do not always plan tasks to meet the needs of the

range of abilities within these groups. Support staff are well deployed to support pupils' learning, both for those who find learning difficult and those who have EAL. Most classroom assistants support learning effectively during the whole-class sessions, clarifying and reinforcing teaching points. They are well briefed so that they can work with a small group during the task session. This has a positive impact on pupils' learning and enables them to make the same progress as the rest of the class.

61. In lessons where teaching is very good the pace is brisk and expectations are high and as a result pupils achieve very well. Teachers have very good subject knowledge and use specific language well to support learning. For example, in two lessons the teachers developed pupils' knowledge and understanding of the structure and writing styles of poets at an appropriate level for their age and ability. Teachers question very well to promote discussions, probing effectively to extend pupils' thinking. They encourage pupils to achieve this by adding statements such as "I know this is hard but you are working really well". In the unsatisfactory lesson, discussion was brief and answers were accepted without further consideration and without clarification of whether words such as 'wicked' or 'cool' are appropriate words to use. The tasks planned did not directly support the learning objective of the lesson. Behaviour management was satisfactory but the teacher did not ensure that pupils settled promptly to their tasks. This wasted time and inhibited their learning.
62. Assessment procedures are good and the more rigorous tracking systems, recently put in place, are having a positive impact on raising standards. They are used effectively to organise the classes according to their ability and to set targets for the year groups and for individual pupils. Pupils are kept informed of the criteria for the National Curriculum levels of attainment displayed on 'criteria cards' and try to work towards their expected level of achievement. Together with some satisfactory marking pupils therefore know what they can do and what they need to do to improve their work. These initiatives are having a positive impact on individual achievement and the raising of standards. Assessment information is also used well to support the school's improvement plan. For example, the school has appropriately highlighted the need to continue to develop pupils' writing skills and also identified the differences in attainment of girls and boys. This latter issue is being addressed through a range of strategies, including providing more resources to encourage boys to have a greater interest in reading. The emphasis on developing pupils' literacy skills is having a positive impact on their learning and is beginning to be used satisfactorily in other areas of the curriculum, such as history, geography and RE. For example, pupils in Year 5 performed a drama activity to demonstrate their understanding of a miracle performed by Jesus, while another group wrote a newspaper report of the event. Pupils across the school are beginning to be able to record their work using ICT but cross-curricular links with this area are underdeveloped.
63. Management of English is satisfactory. The co-ordinator has provided teachers with the learning objectives for medium-term planning and has monitored some short-term planning. However, the monitoring role of the subject co-ordinator is underdeveloped and there is little monitoring of the time devoted to literacy, which varies from class to class. The school has decided to take certain parts of the literacy strategy out of the literacy hour but this practice is not consistent across the year groups. For example, some pupils in Year 5 have an extra spelling lesson each week but not all classes within that year group have this extra lesson. In Year 6, some classes devote one of the literacy hour sessions each week to extended writing activities and others have an additional extended writing session. This has an impact on equal access to the same amount of time devoted to literacy each week. Some monitoring of teaching has been

undertaken by the co-ordinator in the past but more recently this has been the role of the senior management team. Resources are good and the pupils also benefit from local authors and theatre groups visiting the school. Co-ordination of the library is very good. The librarian also works hard to support pupils' learning. The recently refurbished library is extremely attractive and is used very effectively to support pupils' learning.

MATHEMATICS

64. Many pupils make satisfactory progress so that by the time they leave school their knowledge and understanding of mathematics is typical for age 11. However, when the level of attainment of all pupils including those with higher ability in mathematics is taken into account, overall standards are below national expectations. This reflects the school's results in national tests. At the time of the last inspection the school's results were unusually high but since then its standards in mathematics have not compared favourably with those of other schools. The school has, however, made reasonable progress since the last inspection, especially in the last three years, in its efforts to raise standards including the adoption of the National Numeracy Strategy, the appointment of a co-ordinator for the subject and the introduction of systems for tracking pupils' progress and for setting targets for attainment. These systems, and the planning and assessment of mathematics in general, are not rigorous enough to raise standards to expected levels.
65. Pupils in Year 6 have a good understanding of the place value of whole numbers but their responses in the classroom shows that many are unsure about the place value of decimal fractions. In one class pupils found it difficult to write one-fifth as a decimal fraction even when the teacher provided a number line showing fractional equivalence. Most can manage simple computation of decimals but using a calculator or solving problems involving decimals presents difficulties. Many pupils can solve simple problems involving money, and can add, subtract and do short multiplication and simple division. Fewer pupils are confident about tackling two-stage problems independently and, although many pupils including some with SEN are accomplished in their knowledge of multiplication and division facts, too many are inhibited in their learning by not being able to recall these facts quickly. This was evident in a lesson about imperial and metric measures. The teacher had helped the pupils through the problem-solving stages and it was the pupils' lack of quick recall of multiplication facts which made the task more difficult. Most pupils know the metric units in length, mass and capacity but many are not confident about the relationship between units. Consequently, solving problems in measures is difficult for them. Pupils' practical experience of data handling and interpretation, including the use of ICT for this aspect of mathematics is limited. They are not familiar with the term 'range' when describing data.
66. During inspection the quality of teaching was mostly good or better, including one excellent lesson. A few lessons were judged to be satisfactory but none were judged to be unsatisfactory. Taking into account the quality of the pupils' work, the planning, marking and assessment of their work and the extent to which the needs of pupils of different abilities are being met, the overall quality of teaching is judged to be satisfactory. A range of teaching styles was observed and learning was most effective when the lessons were well planned and had lively introductions to enthuse the pupils. In one mental mathematics session the teacher kept all the pupils on their toes by firing addition questions at them, which they all had to answer by writing on white boards and holding them up. Pupils had to explain their mental methods and the teacher explained some good methods, and it all happened at a cracking pace. In

these better lessons teachers explained clearly what the lessons were to be about, kept the lessons moving at a good pace and made sure that most children were suitably challenged.

67. In most lessons, teachers were very aware of the need to support pupils who were having difficulties. In one lesson the teacher frequently asked the pupils if they were having problems and during the main activity arranged for a small group to spend time with her so that she could give them extra help. In nearly all classes, however, even in those judged to be good, the teachers could have done more to challenge the more able in the class. Pupils in each year are set into ability groups. This arrangement is successful to the extent that most pupils, including those with SEN, make satisfactory progress. There is, however, a considerable range of ability within each set and, although they are aware of these differing abilities, teachers often present all the pupils in their set with the same task. The result is that the more able may finish faster but do not have a more challenging task to move on to. The cumulative effect of this is that by the time they come to the end of Year 6 the most-able pupils' attainment may be above average but there are many more who are not achieving their potential and this is having a negative effect on the school's overall results. Consequently, overall progress is unsatisfactory. Pupils' behaviour in class is good and whilst some show an enthusiasm to learn, many others need to be motivated by their teachers. Teachers could be more effective at harnessing the enthusiasm of those who are confident in mathematics and keen to learn, and at motivating the less confident.
68. The subject was without a leader for three years before the present co-ordinator was appointed. Subject management is now good. In the past two years the co-ordinator has:
- tried to deal with the issues raised in a numeracy audit carried out by the local authority;
 - organised training and extra help for teachers to adopt the National Numeracy Strategy;
 - compiled a school scheme of work;
 - introduced a pupil tracking system and the setting of individual targets;
 - monitored teachers' planning and offered help and advice to teachers;
 - analysed the progress made by different year groups.
69. These developments are beginning to sharpen the focus of teaching and learning but further work is required if standards are to be raised. Both medium-term planning and short-term planning need to be improve. The current practice of joint planning by year group does not ensure that teachers take account of all pupils' prior attainment and plan lessons which match the abilities of all pupils including the more able. There are two assessment records being trialled in the school and there is some confusion about which is to be used and how. The school is tending to be over optimistic in its assessment of pupils' abilities. For example, many Year 6 pupils recorded as being at Level 4c in June 2001 only achieved Level 3 in an externally marked test in November. The November results were not added to the tracking system. Planning, assessment, target setting and tracking are not fully integrated.
70. Resources for the subject are satisfactory. The school recognises that the use of ICT within the mathematics curriculum requires development, as does the appropriate use of calculators as an aid to understanding.

SCIENCE

71. Standards in science are below average on entry to the school, and remain that way. Although a satisfactory number of pupils reach the expected Level 4 in all areas of the subject, the numbers reaching the higher Level 5 of the National Curriculum are too low, and this brings down standards overall. The school places sufficient emphasis on practical investigations and experimental work, but many more-able pupils are not reaching Level 5 in this area also. So, for instance, only one example was found in an analysis of Year 6 work where pupils had chosen their own equipment and planned their own experiment. In one Year 6 class very few pupils are consistently reaching Level 5 in their knowledge and understanding. Progress is more consistent from class to class in other years. Pupils with SEN make good progress, and expectations of what they can do are high. Pupils with EAL make similar progress to their peers. There is no difference between the attainment and progress of girls and boys. Over time, standards are rising, although there is variation from year to year. Since the last inspection, improvement has been satisfactory.
72. In life and living processes, pupils know about life cycles of various plants and animals such as frogs and butterflies. They understand about different habitats. Pupils know major parts of the body, and about reproduction and growth in animals and plants. They understand about food chains and webs, healthy food and taking care of their teeth. In materials and their properties, pupils understand about solutions and dissolving, and higher attainers understand saturated solutions. Almost all pupils know about separation using sieves and filtration, and the more able know about evaporation to separate salt from a saline solution, and they are beginning to understand about reversible and irreversible changes. In physical processes, Year 6 pupils have a good knowledge and understanding of the solar system and forces, including gravity and friction, although they do not relate Newtons to everyday measurement of force; for example, kilograms-weight. They can construct and use simple electrical circuits and know the common symbols for elements of these. They know about the attraction and repulsion of magnetic poles.
73. Observed lessons were satisfactory overall. Of seven lessons seen, four were good and three satisfactory. Taking account of attainment and progress, it can be concluded that teaching and learning are satisfactory over time. There is little planning for different levels of ability or prior attainment. Whilst this is actually beneficial to pupils with SEN, in that they are expected to do the same work as the others and respond by trying hard and making good progress, it does not challenge more-able pupils sufficiently. Teachers believe that they are challenging the more able in that they expect them to do more work and to record to a better standard. However, this is challenging and improving their literacy rather than their knowledge, understanding and skills in science itself. Expectations of the scientific heights the more able are capable of reaching are not high enough. Class management is good, resulting in orderly classes where pupils work hard. Teachers have clear learning objectives that are shared with pupils at the beginning of lessons and usually revisited at the end, so pupils always know what they have to do.
74. Teachers are conscious of the importance of supporting literacy, and the correct scientific vocabulary is introduced and insisted on. Numeracy is supported by measurement, calculation and graphical representation of results; for example, in a Year 6 experiment to weigh objects in and out of water, with results expressed as a straight-line graph. Information and communication technology is underused, so an opportunity is missed of both supporting learning in science and extending knowledge and understanding of ICT.

75. All parts of the National Curriculum are taught. Health, drugs and sex education are covered well. The school is introducing the nationally recommended scheme of work year by year, and next year all pupils will be following it. However, the school missed the opportunity of introducing a good system of assessment at the same time. The co-ordinator, who took up the post at the beginning of this year, immediately introduced a satisfactory system that assesses whether or not pupils have understood the various topics, whilst working on a new system to track each pupil and make individual target-setting easier. This good system, which will also enable the school to make predictions for the future attainment of groups and years, will be in place with all years from September. The co-ordinator, who is dedicated, hard working, knowledgeable and competent, has organised an attractive and useful science area at one end of the upper hall and teaching staff built the necessary cupboards.

ART AND DESIGN

76. The attainment of pupils in Year 6 is above that expected nationally. They explore visual imagery in a variety of ways and the majority, including pupils with SEN and those for whom English is an additional language, make good progress.
77. Pupils in Year 3 explore different ways of designing and creating patterns. They use sketch books well to try their ideas, and make some use of examples of the work of well-known artists and from their work on religious patterns in Islam in creating their designs. This work progresses well as pupils move through the school so that, by Year 4, pupils produce imaginative and complex lettering patterns in a 'Pop Art' style and, in Year 6, they make pattern blocks using air-dried clay. Pupils' drawing skills develop well so that, in Year 4, sketches using pencil or ink create vibrant and interesting studies of dragons. By Year 6, pupils produce accurate and closely observed studies of plants and animals using paint and coloured pencil. Pupils understand and use a good range of methods to record their work in their sketchbooks and in the finished products.
78. The quality of teaching and learning is good. In the best lessons, teachers focus well on pupils' earlier work through, for example, references to the sketches and trial designs that they have made. Expectations are high, which enhances pupils' enjoyment and motivation to succeed. Teachers use a good balance of discussion, exemplification, and instruction to develop pupils' thinking and skills of observation and recording. In all lessons, teachers' planning is clear, and activities are well designed to support the planned objectives for learning in appropriate stages. In a well-taught lesson on pattern-making in fabric, for example, the teacher made good references back to pupils' earlier sketches of circular patterns to focus pupils' attention successfully on the possible effects of different arrangements of their materials.
79. Throughout the school, links with other subjects such as English, science, history, and DT are well used to develop pupils' skills and understanding. Older pupils, for example, produce carefully observed drawings and paintings of plants from the school's wildlife area, and accurate observational drawings from a visit to a local outdoor centre. Similarly, pupils' cultural development is well supported through studies of art from other countries. These features have a positive impact upon pupils' learning in these subjects; for example, younger pupils refer to their models and drawings of Anglo-Saxon figures to describe their work in art and history. Pupils with SEN are integrated well into lessons, and the practical nature of the activities helps to ensure that they, and pupils for whom English is an additional language, have appropriate opportunities to progress at the same rate as their peers.

80. An appropriate policy and scheme of work are in place, which support teachers in their own planning and ensure that curriculum requirements are fully covered. The co-ordinator has a good understanding of strengths and weaknesses within the subject and, as a consequence, is planning to introduce a range of more formalised assessments to improve standards further.

DESIGN AND TECHNOLOGY

81. It was possible to observe only two lessons during the inspection. Judgements are therefore based on these lessons, and on a scrutiny of planning and pupils' work and on discussions with staff and pupils. From these, it is apparent that standards are below those expected by the time pupils leave the school. Pupils make appropriate progress in developing their making skills, but insufficient progress in developing their knowledge, understanding, and application of design. Standards at the time of the last inspection were in line with those expected nationally.
82. Pupils in Year 3 use scissors carefully in cutting fabric to make models of Anglo-Saxon people. The models are carefully made and realistic. Year 4 pupils apply a broader range of shaping skills in using papier mâché, dowelling, and fabric in making their puppets of dragons which, although all of broadly the same design, are shaped and decorated so that they have an individual character. Some Year 4 pupils have used their making skills to good effect in making three-dimensional models using mathematical nets and art straws. They cut, fold, and join accurately and with care for the appearance of the finished products. By Year 6, pupils' skills have developed satisfactorily, and they follow printed plans, cut wood and card to make models of Victorian terraced houses. Slippers that were made earlier in the year show that many pupils effectively apply the basic principles of design to select appropriate materials and evaluate their finished products. Throughout the school, however, pupils' skills of initial planning and research, selecting suitable materials, producing labelled sketches and scale drawings or of evaluation are less well developed than is expected. Pupils accurately describe different methods of joining materials and older pupils describe story books with moving parts that have been made, although their recall of opportunities for designing their products is limited.
83. Pupils clearly enjoy their work. They work effectively in groups, sharing materials and ideas well. The examples of work on display demonstrate that pupils take care in cutting, shaping and joining their models and, in the lessons seen, work seriously and purposefully. They use a range of materials, including paper and card, air-dried clay, fabric, wood and food in making their products. All follow their teachers' instructions or printed plans carefully, and are keen to produce models that are as realistic as possible.
84. Pupils find the tasks interesting and, in the better of the lessons seen, where teaching was good, a good level of questioning and probing discussion enabled them to explain effectively how their house designs reflected different Victorian styles. Teachers plan groups of lessons using the national guidelines for the subject. Teachers in each year group use these plans and learning objectives in planning individual lessons for their classes, and this results in differences of emphasis from lesson to lesson. For example, in their work on Victorian houses, some pupils were supported well in researching a range of building styles, while another group were simply following pre-printed plans in making their models, with little reference to real buildings of the time.
85. The curriculum is appropriately supported by a scheme of work derived from the nationally recommended scheme, which builds effectively on pupils' prior knowledge,

skills and understanding. Some elements of the subject are appropriately used to support learning in other subjects, such as the three-dimensional models made as part of their mathematics work, and the dragon puppets planned to support English and art in Year 4. Although pupils have adequate planned opportunities to design key elements of their products their evaluations are relatively undeveloped, especially at the upper end of the school.

86. The co-ordinator works effectively to support the subject although she has no time to monitor teaching and standards across the school as the subject is not a major priority for development. She has, however, undertaken a review of provision and resources and is aware that a more consistent approach to planning within each year group and a greater focus upon design would improve pupils' learning. The co-ordinator has realistic expectations for the development of the subject and of strategies to support teachers in their work across the school.

GEOGRAPHY

87. Three geography lessons were observed during the inspection. A scrutiny of pupils' work undertaken during the previous school year in books and on display around the school, photographic evidence provided by the school and discussions with Year 6 pupils shows that pupils' attainment in geography is satisfactory by the age of 11 and that pupils make good progress in geography as they move through the school from a low baseline on entry.
88. No Year 3 lessons were observed during the inspection, but scrutiny of Year 3 work shows that, during the year, pupils have studied the geographical features of Southsea, looked at the weather and climate in hot and cold countries, contrasting the two, and have undertaken a walk around the local area, making a street survey and looking at land use. Similarly, although no Year 4 lessons were observed, scrutiny of work demonstrates that, during the current school year, pupils have studied Portsmouth in terms of pollution and settlement, have looked at the origins of local place names and made maps, many of good quality, of imaginary villages using Ordnance Survey symbols. Year 5 pupils, in preparation for a field trip to Wickham, were using secondary sources to make predictions of what they would find on their visit. They were asking questions of a geographical nature, such as "What sort of land use would you expect around the outskirts of the town?" and "Is Wickham flat or hilly?", and evaluating evidence and drawing conclusions by making use of maps and plans of various scales. In Year 6, pupils studying 'Mountainous Regions' knew that, in the water cycle, water vapour condenses and that the resultant rain erodes the soil. By the end of the lesson pupils had gained a secure understanding of the means by which terracing allows farmers in mountainous areas to grow crops. Pupils develop an understanding of the ways people can improve or damage the environment and ways in which people try to manage it in a sustainable way.
89. The quality of teaching in observed lessons ranged from good to satisfactory and is good overall. Teachers demonstrate good subject knowledge and interest and motivate the pupils well. The lessons are planned well, with clear learning objectives. Questioning is used well, allowing pupils to put forward their own ideas but not allowing this to deflect from the learning intentions for the lesson. Pupils with SEN are well supported. Pupils' attitudes and behaviour range from satisfactory to good and are good overall. As a result of the good relationships engendered by teachers, most pupils enjoy their geography lessons, asking and answering questions enthusiastically.

90. The school has adopted the nationally recommended scheme of work for geography with some amendments, and this ensures clear progress in the skills and knowledge of the subject as pupils move from year to year. Importantly, it also provides guidance to teachers on appropriate expectations for pupils of different ability. There is a satisfactory range of resources.

HISTORY

91. Five history lessons were observed during the inspection and additional evidence was provided by a scrutiny of samples of pupils' work and discussions with pupils. This demonstrates that, by time they leave school, pupils' attainment is appropriate for their age and pupils make good progress as they move through the school from a low baseline on entry. Pupils study local history and learn about the past from a range of resources. They are given opportunities to develop their sense of chronology and learn about key events in selected periods of history. A particular feature of history in some classes, although not all, is the good cross-curricular use of pupils' literacy skills in writing diaries and reports of historical events, frequently of a good standard. Throughout the school, pupils discover about events, people and changes from a range of information sources. They select and record information to answer questions relevant to the core of the inquiry.
92. Year 3 pupils, studying the Vikings, are learning to remember, select and organise historical information and convey their knowledge and understanding of history in various ways. In their study of Viking longboats, pupils are discovering about events, peoples and changes. They recall, for example, that longboats had one main sail, had 32 oarsmen, were made of wood, were decorated with patterns and dragon-heads to scare their enemies and were used to explore, trade and conquer. Year 4 pupils studying the Tudors understand that Henry VIII displeased the Pope by divorcing Catherine of Aragon, that both Henry and Catherine were Catholics and that Henry made himself head of the Church in England. They were able to name the artist (Hans Holbein the Younger) who painted the most famous painting of Henry VIII. In giving reasons why the portrait shows him as 'strong, muscular and rich', they reflected on the intentions of the artist and subject. They realised at a simple level that the past is represented and interpreted in various ways. Although no Year 5 lessons were observed, the scrutiny of work shows that, during the school year, pupils have undertaken studies of ancient Greece and World War II with, in some cases, extended writing of a good standard, for example about air raids and evacuation. In Year 6, pupils studying the local environment learn about how the area has changed over a long period and the effects of national and local events on the development of the area - from prehistoric settlers and the reasons for settlement to the Roman occupation, the development of the town within and outside the city walls, and so on to the present day. Previously in the year, pupils studied the Victorians and looked at the lives of rich and poor people, transport, particularly the development of the railways, and the lives and work of Dr Barnardo and Lord Shaftesbury. In the best cases, pupils' writing is of a good standard.
93. Observed lessons ranged from good to satisfactory, and teaching and learning are satisfactory overall. Where teaching is good, teachers have good subject knowledge, make good cross-curricular links, have high expectations of pupils' work and behaviour, and resource and plan the lessons well. They make good use of subject vocabulary, give clear time targets and use questioning well, ensuring the involvement of all pupils. Pupils made at least satisfactory progress during lessons owing to their

teachers' good lesson management skills, ensuring that pupils remained on task throughout the lesson.

94. Pupils' attitudes and behaviour in history lessons range from good to satisfactory and are good overall. The great majority of pupils demonstrate a good level of interest and enthusiasm for the subject, and concentrate and persevere with their work without repeated intervention from the teacher. An appropriate range of visits is arranged to motivate and extend pupils' learning.
95. The subject co-ordinator has successfully overseen the introduction of the nationally recommended scheme of work. Taking account of the learning objectives and teachers' evaluations of lessons undertaken during the first year trial of the new scheme of work, she has produced useful guidance sheets for teachers in each topic, with 'six key questions', assessment opportunities and resource ideas which ensure clear progression in key skills as pupils move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. As a result of significant gaps in pupils' previous learning, standards are below those expected nationally. Until recently, ICT had a low profile within the school and money was not invested effectively in updating resources or in training teachers to teach the subject. Currently, although provision is improving rapidly, pupils still have insufficient opportunities to use computers in their learning, both in the acquisition of skills and in applying those skills in other subjects. Progress in learning, from a low base on entry to the school, is satisfactory overall. Pupils with SEN and EAL make similar progress to their peers.
97. The school is fully aware of the weaknesses within the subject and appropriate plans are in place with the aim of securing improvement. Teachers have received limited training under the New Opportunities Fund scheme and the school plans to develop the staff training programme further.
98. Pupils in Year 3 use the computer to develop keyboard skills to label and annotate their work. Nearly all open and save their work on the school's network computers. They choose and enter data into a database in preparation for subsequent interrogation. Their skills progress appropriately into Year 4 where they use more complicated software to set up a database using information from their work on the Tudors. They partition data accurately so that it can be called up again for future use. In Years 5 and 6, pupils have some experience of manipulating text and numbers using spreadsheets. Most show appropriate confidence and skill in opening the software, in using cell co-ordinates to enter data, and in saving their work. They are aware that spreadsheets will perform a range of mathematical calculations, but very few suggest ways in which this may be achieved. By the end of Key Stage 2, nearly all pupils have appropriate knowledge and understanding of word processing, and many accurately describe ways of creating or capturing images using the computer. They write some instructions to control programmable toys and a minority describe their limited experience in using computers for communication using e-mail or the World Wide Web. In these areas, pupils' experience is less than should be expected, which slows the rate at which they learn.
99. There is very little recorded evidence of work done by pupils, and this confirms that standards are below those expected as the result of insufficient opportunities to use computers to support their learning. Currently, pupils have too few opportunities to use and apply their literacy and numeracy skills when using computers and this

hampers the progress that they are able to make. Skills in word processing are underdeveloped. Although there is evidence that pupils are now using computers successfully to support the data-handling aspect of mathematics, their experience and confidence in choosing and operating specific applications unaided are limited.

100. Lessons were observed only in the computer suite. Although computers are in place in each class, none were observed in use during the inspection. The quality of teaching is satisfactory overall, although there are examples of both very good and unsatisfactory teaching. Where teaching is good or very good, lessons are planned carefully to build upon pupils' previous knowledge and understanding. Teachers have the confidence to explain tasks carefully so that no time is wasted. This results in a good pace to lessons, which enables pupils to concentrate well on planned learning. In the less successful lessons, including one that was unsatisfactory, teachers often spend too much time ensuring that all pupils have reached the same stage in the work that has been planned. As a result, more-able pupils are not able to progress at an appropriate rate. The amount of time allocated for classes to use the computer suite is appropriate, but its effectiveness is reduced where lessons begin in the classroom before transferring to the computer room. Across the school, the lack of coherent assessment information hampers teachers in planning work that is appropriate for all pupils.
101. Teachers' planning includes appropriate references to ICT at the long-term level, but this becomes much less consistent in short-term planning. The curriculum, as planned, includes all elements required by the National Curriculum.
102. The newly appointed co-ordinator is enthusiastic and knowledgeable about the subject. He is very aware of the weaknesses in the subject and knows what needs to be done in order to secure improvement. Much has been achieved in a short time. Following an audit of the subject, an effective action plan has been developed, focusing on resources and staff training. The co-ordinator recognises that the profile of ICT needs to be raised in order to improve standards and, to that end, has revised the allocation and distribution of software and ensured that computers in the computer suite and in classrooms are ready for use. He plans to monitor teachers' planning to ensure appropriate coverage. The computer room is open for pupils at lunchtime, and this is successful in enthusing the pupils who attend and supports and extends their learning well.

MUSIC

103. The last inspection reported that standards attained in music by pupils at the end of Year 6 were typical for their age. These standards have not been maintained. The knowledge, understanding and skills of 11 year olds in this subject now fall short of national expectations.
104. Many pupils enjoy singing but the repertoire of all pupils within the school, including the oldest, is limited. There is a school choir, which is an optional lunchtime activity - an improvement since the last inspection. Attendance varies between 30 and 50. The choir performs at the Portsmouth Music Festival and at special occasions in school such as the Harvest Service and Christmas. However, in normal curriculum time pupils do not sing often enough in classes to improve their performance. During the inspection there was no singing in any of the assemblies. The school has a range of tuned instruments (chime bells, steel drums, glockenspiels, etc) and untuned instruments such as drums and maracas. Pupils enjoy using these and have enough experience using them to attain reasonable standards. A group of Year 4 pupils were

observed playing and sustaining repeated rhythms keeping fairly accurate time. However, pupils' knowledge of a range of music is too limited for them to be able to make comparisons and their range of musical vocabulary is limited. They do not have the skills or experience to be able to evaluate the work of others in any meaningful way.

105. Pupils' musical abilities are well below average when they enter the school. The quality of teaching varies but is satisfactory overall, as it was at the time of the last inspection. This, together with the valuable help given by support assistants, ensures that pupils make satisfactory progress, but it is not enough to raise standards to expected levels. In one good lesson, pupils had to listen to music (through ear phones using a listening centre) and discuss in their groups their various responses to it. The pupils collaborated well but their responses were disappointing owing to their lack of previous experience. In other classes, pupils found the learning of songs, singing in tune and keeping a rhythm very challenging. Although teachers managed these classes well, they did not demonstrate the teaching skills necessary to overcome the difficulties the children were having.
106. A new co-ordinator was appointed in September 2001 and some evaluation of the teaching and learning of music is in place. The coverage of the National Curriculum is secured in the school plans and in the timetabling, but the quality and range of provision varies because of the varying degrees of skill and confidence amongst the teaching staff. There are a number of musicians on the staff but some of the non-musicians require considerable support. The new co-ordinator is evaluating the current scheme of work and taking an audit of professional skills within the school. She does not have non-contact time and is unable to monitor personally the quality of teaching of music, but often offers advice. There is discussion between the headteacher and subject leader about the best way of using the considerable amount of professional music expertise amongst the teaching staff to raise standards. Any plans in this direction would involve alterations to the school timetable and require the commitment of the whole staff.
107. There is little formal assessment in the subject so that planning does not take into account the prior attainment of pupils or their varying abilities. A system of evaluating planning is not fully effective because the contributions of year leaders are insufficiently rigorous. Resources are adequate because staff co-operate about the use of them. A greater range of recorded music is required and more resources generally would remove the risk of last minute changes to lesson plans. The music room, which was a great asset to the school at the time of the last inspection, has been taken over for other purposes and is no longer available.
108. Specialist teachers visit the school and teach brass, woodwind (including recorders) and violin. These extra lessons are available to all pupils although parents are asked to make a small financial contribution for printed music or sometimes instrument hire. About 50 pupils are receiving instrumental teaching in this way.

PHYSICAL EDUCATION

109. Standards in PE are broadly average. By the time they leave school, pupils have achieved skills typical of children of their age in games, dance, gymnastics and swimming. No evidence was gained on standards in athletics or outdoor activities, although planning makes sure that these elements are adequately covered. The school's performance in this subject since the last inspection has not been good enough to maintain the higher than average standards reported then or to maintain the good quality of teaching. At the time of the current inspection development in the

subject had been placed on hold because the subject co-ordinator was on maternity leave and the 'caretaker co-ordinator' was also absent through sickness.

110. Year 6 pupils know why they have warm-up and cool-down sessions. They can discuss game playing tactics and know the importance of evaluating the performance of others in order to improve their own. In gymnastics, they are able to move through a short sequence of actions with reasonable control and fluency. In dance, they can work collaboratively to compose and link a series of dance phrases in response to music. In games, their throwing, catching, stopping and retrieving skills are broadly as expected. The school provides professional swimming instruction for all pupils in Year 5 and over three-quarters of all pupils are able to swim 25 metres unaided at the end of the two terms training period.
111. The quality of teaching is satisfactory. Teachers explain the purpose of lessons well and maintain good discipline. They encourage individuals and groups to demonstrate achievements. When support assistants are available they participate fully by helping teachers demonstrate or by helping individual pupils who might be having difficulty with a particular skill. Pupils of all abilities make reasonable progress during lessons. Although a few older pupils are a little inhibited during creative dance lessons most pupils show genuine enthusiasm for PE lessons. Teachers do not always maintain or make the best use of this enthusiasm or encourage pupils to strive as hard as they might. In general, the balance of lessons is too heavily weighted towards explanation rather than pupil activity. Teachers are understandably keen to maintain full control of their classes, especially when these contain pupils with particular behavioural problems, but when pupils are inactive for too long or are not trusted to work independently their enthusiasm wanes.
112. The school does not have the advantage of grassed playing areas and tries to compensate for this by timetabling the use of the playground for lessons. The school has two spacious halls but these are not always free when the playground is too slippery because of rain. Without some modification of the timetables there is a risk to the games and athletics curriculum. Resources are adequate but the management of these could be improved. One games lesson was held up because the tennis balls were in the wrong place. There is spare PE kit available for any child who has forgotten to bring it, but teachers do not always take advantage of this facility.
113. In the absence of the subject co-ordinator the school is continuing to pilot a scheme of work. The headteacher has put in place systems to evaluate subject planning. The quality of this evaluation is not yet good enough in PE and without improvement will not lead to better teaching or improved standards. There is little assessment in the subject so that teachers are not planning on the basis of pupils' known accomplishments in the various aspects of PE.
114. The number of extra-curricular activities offered by the school was similar at the time of the last inspection. The absence of the subject leader has affected this temporarily. Tennis coaching by specialist coaches takes place during the school day. There is a successful and popular judo club. There are plans to restart football coaching using staff from the Portsmouth Football Club and there are plans to use the new mini-bus for inter-school activities.

RELIGIOUS EDUCATION

115. Attainment in RE is in line with the expectations of the locally agreed syllabus by the end of Year 6. All pupils, including those with SEN and EAL, are making satisfactory progress in their learning. Standards have been maintained since the last inspection.
116. By the end of Year 6, pupils have a sound understanding of Christian beliefs and of some of the practices and beliefs of other world faiths, particularly Islam and Sikhism. They can identify some of the similarities and differences between religions. Pupils in Year 3 know the significance of the celebration of Eid-UI-Adha to Muslims. They can retell the story of Ibrahim being asked by Allah to sacrifice his son to him and know some of the customs and celebrations that take place during the festival of Eid. Most can sequence the story from the Bible of the birth of Jesus and important events in Jesus's life leading up to Easter. Pupils in Year 4 have a clear understanding of why people pray and are able to describe in detail where and how Muslims do this. They can also compare creation stories from around the world with the Christian story from the Old Testament.
117. Older pupils begin to have a broader understanding of religious beliefs and the impact of these beliefs on people's lives. In Year 5, pupils know that baptism and confirmation are important events in the lives of Christians and describe what happens during these ceremonies and their significance to Christians. They know that the Bible is divided into the Old and New Testament, the latter containing stories about the life of Jesus. Pupils know that Christians believe that Jesus performed miracles and this demonstrated his power over nature. One class of pupils effectively demonstrated their knowledge and understanding of the miracle of 'The Feeding of the Five Thousand' through drama and another group produced interesting newspaper articles based on the same story. Pupils in Year 6 are appropriately developing an understanding of beliefs and values through discussions about moral issues such as 'the right to die' and 'fighting for your country'. They confidently discuss 'The Ten Commandments' and their importance in everyday life. They are also able to link these rules with those in their own school. They are beginning to link events in the Bible with other literature. For example pupils compare what happened to Jesus leading up to Easter with those prior to the death of Aslan in the 'The Lion, the Witch and the Wardrobe'. They also understand the significance of giving gifts for people of different faiths.
118. During the inspection, the quality of teaching and learning was good but, from looking at samples of pupils' work and through discussions with pupils, the overall quality of teaching and learning is satisfactory. All pupils make sound progress through the school and learning is satisfactory. This is similar to the previous inspection. Teachers' subject knowledge and confidence have improved since the last inspection and this has a positive impact on pupils' learning. Lesson planning is sound but activities are not always sufficiently planned to meet the needs of different ability groups within the class. Where teachers are supported in lessons, by classroom assistants, these adults are effective in ensuring that pupils with SEN or EAL understand and can take a full part in the lesson. Most teachers question skilfully to promote discussions and to assess knowledge and understanding. For example, good questioning techniques facilitated interesting and mature discussions on moral questions in two Year 6 lessons. Many teachers give pupils the opportunity to reflect on their own beliefs and those of others. This was particularly evident in a lesson about the celebration of Eid, when three Muslim pupils were given the opportunity to share with the rest of the class some of the celebrations taking place in their families at this special time. Resources are well organised and used effectively to support learning. For example, one teacher made good use of a video to explain how Muslims pray. She gave the pupils a clear focus and continually highlighted specific points

relating to that focus. All pupils were extremely interested and concentrated very well throughout the programme. They shared the information they gained with the teacher and with each other and were confident to ask for clarification of any points they were unsure of. They were also very interested in looking closely at a number of Muslim prayer mats, brought to school by some of the pupils. As a result, pupils in this particular class made good progress in their learning.

119. Management is satisfactory and the newly appointed co-ordinator has a clear action plan for the development of RE across the school. The long-term and medium-term planning are being reviewed to ensure continuity and progression of skills, knowledge and understanding for all pupils. The co-ordinator is effectively using the comprehensive guidelines, which support the locally agreed syllabus, for long- and medium-term planning, and intends to share these guidelines with the rest of the staff in the near future. There are no formal assessment procedures in place at present and there is no evidence of the use of ICT in the subject. Resources are satisfactory and are often used well in lessons, although there are very few displays around the school. The school is well supported by the local church and some classes have been able to visit the church to enhance their learning. Visitors to school and visits to other Christian places of worship also support learning effectively. However, there are few visits or visitors from other faiths to support pupils in their learning of other faiths studied within the curriculum and practised by large minorities in Britain today.