

## INSPECTION REPORT

### **HASELWORTH PRIMARY SCHOOL**

Gosport

LEA area: Hampshire

Unique reference number: 116165

Headteacher: Colin Knight

Reporting inspector: Geoff Burgess  
OIN: 23708

Dates of inspection: 17<sup>th</sup> to 21<sup>st</sup> June 2002

Inspection number: 195556

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Stone Lane  
Gosport  
Hampshire

Postcode: PO12 1SQ

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Rae

Date of previous inspection: June 1997

## Information about the inspection team

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09487	Frances Hurd	Lay inspector		Attitudes, values & personal development Partnership with parents Personal welfare & care Attendance
15545	Anne Pratt	Team inspector	Under fives Science Geography; History	Learning opportunities EO
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Haselworth Primary School, which overlooks a tidal creek in the heart of Gosport, serves a wide spectrum of families of almost entirely British heritage mainly from the surrounding streets. About two-fifths of pupils are entitled to free school meals which is well above average. The number of pupils on roll has fallen from over 200 to less than 160 over the past five years with an above average amount of movement of pupils into and out of the school during the year. Over a third of pupils are on the special needs register of whom one has a statement of special need. Attainment on entry has improved steadily over the past four years thanks mainly to the pre-school provision which shares the accommodation. However, in most aspects, it remains well below average.

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

This is a good school, well led and managed, where good teaching and very good care is enabling boys and girls to achieve well and gain self-esteem. With low attainment on entry but higher levels of funding than most schools, Haselworth School provides good value for money.

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

- Good teaching and the very good work of learning support assistants is helping boys and girls to make good progress throughout the school.
- Pupils who find it difficult to learn or to behave appropriately are looked after well
- Social and moral development has a high priority and pupils respond very well with good behaviour, real enthusiasm for school and very good relationships.
- It takes very good care to ensure that its pupils attend regularly and are secure, safe and happy so that they can do their best
- Over the years, the head has made an outstanding contribution to the education of Haselworth pupils by promoting and sustaining values and attitudes which have led to the creation of a school of which the community can be rightly proud.

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

- Standards in information technology are below those achieved by pupils in other subjects
- Many children have real difficulty expressing themselves clearly or explaining their thinking
- Boys and girls have too few opportunities to celebrate and value the diversity of their own and other cultures and faiths through literature and the arts

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

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

Results in statutory tests at both seven and eleven have improved by much more than the national trend since the last inspection in June 1997 when standards were very low. All the issues noted at that time have been thoroughly addressed with help from the local authority and the introduction of national schemes of work. Teaching in years one and two and provision for pupils with special educational needs are now good; almost every subject is covered fully and in sufficient depth in both key stages; the head and key staff have been fully involved in monitoring and developing teaching and the curriculum. The school has shown a good improvement over the past five years.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	C	B
mathematics	E	D	D	C
science	D	E	D	C

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

Although results in national testing at both seven and eleven years old were still mostly below the national average in 2001, they were much better than they were five years earlier. Results in year six also showed a very good improvement over those obtained when the same group of pupils took national tests in year two. It is also significant that when compared with similar schools, only writing in Key Stage 1 was below average while mathematics in Key Stage 1 and English in Key Stage 2 were above average. Although current standards in year six are a little down on last year this still represents a massive improvement in English, mathematics and science over the four years since the same group obtained bottom five per cent results in year two. With boys and girls achieving well in their foundation year and in Key Stage 1, the improvement in standards in year two has been sustained with mathematics similar to most schools and reading and writing just below. Staffing difficulties in year three have meant that progress has been slower in this age group. Pupils who find learning difficult are making good progress towards their learning targets. Standards in most other subjects are below average with information technology well below in the older classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls thoroughly enjoy their time in school and are usually very enthusiastic about joining in with all the school has to offer. Within the limits of their abilities, they do their best to please and make whatever contribution they can to discussions and shared activities.
Behaviour, in and out of classrooms	Behaviour in class and around the school is usually good, sometimes very good but occasionally, thoughtless behaviour by individuals or small groups wastes time in lessons or causes minor problems in the playground. Boys and girls are very friendly, polite and helpful.
Personal development and relationships	The school works very hard to encourage pupils to take responsibility for their own actions and feel good about themselves. They very happily and proudly carry out any tasks they are asked to do around the school. Older pupils take good care of their younger schoolmates, relationships are very good and visitors are made extremely welcome. Overall, boys and girls personal development is good.
Attendance	Despite the school's best efforts, poor attendance by a small number of pupils means overall levels are below average.

With a few notable exceptions, boys and girls make a very good contribution to the friendly, positive feel of the school and to the good progress they and their classmates make.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

Most teaching is good with some very good lessons in each key stage, one unsatisfactory lesson and the rest satisfactory. Better teaching occurs in most subjects, with literacy and numeracy well represented, and in each year group but especially in the foundation year. In the great majority of lessons, boys and girls enthusiasm for school and willingness to have a go enhances learning but occasionally, and especially in the afternoons, concentration flags and teachers have to work hard to keep everyone on task. The management of pupils is, necessarily, a strength throughout the school and most lessons are well planned and prepared. Learning support assistants make a very good contribution to teaching especially in the foundation stage and the area of special needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Boys and girls experience an appropriate range of well-planned learning opportunities with literacy and numeracy suitably emphasised. The youngest children are provided with an active curriculum well matched to their needs. Pupils enjoy the extra activities provided by the school but financial constraints mean that the number of visits and visitors is less than in many schools.
Provision for pupils with special educational needs	The school makes good provision for pupils who find learning or conforming difficult. Those who need help are identified early and good formal arrangements for documenting need, setting targets and monitoring progress have been made. The special needs coordinator and learning support assistants make a very good contribution by supporting lower achieving groups and individual pupils while class teachers provide work at appropriate levels. The one pupil identified as having very special needs is well catered for and included in all the school has to offer.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Recognising that many boys and girls were starting with few personal and social skills, the school was very active in promoting its partner pre-school provision. This now gives children a very good start which is followed up in the foundation class and built on throughout the school. Very good arrangements are in place for developing positive social and moral values and attitudes. Good opportunities are provided for pupils to reflect on their feelings and the more spiritual aspects of their lives. However, though cultural provision is generally adequate, opportunities for pupils to gain an insight and appreciation for various cultures & faiths through literature and the arts are limited.
How well the school cares for its pupils	The level and consistency of care which staff provide for boys and girls is outstanding and a real feature of the school. It is hard to imagine what more the school could do to improve attendance and behaviour and every effort is made to ensure that pupils are safe and not at any risk. Good assessment procedures are used to track the academic progress of individual pupils and set targets for improvement and trends and events in their personal development are monitored and recorded.

The school works hard to involve parents in the life of the school and their children's learning by providing useful information well matched to the needs of parents and a warm welcome for those who do venture in. However, with a few very notable exceptions, the majority of parents are happy to simply let their child come to school and not get involved with, for example, few children being heard to read at home on a regular basis.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher & other key staff	With the school's agenda dominated by ongoing changes in the teaching staff, including senior managers, the head deserves great credit for sustaining its optimistic, positive and caring ethos and generally holding things together. Most managers are new to their roles but this has not stopped the school from moving forward in key areas such as in providing a computer suite. With the head making a very good contribution, leadership and management are good.
How well the governors fulfil their responsibilities	The governing body has undergone a steep learning curve in recent years thanks to the sustained commitment of longer standing governors and the enthusiasm of newer members. With much help from the head and the local authority, governors are now much more aware of their responsibilities and the strengths and weaknesses of the school. Many are now active in the school and good arrangements have been made for managing the workload through a management plan involving committees and individual responsibilities. They are making a good and ever-improving contribution to the development of the school.
The school's evaluation of its performance	This is an area also much affected by multiple staff changes especially in carrying out performance management and in implementing strategic planning. However, all that could be done has been, and time and effort have been devoted to supporting professional development. The head conducts a very detailed analysis of the results of national testing and school assessments and uses this to track and monitor the performance of individuals and groups and set a range of targets.
The strategic use of resources	It has taken a good deal of creative management and goodwill from all staff to ensure that the best interests of pupils have been looked after through all the recent changes. All non-teaching staff from the cooks to the caretaker to the school administrator have continued to provide a very good service to the benefit of every pupil. Good use has been made of the accommodation especially by finding room for the pre-school group and by separating classrooms. The school's laudable priority to maintain high staffing levels means that disposable funds have to be spent carefully and they are, but some furniture and equipment is looking a bit tired.

It is tribute to the robust nature of the school's management systems, the quietly determined leadership of the head and the commitment and resilience of the whole staff that, throughout the many recent changes of staff, morale, professional standards and the school's unique ethos have been sustained.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• their children like school</li> <li>• teaching is good</li> <li>• the school is helping pupils to grow up sensibly</li> <li>• pupils work hard and do their best</li> <li>• the staff are very approachable</li> </ul>	<ul style="list-style-type: none"> <li>• the work their children are expected to do at home</li> <li>• information about how well their children are getting on</li> <li>• the number and range of activities provided outside normal lessons</li> </ul>

Inspectors agree wholeheartedly with parents' positive views. Homework has a low profile in the school mainly because few parents actively support it. Arrangements for telling parents how well their children are doing are adequate and the school is changing written reports this year. Staff changes have meant that fewer extras are currently being provided but the range is still fair.

## PART B: COMMENTARY

## HOW HIGH ARE STANDARDS?

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

1. On average, results in the annual end of keys stage tests for eleven year olds improved by nearly five points or the equivalent of one and a half years improvement over the past five years with the biggest gains in English and science. Results in tests for seven-year-olds fell after the last inspection but from 1998, despite another fall in 2001 due to a larger number of pupils with special needs in a small cohort, results still showed more than a year's worth of improvement in reading, writing and mathematics. The year six 2001 results in English and mathematics are also commendable because they represent well over four years worth of improvement over the four years since the same group of pupils took their Key Stage 1 tests in 1997, especially in English.
2. Soon after the last inspection, the school recognised that the majority of four-year-olds starting school had not experienced good quality pre-school provision due to a lack of places and their high cost. As a consequence, many children were completely unprepared to benefit from school especially socially and in their language development. A very good, far sighted decision was made to make good use of spare accommodation to make it possible for a low cost community pre-school group to be set up in the school. The wisdom of this decision and the very good value for money the arrangement provides became evident immediately and first showed through in the greatly improved results in national testing for seven-year-olds in 2000. However, despite this and though they are very 'chatty', boys and girls ability to express and explain themselves orally is still well down on what is usually found right throughout the school.
3. This, with improved teaching in the foundation stage and Key Stage 1, is seeing a solid build up of standards year on year through the school. Unfortunately, the present years five and six did not have this advantage, and all their year two test results were in the bottom five per cent nationally. However, along with most other year groups, these two have made good progress over time and, although still below average in English, mathematics and science, the present year six have caught up well in the intervening years and improved by much more than the expected four years worth of progress. Mathematics is relatively stronger than language based subjects throughout the school with standards in year two similar to those in most other schools while reading and writing are a bit below. The picture is similar in year one.
4. Boys and girls in the reception class have made good progress this year towards all of the early learning goals and many are close to achieving them in their personal and social, mathematical and physical development. However, many lack the maturity to express themselves clearly or creatively and with limited outside-school experience of books or the world around them, these areas are also slower to improve.
5. Pupils in year four achieved the school's best ever results in national tests in year two and this continues to be the strongest year group with at least average standards in literacy and numeracy. However, year three has suffered the most from staff changes with four different arrangements over the year and with, as mentioned above, rather more pupils needing help than usual, the class has made much less progress than other classes this year. Most boys and girls on the special needs register are making good progress towards their individual learning targets but the school is sensitive to the fact that some pupils with more severe needs require more help than the school is currently able to provide and their progress is slower.
6. Standards in most other subjects generally match literacy standards in the same class i.e. around average in year four but well below in year three. The exceptions are where teachers have particular expertise as in music in year six, and information technology where deficiencies in equipment and staff expertise and confidence mean that standards are well below what is now expected in the older classes.

### Pupils' attitudes, values and personal development

7. Boys and girls are very enthusiastic about their school, respect their environment and look

after equipment carefully. They come into school cheerfully in the morning, expecting to enjoy learning and work hard. Most nearly always try their best and are pleased when they succeed. However, many find it hard to explain what they are doing in lessons, even when their actions showed they know. For example, pupils in a year two mathematics lesson who were linking pairs of numbers which added to 20 were unable to describe the task they were doing. Again, pupils found descriptive speaking and writing difficult: thus five year three pupils asked to describe a bunch of lavender which was passed between them in a thought-provoking assembly could only come up with 'feels bumpy' and 'it's a funny colour' between them. Many pupils find it hard to concentrate on a single task for more than about twenty minutes, although they will then throw themselves enthusiastically into something new. While they are elated by any success, they are disproportionately distressed by anything they interpret as a failure on their part. Children of all ages are particularly proud of the garden area in the playground, queuing up to take part in gardening activities. Overall, they have good attitudes towards learning.

8. Behaviour is good overall. The great majority of behaviour was judged good or better in lessons. Most pupils are quiet and attentive in class and behave very well in assemblies, listening intently and joining in singing or any other activities enthusiastically. Lunchtimes are civilised, well-organised occasions with a noticeably low level of noise. Pupils understand the routines they must follow and carry them out sensibly. Despite the limited range of activities on offer at playtimes, they are happy occasions, when pupils mix well together. Pupils move sensibly around the school and are quick to offer help or guidance to visitors. Year five pupils visiting Gosport's Submarine Museum, although extremely excited and talkative, obeyed their teacher's instructions well and were never defiant or disobedient. Staff at the museum commented approvingly on their enthusiasm and good behaviour.

9. During the inspection there was a small proportion of unsatisfactory behaviour in class, always involving the same pupils and during afternoon sessions. Some pupils try to challenge adult authority but it is noticeable that even they have a good understanding of the school's behaviour management system, and respond to its low-key sanction system very well.

10. Very good relationships are a key factor in the school's happy, relaxed feel. The respect and courtesy that staff show to pupils wins their confidence and respect in return. Older pupils are generally caring towards younger ones and children are quick to help each other in the playground when someone is hurt. They are very friendly towards visitors, and do everything possible to make them feel welcome, smiling readily and very happy to talk about themselves and their interests. Pupils respond well to the various responsibilities they are given and undertake them sensibly and with pride. They are delighted when teachers trust them to do these unsupervised and want to prove that they are worthy of that trust. The youngest pupils quickly learn to become independent and confident, moving around their large classroom and carrying out errands around the school with confidence. Pupils know right from wrong, have a well-developed sense of what is 'fair' and 'unfair' and a satisfactory understanding of the need to respect the values and beliefs of others. Teacher-led discussions in circle times showed that boys and girls know tolerance is necessary in a community.

11. Members of the school council are proud of their position and wear prominent badges. As yet, councillors still seem a little unsure of their role in the school although they do collect suggestions from their class for discussion and have held a non-uniform day to raise funds for the school. In discussion, they felt the best things about their school were 'the grown-ups who help and teach us', mathematics, art, doing games on the computers, after-school clubs, and having spacious classrooms. They would like to see the school redecorated (especially the toilets), have more things to play with at playtime, to have more resources for mathematics and to have the broken chairs and wobbly tables replaced. They are very proud of their school and want to help it improve in any way they can.

12. Attendance is below average with both authorised and unauthorised absence higher than usual. Detailed analysis of attendance figures produced by the school shows that a small group of pupils are responsible for these figures. The school has worked with the educational welfare service, social services and other agencies to try to support these families and improve their children's attendance. The high authorised absence rate is mainly because parents have to

arrange holidays to suit financial constraints. An equally small minority of pupils has a poor record of punctuality. Again, the school has identified these pupils and made every effort to improve matters. Most 'late' arrivals appear in the first fifteen minutes after the start of school. Lessons start on time, with a noticeably low noise level. Pupils walk in happily but quietly, and quickly settle down to their morning's activities. Teachers and learning support assistants really make their pupils feel welcome and there is a feeling of mutual affection and pleasure at the prospect of another day in each other's company.

## HOW WELL ARE PUPILS TAUGHT?

13. In 1997, the inspection report said there were 'significant variations in the quality of teaching in different parts of the school' with most teaching good in the reception class and in Key Stage 2 but with two out of every five lessons unsatisfactory in years one and two. This was said to be a serious weakness and constituted the first issue for action with classroom organisation, work and behaviour expectations, and the use of assessment in planning noted for improvement. School records show that a good deal of effort went into improving this situation to good effect but the recent very big turnover of staff means that hardly any of the present staff were part of this process. Nonetheless, teaching is much improved, especially in Key Stage 1, so that it is now good throughout the school with only one unsatisfactory lesson, good lessons in almost all subjects and some very good teaching in each key stage.

14. Several common factors come into play right across the school. On the plus side:
- very positive, low key behaviour management strategies, well understood by pupils are used consistently by all staff. As a consequence, though behaviour may deteriorate, very little time is lost dealing with it and everyone can concentrate on work in hand
  - partly as a consequence of this, the relationship between all adults and children is excellent and boys and girls are confident that every adult will help them if they need them to
  - learning support assistants (LSA) make a very good contribution to pupils' learning, especially those boys and girls who find learning or conforming difficult. This was observed in and out of every classroom either by LSA working with groups in the classroom or with individuals on specific tasks in the corridor. It was also often the LSA who, picking up a pupil in danger of getting into trouble, distracts them or cajoles them into coming back into the fold.
15. On the negative side:
- a significant minority of pupils find the afternoons difficult after a long, busy morning. Though the great majority of pupils make a good contribution to their own learning by their cheerful willingness and interest in what they are asked to do, learning sometimes suffers in the afternoons when concentration flags for the rest.
  - as described in 'How High are Standards', many pupils do not have the vocabulary or language skills to express or explain themselves clearly or confidently. As a result, parts of lessons requiring boys and girls to contribute in this way are quite often subdued and less successful than might be expected given how 'chatty' they are usually.
  - In some subjects, notably information technology, music and religious education, several teachers lack the confidence and expertise to risk undertaking stimulating and challenging activities.

16. All teaching in the foundation stage is at least good with a fair percentage very good. The teacher has created a well-organised and structured environment and built up well-established ways of working and expectations among the children. For their part, the children are remarkably self-contained and independent given the low level of personal and social skills with which they enter the school. This is a great help to the child and also to the adults involved as it means that they are able to work with targeted groups secure in the knowledge that boys and girls working on

their own will be able to get on happily with minimal need for help. A very good example of this came in an extended literacy based session where the teacher made very good use of an overhead projector to make it possible for children to share in looking at the features of letters in 'The Jolly Postman' book. She then very skilfully helped her group to 'write' a thank you letter to 'someone who helps us in school' and the LSA gave very good support to a lower achieving group reading a very simple text together. As they did, children in the 'school office' role play area very sensibly dealt with a 'new parent' and her imaginary child while others confidently worked their way through a 'Jolly Postman' CD rom.

17. In Key Stage 1, most teaching is good with one very good lesson, one unsatisfactory and the rest satisfactory. The very good literacy lesson showed just what is possible when everything goes right. A very well prepared lesson, with clearly explained learning objectives, bright and stimulating delivery by the teacher and lots of energy and concentration from the class all made for very good learning about adjectives. Whether responding to the 'Selfish Giant' shared text, working with a partner writing a description on a white board or reading, identifying or writing adjectives in group work, pupils were engaged and interested throughout. In the one unsatisfactory lesson observed, pupils' behaviour deteriorated largely because, late on a very warm afternoon, the chosen activity provided little opportunity for them to be active so that they spent most of the lesson sitting waiting for their turn.

18. All teaching in Key Stage 2 is at least satisfactory with a majority of lessons good and two very good lessons. In the good lessons, pupils are generally well managed and the pace of learning is maintained by ensuring that they are fully involved in purposeful activities. A good example of this was in a year three basketball lesson where the teacher provided a basketball for each child and maintained a brisk pace in the lesson to ensure all the class, including some quite 'challenging' pupils, remained on task. In most satisfactory lessons, activities were less well chosen for the time of day so that teachers and LSAs had to work hard just to maintain a reasonable level of activity. In the very good history lesson, pupils were very enthusiastic about the task they had been set to construct a simple 'shrine' to the Greek god they had chosen. Thanks to the very good lead in to the exercise through investigation and discussion, and the excellent preparation of resources and materials by the teacher, pupils very confidently and imaginatively designed striking images to represent their 'god'.

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

19. The curriculum for children in the foundation stage of their learning is well planned and takes good account of the nationally agreed targets for young children's learning and the progressive steps towards these targets. Suitably high priority is given to promoting personal, social and emotional learning and language skills. Many activities are practical and relevant to the needs and interests of the children. However, there is a need to further develop the outside environment so that children can further challenge and develop their physical skills and explore such things as gardening and creating their own dens and places to play.

20. In the rest of the school the National Curriculum and religious education are satisfactorily covered in most subjects, although coverage in information and communication technology has suffered from a lack of resources and teacher expertise. Physical education is inhibited by the lack of a grassed area, suitable for sport, close to the school and equipment in the hall that is not suitable for the younger classes. Teachers are working hard to improve pupils' literacy and numeracy skills and develop pupils' personal, social and citizenship education and these are given high priority in school. Cross curricular links are good; for example pupils have made simple information books relating to various aspects of life in Egyptian times and linked art and geography together by studying the local environment and drawing local landscapes in the styles of famous artists such as Van Gogh and Picasso. Since the last inspection the school has improved its long term curriculum planning and now all subjects benefit from having schemes of work based on national guidelines.

21. Staff work very hard in many ways to encourage pupils to take responsibility and feel good about themselves but the recently developed programme of work for pupils' personal, social,

health and citizenship education is not yet fully implemented. It is anticipated that when this is fully in place that there will be more planned times when pupils can express their feelings and discuss significant things which affect their lives. The effect of drugs on our bodies and sex education is addressed through the science programme of work. Boys and girls have equal access to the curriculum and those who find learning difficult are well supported and included.

22. The school does its best to provide extra-curricular activities; currently there are sewing, gardening, football, cricket, cycling proficiency and study clubs. The gardening club, run during lunchtime by a very enthusiastic governor, is particularly popular. Children queue up to take part in planting, digging and organising the small school garden. Pupils are given the opportunity to take part in visits to places of interest but financial constraints mean that this happens less often than in many schools. However, during the inspection, boys and girls thoroughly enjoyed a visit to the Submarine Museum and other recent visits have included the sea life museum and a local farm. All year six pupils have the opportunity to go on an affordable residential visit.

23. Links with the local community and with other schools in the area are good. Particular benefit is derived from the school's very close links with the pre-school not only by the youngest children but also other age groups in the school. For example, year six pupils visited the pre-school then designed and made games for the children and finally took their finished products back and played them with the three and four year olds. The school has good links with the local secondary school and other schools in the surrounding area. Visitors from the local community, such as an artist from Portsmouth, the local priest and an expert on World War II are welcomed as valuable contributors to pupils' learning experiences.

24. Overall arrangements for promoting pupils' personal development are very good with strengths in the social and moral aspects. The school provides a happy, secure and caring environment where all members of the community are valued. The ethos, which pervades every aspect of school life, encourages pupils to develop self-discipline, self-reliance and a positive attitude to all they do.

25. Provision for promoting the development of positive social and moral values and attitudes is very good. Recognising that many boys and girls begin school with few personal and social skills, the school is very active in promoting its partner pre-school provision. This now gives children a very good start and is built on throughout the school. Its prime concern has been to create an environment where pupils are valued, feel secure, and behave appropriately. The school fosters an environment based on valuing and respecting each other with a sense of belonging and a 'family' ethos. All staff work well as a team and with pupils, always emphasising the positive and encouraging self-improvement. The school operates an assertive behaviour policy that emphasises the positive and seeks to promote and reward good behaviour while defining sanctions for inappropriate behaviour and breaking the school rules.

26. The school actively promotes moral values so that each child develops honesty, self-discipline and sound moral judgements. Pupils have a clear sense of right and wrong and are encouraged to show respect for each other, work amicably together and play fairly. They respond well to high expectations of good behaviour. Boys and girls co-operate well and are learning to value each other's contributions. The school acknowledges and encourages pupils' positive contributions by awarding Achievement and Headteacher Certificates, while pupils can gain Golden Time on Friday afternoons by obtaining sufficient marbles for good work or positive behaviour. As pupils get older they are given additional responsibilities like the opportunity to become library monitors. As members of the school council, pupils accept the responsibility of representing their classmates' views and working with others to improve the school and its environment. They are also encouraged to respect and care for their environment. Parents have set up a Gardening Club that operates on Thursday lunchtimes. Working alongside pupils of all ages, a handful of 'mums' have transformed the old school garden into a wonderful learning environment. The feeling of pride and accomplishment of those involved is clear to all. It is providing a wonderful opportunity for children to work together with parents and be involved in a project beneficial to the whole school community.

27. Good opportunities are provided for pupils to reflect on their feelings and the more spiritual aspects of their lives. Pupils have a clear understanding of the values and beliefs that the school promotes. The school staff ensure the well-planned daily act of worship, sometimes involving the local churches, makes a positive contribution to the development of pupils' spiritual awareness. It provides an opportunity for pupils to be thoughtful and to share feelings with each other and the whole school community. For example, in one assembly pupils tried to imagine what it would be like to be without one of our senses and then reflect how lucky we are to have all our senses. In lessons pupils are encouraged to reflect on life's fundamental questions. A pupil in year four class wondered 'Where was God before he invented the earth?' In religious education lessons pupils acquire knowledge and insights into Christian values and beliefs, and those of some of the world's other great religions. Discussion of feelings is addressed appropriately during circle time for the older children. Working in the school garden or looking closely at the school pond allows pupils to wonder at the beauty and diversity of nature and during moments of stillness and quiet they demonstrated just how impressed they are at the variety of the different life processes of pond and insects life.

28. Overall provision for cultural development is satisfactory. The school makes use of local facilities such as museums and other places of interest in the locality to enrich the curriculum. For example during the inspection year five pupils visited the submarine museum, recognising the importance of the sea to the life of the community. During the afternoon pupils made model submarines and were absolutely enraptured by the activity. In recent years the oldest children have visited the Brecon Beacons area of Wales and Fairthorne Manor in Hampshire. Visitors include the Southampton All Star Band and an artist from Portsmouth, who worked with pupils to make 'pebbles', which were fired and 'released' back onto the beach. As part of the Jubilee celebrations the school held a street party to mark the occasion. Photographs of the day show pupils and staff entered fully into the spirit of the event and had a wonderful day. Year six have studied the work of the artists such as Pissarro and Hockney, while year four have looked at traditional aboriginal artists representing the world around them. Year six pupils have also been studying the Caribbean island of St Lucia in geography. However, while cultural development is generally adequate, opportunities for pupils to gain insight into and appreciation of other cultures through literature and the arts, are limited. Pupils are made aware of the beliefs and practices of different faiths through religious education lessons but there are very few artefacts or books reflecting non-European and non-Christian cultures, and teachers sometimes miss opportunities to explain and celebrate the nature of other cultures.

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

29. The school takes very good care of its pupils. Procedures for monitoring and promoting good behaviour are excellent. Behaviour is managed consistently and calmly by all staff, largely because of the thorough training they are given which is updated each September. Some lunchtime staff have had additional training in play management and some teaching staff have been trained in safe physical restraint. Behaviour management is all the more effective for being unobtrusive. Any incident of unsatisfactory, oppressive or racist behaviour is logged: if an individual pupil's name appears repeatedly, they will be given specific behaviour targets, and all staff will be alerted. If the targets are achieved, the pupil earns five minutes' 'Golden Time'. Satisfactory behaviour for a full week earns 25 minutes of 'Golden Time' on Fridays, together with either a certificate or a letter home to parents to inform them of the good news. The progress of individuals identified as having behaviour problems is tracked and the head monitors tracking sheets daily. All actions taken to moderate behaviour are also recorded. The school makes every effort to involve parents in behavioural issues: pupils' behaviour journals are shared with them and their comments on the child's behaviour at home are invited. The school is supported by the local authority's Behaviour Intervention Service, which works with individuals, groups and classes to improve behaviour and develop social skills. Staff make sure they praise good behaviour more than they condemn bad.

30. Procedures to support pupils' personal development are very good. All staff work hard to get to know pupils and their families: one teacher invited her entire class to her wedding. Given the many changes amongst the teaching staff, the role of the non-teaching staff has been crucial



in maintaining the school's calm, happy atmosphere. Their cheerful unflappability is a great asset. The planned scheme of work for personal, social and health education has linked themes and a list of objectives for each year group. Younger pupils personal development has been greatly aided by the establishment of the pre-school on the school premises, which gave many families their first opportunity of this kind. The breakfast club, which provides food and quiet activities before school, also promotes the healthy personal and social development of pupils. The school's caterers cooked the winning entry in a competition to design a healthy school meal. Provision for pupils with special needs is good, and the school identifies more able pupils and supports them through differentiated work in class. Staff are developing the range of activities available for pupils at playtime, although at present it does not have many playground toys or any large play apparatus. Lunchtime supervisors organise special 'activity weeks', for instance a painting week, when they will demonstrate and join in the activity concerned. Books are provided for playground use.

31. Arrangements that the school has made to monitor and improve attendance are excellent. Teaching staff are given very clear written guidance on completing the registers. The administrative officer enters the data on the computerised system weekly. She intends to know the whereabouts of every pupil within half an hour of the start of school and always follows up unexplained absences on the day concerned. Late arrivals report to the school office and their reasons for late arrival are noted. All phone calls and letters from parents explaining pupil absence are filed alphabetically and monitored for patterns (for instance, persistent 'sickness' on Mondays). The administrative officer and the head monitor attendance data weekly and a monthly summary is circulated to all staff. Making fortnightly visits, the educational welfare officer works closely with the school to improve attendance. The importance of attendance and punctuality is strongly promoted to parents in the prospectus and newsletters. Pupils' annual reports include details of their attendance and punctuality, graded from 'poor' to 'excellent'. Certificates for perfect attendance and punctuality are awarded to pupils after each half-term.

32. Procedures for child protection and to ensure pupil welfare are very good. The child protection policy follows local guidelines with the headteacher as the child protection liaison officer. He is fully trained, has had regular update training, and briefs all staff on child protection each September. Each classroom has a child protection booklet with full guidance and standard forms on which to report any concerns to the liaison officer. The school makes every effort to cooperate appropriately with external agencies. Risk assessment is carried out once a year, using the local authority checklist. Any items listed on the previous occasion are monitored and the school records when hazards are eliminated or maintenance tasks are carried out. Electrical equipment, physical education equipment and fire extinguishers are checked annually by specialist contractors. Fire drills are carried out at least termly, at different times of day. The alarms are tested weekly. There have been virtually no problems with vandalism or intruders.

33. The administrative officer is a fully qualified first aider, and some of the lunchtime supervisors have done a one-day course in first aid. Several staff will be trained in the new term. There is no dedicated medical room: the main first aid post is in the school office, with a smaller one in the reception classroom and lunchtime supervisors take supplies with them onto the playground. The school has good arrangements for health and safety during offsite visits. The 'Health and Safety Week' to be held the week after the inspection gives a very good indication of the importance the school gives to this area of learning with activities ranging from water, road and rail safety to dental health.

34. Arrangements for monitoring pupils' academic and personal development are good. Since the last inspection the school has improved the procedures for the collection and analysis of data to inform planning and set targets. More methodical and thorough procedures for monitoring standards and evaluating progress are now in place including analysis of assessment data, moderation of pupils' work and, until recently, observations of teaching and learning. The head teacher and teaching staff have worked hard to maintain a sensible level of change and improvement over time in relation to assessment and recording procedures. Following the promotion of the assessment leader at Christmas, coordination of assessment is shared by the Senior Management Team, with the headteacher taking responsibility for collecting data and setting and updating targets.

35. Following the last inspection the school began the process of building up a more informative collection of assessment data, including detail of national tests for 7 and 11 year-olds, termly teacher assessments and, more recently, optional tests in years three, four and five. Using this information, targets, in the form of predicted National Curriculum levels, are set for each child in reading, writing, mathematics and science. An electronic database, Excel, is used to monitor progression and look at trends. Tests used as pupils enter the school provide a baseline from which to judge pupils' future progress. This year the school is changing the format and content of the annual report so that it identifies not only the child's progress and the National Curriculum levels in English, maths and science, but also personal targets for the pupil for the coming year. The school is introducing a record of personal development, linked to the personal, social and health education scheme of work, to track their personal development as they move through the school.

36. Alongside these more formal assessments, a number of planned teacher assessments are identified throughout the year, particularly in the core subjects. For example, teachers make on-going assessments in English, mathematics and science each half-term. They also keep appropriate records of pupil progress matched against national programmes of study in English, mathematics, science and information technology, while more routine on-going assessments are recorded in the teacher's mark books or files. However, overall the way this kind of on-going assessment is collected varies from class to class and could be more effectively and consistently used to track pupils' progress, reset targets and influence planning. Samples of children's work in English, mathematics and science have been collected and matched to National Curriculum levels. However the school recognises that this valuable resource needs updating, particularly in view of all the staff changes. Teachers are able to use exemplar material from the DfEE to ensure sound judgement when identifying levels.

37. A suitably detailed marking policy outlines the main strategies for marking pupils' work. Analysis of pupils' books during the inspection show that pupils' work is marked regularly but not always consistently. However, generally informative marking often includes helpful comments and guidance to show pupils how they can improve. The school acknowledges and encourages pupils' positive contributions by awarding Achievement and Headteacher certificates, while pupils can gain 'Golden Time' on Friday afternoons by gaining sufficient marbles for good work or positive behaviour.

38. Assessment information is used to identify pupils who require extra support, their present level of functioning and realistic individual targets for improvement. Learning support assistants provide good quality focused and targeted help for pupils who find learning difficult. Children who give concern are listed on the Special Needs Register and good quality Individual Educational Plans (IEPs) are drawn up by the staff and shared with the pupil's parents, where possible, to set targets for improvement. These are reviewed at least termly and often more frequently. Very thorough procedures for placing pupils on the Special Needs Register are consistently applied.

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

39. Those parents who expressed their views by replying to the questionnaire (14%), by attending the meeting or by written comments, nearly all had good, positive views of the school. They feel teaching is good and teachers have high expectations of their pupils. The school is approachable and responds well to suggestions from parents. Parents are very appreciative of the breakfast club and the pre-school sited in the school. They think their children enjoy school and make good progress, and that overall behaviour is good, although there are some exceptions. They are aware that few parents play a part in school life, although they feel this is changing. Most parents feel well informed about what their child does at school.

40. The school has good, effective links with parents and does everything it can to improve them. Before reception pupils join the school, they and their parents are invited on visits during the summer term and the class teacher visits the pre-school. During their first term at the school, the reception teacher visits them at home. Parents are regularly invited to assemblies and other school events. The school is quick to give parents good as well as bad news. For instance, a letter home told the parents of one child that 'his behaviour and attitude towards work have been excellent all week'. Parents are frequently invited to get involved with the school in any way they

feel able. They can see teachers or the headteacher at short notice. The school uses questionnaires to get their opinions on aspects of school life (for instance, the breakfast club). Staff also used a question and answer system to encourage parents to get involved with their children's homework. Annual meetings for parents of year two and six pupils tell them about statutory assessment tests. The school has held courses on parenting in recent years and is currently bidding for funding to run courses for parents on information technology and supporting children's homework in conjunction with Bay House School.

41. Good quality information presented in attractive, user-friendly formats is provided for parents. The prospectus and governors' report which fulfil statutory requirements, give parents lots of detail about school activities and the curriculum. Each class sends out termly guides to tell parents what their children will be doing and what homework is expected. Plenty of information is sent home on day-to-day matters. Termly parents' evenings are held. It was difficult to judge the quality of reports as the school is introducing a new format this year; reports for the current academic year had not been written; and many of the staff who wrote reports last year have left. However, provision is certainly at least satisfactory. The intention is to indicate the level at which pupils are working and to explain whether this represents an outstanding, average, or below average achievement for that child. A detailed section on personal and social development reflects the good knowledge the school has of its pupils. Much more detailed information is given on progress in English, science and mathematics with targets for the following year, reflecting the good assessment in these subjects. Reports include comments from pupils and a space for parents to add their views.

42. Parents have a satisfactory impact on the work of the school mainly through the dedicated and enthusiastic parent governors. Until recently, despite much encouragement from the school, very few parents played any part in school life. Now the parent-teacher association has been re-established, and the parent governors are promoting involvement as strongly as they can. A group of parents comes in to work with the youngest children every week. The parents' association has begun to issue its own newsletters to parents. A new notice board will be inside the school after problems with the outside one. Association representatives are present at parents' evenings to meet parents and talk about helping the school. The garden established and tended by parents and children has been extremely successful. It is a bright, colourful oasis, full of colour, life and delicious smells. Produce is to be sold at the end of term barbecue for school funds. Parent gardeners have already begun their next enterprise: each class is to have a 'worm farm' in an old sweet jar.

43. Unfortunately, the contribution of parents to children's learning is not very good. Some are very committed to their children's education and do all they can to support it, whether by hearing them read, making sure they do their homework, or supplying things to do with a class topic. However, a significant proportion do not attend parent consultation evenings, or come to meetings when their child's special needs are reviewed. Many do not help their children to read, or show any interest in their homework. One child claimed that he never took his reading book home with him 'because my dad says it's a waste of time'.

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

44. The contribution of the head to the steady improvement of the school over the years and especially in managing all the recent changes and sustaining the school's optimistic and positive ethos has been outstanding. Page one of the school's prospectus talks about providing a 'happy, secure, stimulating and rich environment' and also about encouraging children to develop 'self-discipline, self-reliance and a positive attitude to all they do'. Despite all the odds, it is to the head's great credit, that that is exactly what the school continues to do. A very good example of his vision and understanding of the needs of the Haselworth community was the priority he put into bringing about the development of affordable pre-school provision in the school. This has made a very real impact on the academic and personal standards of boys and girls in all the five year groups who have so far passed through it. Another good indicator of his positive impact, is the fact that one of the reasons for the change in staff has been due to several being promoted to

senior positions.

45. However, with almost every subject manager new to the job and the deputy head only in post for a few weeks, obviously it will take a little time before they can make a full contribution to their management responsibilities. What will help in this is the well established tradition of subject and other managers compiling their own development plans as part of the strategic planning process with sections for improvement, development and maintenance activities and a bidding process to fund it. One area criticised in the last report and still, for the time being, managed by the same member of staff is special needs. This whole area is now well managed, with all the necessary paperwork completed and reviewed regularly and with teachers, support staff, pupils and, where possible, parents closely involved in the process.

46. Only two of the governing body in place at the time of the last inspection remain and these are very aware of how much more effective the present governing body is now. With several very active parents, members of staff and the pre-school group leader as new governors, there is a great deal more involvement, commitment and energy. With support and training provided by the local authority and plenty of information furnished by the head, meetings are now lively debates with several governors having developed particular interests (or passions as described by one governor). The whole governing body is very aware of the school's strengths and limitations and it is fitting that it has a positive, cheerful, 'can-do' ethos to match the school's. Governors fulfil all their statutory functions well through a range of committees and individual responsibilities and parent governors are working hard to build up a positive relationship with the rest of the parent body. They are already making a good contribution to the management of the school and are constantly improving.

47. Aspects of monitoring were criticised in the last report and school records show that a good deal of effort went into revamping the process latterly supported by arrangements for performance management. However, all the staff changes have meant that most of these arrangements have had to be put on hold. The head has continued to keep an eye on teaching and classroom practice, planning and pupils work have been monitored. One area that has not suffered has been the evaluation of the considerable amount of data about pupils' performance measured against national criteria collected from tests and teacher assessments. This is used by the head to track and measure progress by individuals and groups and to set and monitor success in a range of targets including those in the school's strategic plan. This plan is a comprehensive document, focused on raising standards with actions, costings, monitoring arrangements, success criteria and named responsibilities.

48. Strategic use of resources, including funding, is good. The school budgets thoroughly and has benefited greatly from astutely targeted spending focused mainly on sustaining staffing levels which reflects the priorities the school has identified. Plans are reviewed over time to ensure funds are directed to areas of need or development. All staff and governors are actively involved in identifying priorities for development. Sufficient levels of responsibilities for spending are delegated to staff with management responsibilities; for example subject co-ordinators manage their subject budget. Governors are provided with on-going budget detail to regularly monitor the progress of the SDP and the emerging financial position. Clear limits are put on spending and the transfers of funds to ensure appropriate financial control.

49. The most recent external audit highlighted a wide range of issues where policies and practices would benefit from being updated. The internal audit action plan indicates that all these issues have been addressed. Systems of financial control are well-established and respective roles and responsibilities are appropriately defined. The school administrator provides high quality support and administration systems are efficient, unobtrusive and support the day to day running of the school. A finance computer package is efficiently used to raise orders and monitor spending and good accounting records are maintained and monitored by staff and governors.

50. Despite the many changes, the school has a good match of teachers and support staff to the demands of the curriculum and a good mix of experienced and new teaching staff. Many subject coordinators are new to their responsibilities owing to the rapid turnover of the last two

years, but have either undertaken suitable in-service training or will be doing so shortly. The ratio of teaching staff to pupils is good, with an average class size of 22. Arrangements for the induction of new staff are very good, a marked improvement from the last inspection when they were judged poor. The school makes every effort to make staff part of the team as quickly as possible. All staff have a mentor and newly-qualified teachers have non-contact time for induction purposes. They also observe their colleagues teaching as well as teachers at neighbouring schools.

51. Accommodation is good overall, despite the lack of a grassed area. The internal layout has been changed since the last inspection and all classrooms are now separate. Self-contained premises are rented out to a pre-school and the school kitchens are run by a contract caterer. Apart from these areas, the school consists of seven classrooms, a hall which is too small for the numbers on roll, a library, staffroom and head's office, the school office, a special needs room, two sets of adult toilets and three sets of pupil toilets. A computer suite will be installed in the library in the near future. The main school corridor is large enough for staff to work at tables with two or three pupils. However, many areas of the school need attention. The paintwork is shabby in several areas and neutral in tone. In places there are cracks across the ceilings and paint is peeling off. Pupil toilets are in need of a revamp to modern standards and complete redecoration. Many window frames need attention. Outside, there are two good-sized tarmac play areas. A third one is used as a car park at the front. The building is clean and tidy and in reasonable external condition. The installation of the garden area, a pergola and some picnic benches has gone some way to soften the bleakness of the playground.

52. Learning resources are adequate for the demands of the curriculum in most subjects. At present the resources for information technology are unsatisfactory but the new computer suite should be in place for the start of next term. The fixed gymnastics equipment in the hall is not suitable for infants or younger juniors to use. More artefacts are needed to support the teaching of history. There are no art books or art prints relating to non-western cultures to support multicultural teaching in art and very few musical instruments from non-western cultures. The library is supplemented by the school library service. Many of the tables and chairs used by pupils and staff are battered and old. An uncomfortable chair or wobbly table is not an aid to learning. The school makes good use of the available storage space with five dedicated storage areas. Resources are clearly labelled and accessible, and steps are permanently available to allow staff to access high shelves safely. However, some resources have to be permanently stored standing along the main corridor or taking up classroom floor space.

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

53. To build on the strong foundations already laid and make what children do at Haselworth School best fitted to their learning needs, the governors, headteacher and staff should:

- (1) Ensure that each pupil has the capacity and opportunity to make full use of information technology (IT) as a tool for learning and communicating by:
  - implementing plans to set up a fully integrated computer suite with sufficient up to date computers and software to teach pupils as a class or in large groups
  - providing focused training for those members of staff, including support staff, who missed out on the original programme
  - developing the suite as a community resource so that families without access to a computer at home can make use of the equipment when pupils are not using it
  - revising the timetable so that the fullest use can be made of the suite
  - building opportunities for using IT as a tool or source of information into planning for all subjects

(Paragraphs 6, 52, 86, 94, 99 & 102)

- (2) Seek to improve pupils' oral skills and ability to express themselves in words and writing by:
- acknowledging that, though boys and girls make good progress in the reception class, many are only part-way across most stepping stones to the National Curriculum at the end of their foundation year, and that they still need a modified curriculum based on the early learning goals when they move into year one
  - extending elements of this approach further on into the school especially in developing language for communication and language for thinking
  - build opportunities for pupils to develop these skills in a structured way into work in all subjects and monitoring and recording their progress as they do  
(Paragraphs 2, 4, 7, 58, 64, 75 & 80)
- (3) Ensure that pupils have enough opportunities to add depth to their learning, express their creativity, use their imagination and understand and celebrate cultural and faith richness and diversity by:
- raising the profile of the arts by ensuring that they have sufficient good quality time allocated to them
  - looking for opportunities to include cultural and faith elements when planning work in all areas of the curriculum
  - obtaining sufficient supporting materials for teachers to plan stimulating and challenging activities when working in these areas (Paragraphs 28 & 52)

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- standards in year three fell away during the past year due to a series of staff changes (Paragraphs 5, 6 & 86)
- not enough use is made of good assessment information (Paragraphs 36, 71 & 100)
- behaviour deteriorates during the afternoon (Paragraphs 9, 15, 82 & 99)
- limited range of activities available at lunchtimes (Paragraphs 8, 10 & 19)
- when funds allow, several overdue improvements to the environment need looking at including;
  - the outside area for the reception class (Paragraphs 19 & 54)
  - furniture through most of the school (Paragraph 52)
  - many walls could do with a lick of bright paint (Paragraph 51 & 54)
  - large PE equipment in the hall is unsuitable for younger pupils (Paragraph 102)

#### **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

38
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Number of discussions with staff, governors, other adults and pupils

11
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##### ***Summary of teaching observed during the inspection***

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		5	19	13	1		

Percentage		13	50	34	3		
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The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three, percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		157
Number of full-time pupils eligible for free school meals		60

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		58

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	18

### Attendance

<b>Authorised absence</b>	%
School data	90.5
National comparative data	93.6

<b>Unauthorised absence</b>	%
School data	0.7
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	9
	Girls	6	6	7
	Total	13	12	16
Percentage of pupils at NC level 2 or above	School	76 (86)	71 (86)	94 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	9	9
	Girls	5	6	6
	Total	11	15	15
Percentage of pupils at NC level 2 or above	School	65 (89)	88 (96)	88 (96)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	9	7	12
	Total	20	17	24
Percentage of pupils at NC level 4 or above	School	71 (65)	61 (65)	86 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	10	10	12
	Total	20	22	24
Percentage of pupils at NC level 4 or above	School	71 (71)	79 (68)	86 (88)
	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	2
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	132
Any other minority ethnic group	

*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		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	9	0
Other minority ethnic groups		

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

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

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

Number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	17.3
Average class size	22.4

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

Total number of education support staff	8
Total aggregate hours worked per week	164

### ***Financial information***

Financial year	2001
	£
Total income	401081
Total expenditure	393364
Expenditure per pupil	2248
Balance brought forward from previous year	0
Balance carried forward to next year	7717

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	23
Number of questionnaires returned	156

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	43	4	13	
My child is making good progress in school.	39	48	13		
Behaviour in the school is good.	43	39	13	4	
My child gets the right amount of work to do at home.	39	30	26	4	
The teaching is good.	52	39	9		
I am kept well informed about how my child is getting on.	35	43	22		
I would feel comfortable about approaching the school with questions or a problem.	65	22	13		
The school expects my child to work hard and achieve his or her best.	52	39	9		
The school works closely with parents.	26	48	17	9	
The school is well led and managed.	35	48	4	13	
The school is helping my child become mature and responsible.	39	48	4	9	
The school provides an interesting range of activities outside lessons.	9	30	26	17	17

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

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

54. Children start school at the beginning of the academic year in which they are five and currently twenty-two children in their foundation year are in the reception class. They are now in their third term in school and many are already five. The school has excellent links with the pre-school, which is housed in a large, bright room within the school. The pre-school makes frequent visits to the reception class, works closely with the class teacher and is included in many of the school activities. These close links ensure that children settle very well when they start school. The reception class benefits from having a large classroom to work in and easy access to the outside area. However, both the inside and outside environments would benefit from some refurbishment to create a more attractive, colourful and inviting space. Attainment at entry is well below average. In spite of the excellent contribution made by the pre-school before they enter the reception class, many start school with poorly developed skills, particularly in speaking and listening, and personal, social and emotional development. Good and sometimes very good teaching and the invaluable, full time help from a hardworking classroom assistant is having a very positive impact on the learning of these children in all the areas of learning. Although most will enter year one below average, some will achieve the goals set nationally for children of this age especially in their mathematical and physical development.

#### **Social, personal and emotional development.**

55. Many boys and girls come to school with immature emotional development, poor social skills and a limited ability to take responsibility for themselves. However, the teacher and her assistant work very hard on this area of the learning and the children make very good progress. They are happy, friendly and chatty. Early morning routines encourage them to welcome each other and the adults, with a polite 'good morning' and they are encouraged to say 'please' and 'thankyou'. They organise their clothes and other possessions efficiently and confidently record their lunchtime preferences with a name card. Children who have something special they want to tell the others write their name on a chart and are given a space in the day to recount this news. Several times a week the children plan their own activities. They are very confident with the routines involved in this and discuss very seriously what they will do and how they will do it with the adults. They respond well to tidying up and are very well behaved, helpful and prepared to share resources without fuss. Most are beginning to understand that people have different views and beliefs that need to be treated with respect such as when they talk about the Christian ritual of baptism and the Moslem ritual of washing before entering a mosque. In the classroom and playground they are kind to one another and play and work well together.

#### **Communication, Language and Literacy**

56. Children's skills in this area are well below average when they start school but through carefully planned and prepared activities, good teaching and the patient support of adults they make good progress. Although most will still be below average, some will achieve the targets set nationally for children of this age. During the inspection, many of the good activities to help children with their language skills were planned around the theme of 'People who help us'. The role play area, very well set up as the school office, gave children a real purpose for asking questions, listening to answers, giving information, reading and writing. Adults are very good at playing alongside children to model language and behaviour. The class teacher modelled the procedures involved in answering the telephone, taking notes and dealing with enquiries. Children enjoy the regular times set aside for sharing books such as when they all listened to 'The Jolly Postman' and some were able to identify correctly and name the title, author and describe other features. They were interested in the letters in the envelopes and keen to try to read these with the help of adults. This book successfully introduced the idea of letter writing to the children and some, with the help and encouragement of the teacher, wrote their own simple letters to people in school. A number of children can recognise the names and sounds of letters and most can write their names legibly. A few children recognise frequently used words in isolation and a few are

able to make up sentences that incorporate these words.

### **Mathematical Development**

57. Boys' and girls' learning in mathematics is very good and most will enter year one having achieved the targets set for this age, although their knowledge when they start school is limited. In the introduction to numeracy lessons children demonstrate that they can count and recognise numbers to twenty. They play games that involve counting in twos successfully and enjoy singing and playing well-known number rhymes and games that involve counting, adding and subtracting. In the follow up activities to whole class work, children identify which groups they will be working with and take great pleasure in using the words collaborative and independent to identify their style of working. Follow up activities are suitably practical and closely supported by adults. Children are confident with simple addition and writing numbers to ten and beyond. Some higher attainers are working on the idea of subtraction, counting back and difference. Boys and girls enjoy these lessons and are keen to contribute and share their learning.

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

58. Children make good progress in their understanding of the world in which they live but, as this is limited on starting school, many will start year one well below average in this area of learning. Most children know where they live and a few simple facts about the immediate environment in and around the school. They are successfully learning about the role of others in our lives through their topic of 'People who help us'. At the time of the inspection this was focused on the school and the people in it such as the office. Scientific and historical learning is well addressed through very specific tasks and lessons. Boys and girls are developing a sound sense of time past when they look at photographs of school life in the past and identify similarities and differences with their own school. The teacher works hard on encouraging the children to express and explain their ideas but as many have poor expressive language skills their responses are limited. In science they are learning about their senses and trying to identify a range of smells. They enjoy this activity and are confident and observant, particularly liking the idea of using a clipboard on which to write down their findings.

59. Children's technological skills are encouraged through a number of play activities. They design and make models with a good variety of construction kits and some children draw their designs prior to making them. Most cope well with assembling and taking apart the materials. The two classroom computers are in use daily and boys and girls are very competent in using them for games and activities mainly associated with work in literacy and numeracy. They rarely ask for help from adults and when one little girl realised that the speaker for the computer was not connected, set about putting this right with confidence and understanding.

### **Creative development**

60. Children's immature work in art reflects their development in other areas. They enjoy the chance to paint, draw and make things and set about creative activities with enthusiasm. Boys and girls sort out their aprons, select the size of their paper and make choices about whether they will use paint or pencil to represent their ideas. The pictures they produce are lively and colourful but many are immature. No music lessons were seen during the inspection but teacher's planning indicates that music is at least a weekly activity with other opportunities to sing songs and rhymes and make patterns and rhythms in lessons such as numeracy.

### **Physical development**

61. Many classroom activities give children the chance to practise and develop skills with their hands. They have ample opportunity to handle small tools for cutting, sticking, painting, drawing, writing and putting together and taking apart construction kits. Most are developing good control and show increasing skill in this. Some activities are specifically designed to develop particular physical skills such as hand eye coordination, a good example being an outdoor activity which involved throwing bean bags into hoops. They enjoy the times when they are able to use the hall for movement lessons although the apparatus in the hall is too large and cumbersome for young children to use effectively. Children use their good sized outdoor space and a range of outdoor toys regularly, which encourages the development of their physical skills. The school is aware of the need to develop this outdoor space further and provide a suitable storage space for the outdoor equipment.

## ENGLISH

62. Attainment in English has improved considerably in both key stages since the last inspection. As a result the attainment of 11year olds, which was judged below average at the last inspection, was average in 2001, when compared to all schools and above average when compared to similar schools. This is a remarkable improvement when you consider that when the same group of children were in year two, their results were in the bottom 5% of all schools.

63. Current standards in English in year six are a little down and are below average, but this still represents a significant improvement. In Key Stage 1 attainment in English has again improved considerably over the last five years and at a faster rate than that achieved nationally. Results in last year's tests for seven year olds are largely consistent with inspection evidence showing that attainment in speaking and listening, writing and reading are all below average. The attainment of boys and girls is similar and children with learning difficulties make the same progress as their classmates, largely because of the extra support they receive. The 2001 results show that the standard of reading is better than writing in both key stages. Inspection evidence supports this view. Overall the judgement on standards in English is an improvement on the last inspection when standards in all aspects of English were said to be 'below the expected level' and that standards in English in Key Stage 2 were low.

64. When pupils enter the school their speaking skills are well below average. In Key Stage 1 most children listen well to their teachers and classmates and are happy to answer questions or to chat socially. However most children lack the language skills to properly explain their thoughts and ideas. This not only impacts on the children's speaking but also their writing and their learning generally in other areas of the curriculum. Effective teaching is helping to address these limitations so that pupils achieve well, but the underlying difficulty remains throughout the school so that their attainment in speaking and listening remains below average in Key Stage 2. Nearly all pupils listen attentively to the teacher's explanation and are eager to answer questions. Most participate fully in the shared text session and express their opinions where appropriate. For example, the children in year six discussed how to write a report to encourage year five pupils to go to Fairthorne Manor. Pupils willingly volunteered their suggestions but the language they used was not as lively as seen in many schools.

65. Given the limitations of the pupils' skills on entry to the school they do well to attain close to average standards in reading by the end of the infant stage. Average and below-average pupils have a good grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. During shared text sessions pupils read out loud enthusiastically, such as in year two when reading 'The Selfish Giant, or in year one completing lines of poems in 'Each Peach Pear Plum'. However, although some children enjoy reading and are well supported at home, many children do not have the 'love of books' seen in many schools or the encouragement and support to read at home. In Key Stage 2, pupils read with improving fluency and accuracy. Eleven-year-olds read with expression and talk about the plot and characters in their books but their knowledge and awareness of a range of books and authors is limited. Pupils throughout the school use the school library well to find the information they need but are less sure of how to access information books in a public library or use the Dewey classification. Children's reading records list the books and pages each child has read but inspection evidence showed that the record is not used consistently and that some children read infrequently. The school tries hard to promote knowledge and enjoyment of literature particularly by good story and poetry reading by teachers. To encourage pupils to read more, older and the younger junior pupils read together, sharing texts from a variety of sources.

66. Although improving, the standard of writing is mainly below average, indicating good achievement for the majority of pupils given their low starting point. In Key Stage 1, pupils are beginning to use grammar and punctuation more consistently and show increasing awareness of grammatical convention. Year two pupils know that adjectives are 'describing' words and verbs 'doing words'. Pupils use more appropriate and interesting vocabulary in their writing, although this is relative to a low starting point. They spell most simple words correctly and their handwriting is joined and legible. Indeed, many of the older infants are developing very neat joined handwriting.

By the age of eleven, pupils have a satisfactory knowledge of grammar. For example the oldest pupils are able to use chronological connectives to help order events in a report. However, pupils' knowledge and use of appropriate punctuation is a weakness. For example, an analysis of the work of the present year six showed an inconsistent use of full stops and commas and that children are not reading through their work to check for errors. In Work is often poorly presented despite the introduction of a new handwriting scheme. Very well presented 'life stories' displayed in the hall by year six shows that pupils are quite capable of producing neat, good quality work when required. Links with other subjects are sometimes used to further consolidate writing skills, such as year five writing about Ancient Egyptians in history.

67. Spelling patterns are taught using a variety of sources including words from the national literacy scheme as well as spellings taken from children's own mistakes. Progress in Phonics (PIPS) is well used to promote phonemic awareness linked to correct letter formation. Spelling is taught as part of the literacy hour, for example year one pupils were taught how to add -ing to a word ending in an 'e', such as 'make-making' and year four built up words using multiple affixes, such as thank+ful+ly. The scheme used in the teaching of handwriting is relatively new and is already having a positive impact on learning particularly in the younger classes. Although handwriting is regularly taught, modelled well by teachers and some examples of really good handwriting were seen, many pupils fail to maintain a clear and legible style.

68. English teaching overall is good and, in some cases, very good. Over two thirds of lessons observed were good or very good. Throughout the school teachers have good subject knowledge and identify clear learning intentions in their planning using the National Literacy Framework. The whole-class text level work during the literacy hour is particularly good, where reading is well modelled by the teachers and there is usually a good balance of contribution from both the pupils and the teacher. Teachers use rich and wide vocabulary to stimulate the pupils' interest in new words. The most effective teaching involves good use of questioning to refine knowledge and appropriate expectation for the whole range of pupils, conducted at a brisk pace. For example, in year two, this was used effectively to find out if pupils could suggest why it is always winter in the Selfish Giant's Garden. Teachers insist that proper terms for language are used, such as alliteration. The quality of relationship between the teachers and the pupils is very good. Teaching assistants, present in all 'Literacy Hour' lessons, provide very good additional support to individuals and groups of children. The end of the literacy sessions are well used to encourage pupils to identify what they have learned and to get them to think about what they need to learn next. The teaching of less able pupils is as effective as for the rest of the class.

69. As a result of good teaching and the establishment of well-developed work habits, learning is good. Pupils' ability to use correct grammatical terminology is developing as they move through the school. During lessons, pupils are becoming more self-reliant when faced with a problem. They are able and willing to ask for help when needed and are motivated to improve. Evidence from lessons observed shows pupils work purposefully and try hard. It was quite noticeable that in some lessons pupils worked better during shared text work or on other occasions when they are taught directly, but struggled to remain on task during independent group work.

70. The National Literacy Strategy has been well implemented and this has brought necessary attention to detail in the planning and a proper progression to the development of the subject through the school. Work is selected from a variety of sources to ensure it is suitably matched to the ability of all the children. It includes material produced to support the literacy strategy such as Progress in Phonics, Cornerstones and Grammar for Writing. Additional Literacy Support material is used with year three and four children, while 'Booster' classes are provided after school for year six. Links have been made with other subjects, such as information technology, where Word Bank has been introduced but the school recognises these links need developing.

71. Pupils are assessed by using end of key stage, non-statutory and standardised tests. Half-termly teacher assessments in writing, reading and handwriting are matched against National Curriculum levels. Data from this kind of assessment tracks progress and provides an opportunity to set specific personal targets. Analysis of assessment data is well used to identify

individual targets, but more use could be made of it in identifying year group targets and trends. Although good quality of marking provides sufficient feedback information to pupils, it varies from one class to another. Teachers keep appropriate records of pupil progress, while more routine on-going assessments are recorded in the teacher's mark book or files. However, overall the way this kind of on-going assessment is collected and used is inconsistent and it could be more effectively used to track pupils' progress and influence planning. Samples of children's work have been collected and matched to National Curriculum levels, but these need updating to ensure judgements of standards are secure throughout the school.

72. The subject co-ordinator has only been in post for this academic year. She has a clear view of her role and has worked closely with other staff and the local authority inspectorate to help identify areas for development and improve standards, particularly in guided writing. At present she provides support to other teachers and monitors planning but does not have the opportunity to monitor the teaching and learning. The school has a suitable range of fiction and non-fiction books and other resources to support the teaching of the Literacy Strategy. The well stocked main library provides a valuable central resource.

## **MATHEMATICS**

73. There has been a good improvement in standards in mathematics since the last inspection and it is now the strongest subject in the school. While this was not reflected in the national test results in 2001, work seen during the inspection indicates that pupil attainment is now average compared to national expectations at the end of year two and just below rather than well below average at the end of year six. Pupil achievement is good in all classes except year three which contains a higher percentage of pupils on the special needs register and has suffered from a series of changes of teacher over the year. However, the impact of the pre-school was most striking in maths with pupils in the current year four (the first year group to benefit) improving by the equivalent of about five terms over the last year group not to benefit. Apart from year three, it is understandable that standards are higher in years one to four than in years five and six.

74. Pupils in year one thoroughly enjoy doubling numbers up to 10 in their mental maths. They respond quickly and higher attainers are given the challenge of doubling bigger numbers such as 12 and 22. The 'warm up' session in year two involves them counting backwards and forwards in 2s and 5s and then making 'human sums' and discussing different strategies for working them out. In both these lessons, the activities were well paced, all pupils actively participated, and lower attaining pupils were well supported by learning support assistants. Boys and girls obviously enjoy these sessions and gain much from them. During the main activity, year ones lack of basic knowledge about months of the year (even their own birth month), and language associated with position and order makes it hard for them to complete the task of sticking month labels in order in their books. Pupils in year two do much better doing adding and subtracting 'sums' that do not tax their general knowledge or language skills.

75. In a year three lesson on angles, the teacher and the learning support assistant had to work very hard to keep the class focused on the activity and one or two pupils were particularly demanding. However, the great majority actually enjoyed showing that they were pretty good at identifying right angles with several able to talk about acute and obtuse angles, straight angles and full circles. In conversation, higher attainers showed they knew that a full circle was 360 degrees and soon understood the concept of a reflex angle. Year four pupils demonstrated that they were able to use doubling to find answers but though most could find the answers 'in their heads', few could explain what they were doing. Follow up work using a variety of methods to multiply two digit numbers by one digit numbers challenged the average and below average mathematicians but higher attainers found it too easy and could have moved on.

76. Despite some difficult behaviour, very well dealt with, most pupils in year five showed a good understanding of the function and purpose of a variety of graphs and, with help, were able to organise the information they had been given and show this in graphical form. Pupils obviously understood what they were doing but had great difficulty explaining this when asked. In the year six mental maths session, pupils showed a good awareness of the fact that negative numbers mean counting on and back past the '0'. Again, the understanding of number is good and pupils



get great satisfaction from knowing this. In the main activity, pupils using divisibility rules (such as numbers divisible by 2 are even - and by 5 end in 5 or 0) struggled to apply these to higher numbers with most reverting to actually doing the sum rather than finding a strategy for not needing to.

77. With the successful implementation of the numeracy strategy and with pupils enjoying a subject which does not depend as much on their language skills, teaching and learning in mathematics is mainly good. Introductory mental maths sessions and final summing up are particularly well done and much enjoyed by pupils. Group sessions are well prepared and organised with work usually provided at three levels of difficulty at least. Learning support assistants and class teachers make a good contribution in supporting groups but it is in this part of the hour that concentration and behaviour sometimes slips.

78. Medium term planning is secure, with detailed weekly planning. Teaching has been regularly monitored in the past, a clear policy for pupil assessment is implemented and national and other test results have been analysed. The subject is reasonably well resourced. However, with so many new staff including the new subject manager, care will need to be taken that all the very praiseworthy improvements in provision and standards are sustained and built upon.

## **SCIENCE**

79. The improvement in standards in science since its low in 1998 has been very good. Last year's statutory test results saw the school achieving parity with schools in a similar situation. Although standards are still below average when compared with most schools the improving trend continues throughout the school, particularly in Key Stage 1, where at the last inspection, standards were judged to be well below average.

80. Boys and girls in years one and two are making sound progress in science. In year one they are looking at the senses and in a lesson on sounds and hearing quickly identify some quite difficult sounds played to them from a tape. They sort these into two categories, sounds we make and sounds made by others. Some pupils are able to give some description of the types of sound, for example squeaky, clicky, booming but generally they find it difficult to express their ideas in this way. In year two, the current science topic is animals. Pupils were very interested in watching video clips of various animals and keen to contribute observations relating to differences between them and us. The teacher had brought a tortoise and a fish into the classroom for children to handle and discuss. This proved to be the highlight of the lesson, creating a lot of excitement and interest and stimulating talk about life styles, food and other features. Pupils were introduced to vocabulary new to them, such as hibernation, gills and fins.

81. Year three are making good progress in their understanding of how plants grow. They know that they need light and water and some understand the idea of fair testing. Pupils are growing plants in different conditions and they are eager to inspect their experiments. All are particularly fascinated by sticks of celery which are partially immersed in blue dye to prove that plants take in minerals and water. Year four are achieving well in their knowledge and understanding of the forces of friction. They know and understand some of the special vocabulary associated with this idea, such as newtons, resistance, force meter. Boys and girls successfully carry out experiments to test theories related to forces using the force meters. Some pupils test their ideas on different surfaces and some ask good questions such as 'What happens if it goes off the end of the scale?' Older pupils in year five are successfully learning about the moon, sun and earth. They are currently looking at shadows and the changes that take place in shadow length throughout a day. They conduct experiments outside with shadow sticks but need some prompting to come up with the conclusion that shadow length increases as the sun lowers in the sky. Many find it hard to express their findings and to write an explanation of this. No science lessons were seen with the oldest pupils but other evidence, such as work in their books and displays, indicate that progress is at least satisfactory.

82. Teachers work hard to make science an interesting and exciting subject and all teaching is at least satisfactory with a number of good features. Teachers use resources well and

wherever possible use first hand experience to stimulate interest and learning. They use questions well to focus pupils' thoughts and observations. When waiting for answers, they are patient and encouraging, as many of these children take time to find words to express what they are thinking and seeing. Science lessons often take place in the afternoon and this is not always the best time, particularly for younger children, who are often tired and restless. All pupils benefit from being able to use the environment for some of their studies. A trip to the local submarine museum, a theatre group and the school garden all contribute to their scientific knowledge and understanding. The gardening club, a very popular activity, gives boys and girls the opportunity to grow and study flowers and vegetables in a real setting. During the inspection week the club made a worm farm for each class to watch in their classroom

83. The subject coordinator must take great credit for the quality of provision in science and the big improvement in standards. He has ensured that all basic planning structures are in place and that by constant monitoring, they are used effectively and the science curriculum is covered. By introducing a progression document, he has provided a framework for revision at the beginning of a unit, assessment at the end and extension for the higher attaining pupil. He has a clear idea of how he can further improve standards in the subject, such as through the use of information technology and is anxious to do a better analysis of results to identify strengths and weaknesses. With the prospect of new staff joining the school in the next academic year and many of the current staff having recently joined the school, he is anxious to ensure that the quality of teachers' subject expertise is maintained and extended.

## **OTHER SUBJECTS**

84. Though in the week of the inspection, pupils in at least one key stage were observed learning in most foundation subjects, the total number of such observations per subject was inevitably small. This was compounded by the fact that year six were at their feeder secondary school on the Thursday and Friday, and that year five were swimming nearly all of the Tuesday morning and out on a trip for most of the Thursday. No information technology lessons or group activities were available for inspection. Where possible, evidence from the total of fifteen lessons observed was supplemented by brief 'snapshot' visits to lessons, the analysis of teachers' planning, work completed this school year and by discussions with pupils.

85. To avoid repetition and provide a solid base for judgements about teaching and other aspects of provision, art, design technology, geography, history, Information technology, music, and physical and religious education are reported on as a group, with strengths and weaknesses pinpointed.

## **THE FOUNDATION SUBJECTS - ART, DESIGN TECHNOLOGY, GEOGRAPHY, HISTORY, INFORMATION TECHNOLOGY, MUSIC, PHYSICAL AND RELIGIOUS EDUCATION**

86. Boys' and girls' achievements this year are below what is expected for their ages in most of these subjects in both key stages with information and communications technology (ICT) lower in both key stages. Most boys and girls are making sound progress through both key stages in most subjects with slower progress in ICT. However, disruption caused by a series of changes of teacher in a year three class with many vulnerable pupils has meant that eight year olds have not made good progress in the foundation subjects this year. In other classes, pupils who find learning difficult make sound progress at their own level especially in more practical activities such as art and physical education or when helped by one of the very effective learning support assistants.

87. Several common factors combine to restrict standards in these subjects. Most are taught in the afternoons after a fairly intense morning's work in literacy and numeracy when many pupils' find it difficult to concentrate for extended periods or produce their best work. This is a particularly difficult time for those pupils who are being helped to control their own behaviour and this can take up precious time for both the teacher and the class. For many pupils, the low level of their literacy skills, especially producing unaided written work, makes it difficult for them to make adequate and satisfying records of the work they have been doing in geography, history and religious education. Progress in many subjects is inhibited because pupils limited speaking skills, especially in

answering questions, explaining and discussing, either means that these activities are stilted or take more time than they should or that they are not used as often as they could be to extend understanding or consolidate learning.

### **ART AND DESIGN TECHNOLOGY (DT)**

88. By the age of seven most pupils explore ideas, investigate and use a range of materials to communicate their thoughts and meanings. They try out tools and techniques and apply them to materials and processes. Younger infants experiment with natural materials, such as spaghetti, pasta and coconut, to create a piece of art work of different textures, showing increased awareness of the properties and potential of the materials they are using. The oldest infants sketch parts of a building they see through a viewfinder using charcoal and chalk. They produce first hand observational sketches of different areas of the school in their sketchbooks as part of their preparatory work for the creation of a mural. Some pupils produce fine sketches showing a good awareness of perspective and proportion. However, the observational drawings results of many are disappointing. In these cases there are few features seen in their sketches and pupils show little appreciation of proportions in their drawings.

89. Older pupils use their knowledge and experience to develop their ideas further. Year four pupils are influenced by artists like Paul Klee, the Boyle family and traditional aboriginal artists to create paintings representing the world around them. Older juniors produce fabric art of nursery rhymes using a variety of different media including paint, fabric and a variety of other materials. They make pencil sketches of the local area showing increasing awareness of tone, texture and shading. Pupils in year six look at the style of different artists such as Pissarro, Van Gogh, Cezanne, El Greco and Hockney and produce some striking artwork in attempting to recreate paintings by these artists. Inspection evidence, based on samples of pupils' work and from photographic evidence provided by the teachers, shows boys and girls are provided with appropriate opportunities to work in a range of media, to create three-dimensional structures and to work in clay. The oldest infants designed, made and evaluated vehicles for getting round the Island of Struay. In year four, pupils investigated and evaluated products with levers and linkages systems to learn how they function. They looked at a variety of pop up books with moving parts to find out how they worked and used their knowledge to model different types of moving and linkage mechanisms in their own designs. In year six, pupils used their knowledge of structures to design and make shelters using a variety of rigid and non-rigid materials.

90. Based on observations of three lessons, lesson plans and analysis of work, teaching of both art and DT is satisfactory. Teachers give clear explanation of the purpose of the activity and leave the pupils in no doubt about what is expected of them. They ask pupils to be self-critical and to evaluate their work at different stages. Teachers generally made pertinent and telling teaching points. However, in one lesson more direct teaching, pointing out the properties and potential of the material used, would have focused the activity more and so improved learning. In most classes, better use could be made of the sketchbooks provided.

91. An artist from Portsmouth visited the school and worked with pupils to make pebbles, which were fired and 'released' back onto the beach. Appropriate links are made with other subjects of the curriculum, for example the school has been working with pupils from St Vincents 6<sup>th</sup> Form College to produce murals on habitats. As part of the year five visit to the submarine museum pupils made working models of submarines using plastic bottles, balloons, straws, cards and joining materials. They were rightly proud of their efforts when sharing their models with the rest of the school during assembly.

### **GEOGRAPHY AND HISTORY**

92. Only one geography lesson and three history lessons were seen during the inspection but there were some good examples of pupils work in these subjects undertaken over the last two terms. The school's topic cycle indicates that these subjects have a high curriculum focus once a term in Key Stage 1 and once or twice a year at Key Stage 2, but will be included in other topics, where appropriate, at other times. The work seen indicates that pupils are making steady progress in these two subjects.

93. In geography, pupils in year one have used the motivation of The World Cup Football to

find out about the countries that are taking part and to plot these on a world map. They have found out some simple facts about the different countries, such as climate and made some comparisons with their own locality. They have made passports so that they can accompany Barnaby Bear on his imaginary travels. Some pupils lucky enough to go away on holiday are allowed to take him with them and record this trip in photographs to share on their return with the others. Year two are currently looking at the seaside in past times in history but also considering the nature of the seaside environment as a geography link. In Key Stage 2, year six is currently studying 'Water' and in the one geography lesson observed were locating the wettest and driest regions of the world on a world map, discussing the nature of deserts and using the computer to research information on this. Pupils were interested and keen to find out more. In years four and six good links are made between geography and art. Year four have successfully looked at how Paul Klee, the Boyle family and Aborigine artists represent the world around them and painted their own 'journeys' using ideas and techniques learnt from these artists. Year six have looked at the watery environments around the school such as the creek and represented these in pastel and paint, in the style of artists such as Van Gogh and Picasso

94. In history, seven year olds are looking at the seaside in times past and making comparisons with the seaside now. They listen attentively to a story called 'Alice goes to the seaside', enjoy the pictures and try hard to talk about what they see and the differences between then and now. Some find it difficult to express themselves and struggle to explain their ideas. The teacher is patient and supportive and carefully explains new vocabulary such as trunk, cab, journal and bathing machine. In year four, the history topic is the ancient Greeks and in one very good lesson observed the pupils were researching information on the Greek gods. They looked carefully at a map of mount Olympus, the home of the Gods and found out about Gods such as Apollo, Hermes and Aphrodite. Pupils set about making a shrine for their chosen God enthusiastically using symbols and pictures. In discussions they recalled many of the facts that they had already learnt about ancient Greece. This was a very good practical lesson that absorbed and motivated them. Year five pupils have been studying the Egyptians and are currently finding out about the Pharaohs. They have successfully used their literacy skills to make books relating to this topic and are clearly interested in the subject, particularly the more gory facts relating to Egyptian death and burial. Boys and girls have done some good work on hieroglyphics and made up their own communications in this style.

95. The school does its best to provide the pupils with visits and visitors related to both history and geography. They use the local environment well and during the inspection, year five visited the local submarine museum where they saw the earliest submarines and learnt about their history. People from the community also enhance learning in these subjects; for example a local person came into school to talk about World War II and life in Britain then.

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)**

96. The school is only too aware that, for several reasons, information technology is its Achilles heel and that standards generally are well below what is now expected. However, with the appointment of a new subject manager with subject expertise and the school's commitment to invest in a new computer suite based in the library, this issue is well on the way to being addressed. Currently, though each classroom has at least one computer, their age and condition and the limited range of software available means that it is very difficult to cover the full range of the current national scheme especially in the older classes. In addition, because they are scattered around the school, it makes it very difficult to actually teach information and communications technology skills and understanding. Another factor inhibiting improvement at the moment is illustrated by the fact that the current amount of ICT activity in each class is mainly dependent on the confidence of the teacher. It was unfortunate that most of the eight members of staff who received specific training have left and that most of the newcomers have not benefited from it. Few pupils were observed using computers during the inspection but class records in several rooms indicated that pupils have been programmed to cover at least some of the required elements over time. This is probably best in Key Stage 1 and in year four but even in these classes, pupils are not working at the same levels as is now usual in most schools.

### **MUSIC**

97. A limited number of music lessons were available for inspection during the week but teachers planning indicates that pupils have the opportunity to cover the full range of the curriculum as they move through the school. A good indicator of the attention given to singing was a good whole school singing session with the whole staff present and joining in. Boys and girls showed real energy and enthusiasm singing a lively, two part song based on 'If you're happy and you know it' tunefully and accurately. Even more impressive was the performance of a real 'showstopper' song, 'This is the end', complete with actions in preparation for the Friday assembly. In a year six lesson based on dynamics and using symbols to compose a pattern of sounds, pupils showed good control and awareness in following a score with the size and frequency of symbols determining when tapping, ringing and shaking percussion instruments should be played. By the end of the lesson several pairs had designed their own symbols and made up their own 'scores' with sudden and gradual changes of dynamics. It is to the school's credit that it ensures that 14 pupils, six woodwind and eight brass, have the opportunity to learn an orchestral instrument with all that entails.

### **PHYSICAL EDUCATION (PE)**

98. During the week of the inspection only lessons in games and athletics were observed. Evidence from teachers planning and the school's scheme of work shows that pupils have opportunities to take part in all aspects of the physical education curriculum. In the lessons seen, the attainment of boys and girls was appropriate for their age, although the lack of a school field can only have a negative influence on the development of appropriate games skills. All pupils swim in year five and records indicate most swim by the time they leave the school. The oldest infants show improving ball skills and cooperate well when participating in a relay race involving bouncing a ball in hoops in preparation for sports day. Year three show impressive skills in managing to continue bouncing a basketball, moving in different directions, while not looking at the ball. After school clubs provided for both cricket and football are open to both boys and girls. At present the school does not play team sports against other schools. A school sports day is to be held later this year in a nearby park. The annual residential visit to Fairthorne Manor provides an opportunity for year six pupils to be involved in both indoor and outdoor activities.

### **RELIGIOUS EDUCATION(RE)**

99. Although teachers plans show that they aim to cover the guidelines for their year groups set by the Hampshire agreed syllabus, 'Visions and Insights', the small amount and indifferent quality of work in many pupils books and the fact that in discussions, few older pupils could give more than a sketchy outline of what they had been taught shows that standards in RE are less than expected. However, it is encouraging that pupils in years one, two and four have a much better idea of the nature of religion, especially Christianity. In addition to the factors listed in the teaching section, staff changes have meant that, despite the best efforts of the subject manager, it has not been possible to carry out necessary work to develop the scheme of work and teachers are not fully supported by detailed medium term plans.

100. A particular weakness is in providing pupils with activities to enable them to learn about religions other than Christianity. Little evidence of work in this area was found in books or displays and it was significant that the few lessons that took place during the inspection were essentially Christian and that work planned in other classes was also interpreted this way. In a good year six lesson on the nature of the Church of England following a visit by a local priest, pupils showed they understood that ceremonies, prayer, singing and sermons are all part of worship and had learned the names and the reasons for the various 'vestments' and objects she had left behind. Pupils in year four made a good attempt at putting into words their ideas of what God is like (not looks like) - one little boy contributes, 'no-one could draw a picture of God - he might be an animal'. The teacher did well to get them to represent God through symbols such as thunder for power, but it was a pity that he made no reference to the importance of a supreme-being in other religions or to the many gods worshipped by the ancient Greeks being studied in history.

### **TEACHING AND OTHER PROVISION IN THE NON-CORE SUBJECTS**

101. Teaching in all the subjects where lessons were observed was almost equally balanced between satisfactory and good with a very good history lesson and an unsatisfactory PE lesson. At the time of the last inspection it was overall satisfactory in everything but art, but with

unsatisfactory lessons in most other subjects especially but not exclusively in Key Stage 1, so this represents a good improvement. No formal teaching of information technology skills was available for observation during the inspection and teachers' plans and records show that, though pupils have opportunities to use computers, little direct teaching takes place. As indicated above, most of these lessons take place in the afternoon when pupils' powers of concentration and, for some, ability to control their behaviour, are stretched which often makes both teaching and learning more difficult. The one unsatisfactory outside PE lesson took place late on a warm afternoon with young children who just could not cope. However, in a whole school singing session first thing in the morning, every one of the 150 plus children behaved very well, joined in enthusiastically and sang tunefully and well. Apart from this, the strengths and weaknesses of teaching within the foundation subjects are as described in the 'How Well Are Pupils Taught?' section.

102. A key issue in the last report was to improve the breadth, balance, continuity and progression of the curriculum including most of the foundation subjects. The adoption of national and local schemes of work has helped greatly to resolve this issue and current planning in all subjects, except information technology, ensures that everything is covered in sufficient depth and in a cohesive and ordered way. However, any assessment that goes on is down to the individual teacher rather than a school based system and in most subjects, exemplars of work at different levels have not been accumulated. Because of this, it is difficult for teachers to know what standards in subjects are compared to other schools or for pupils to know how well they are doing.

103. The schools strategic planning procedures give subject managers a central role in the improvement, development and maintenance of their subjects with specific targets and the facility to bid for funds to meet them. This all feeds in to the school's overall management plan and provides a very effective vehicle for those responsible to actively manage their subjects. As part of this, they are given non-contact time to monitor standards and provision. Unfortunately, all the recent staff changes have very substantially disrupted the whole process with almost every subject changing hands in the past twelve months and more changes imminent. An important exception to this is in ICT where, because the subject is an urgent, whole school priority, the new coordinator has been able to make a good contribution to the process of working towards substantially upgrading provision and ultimately, standards.

104. Resources in most subjects are adequate to teach them, the notable exceptions being:

- as noted in the ICT section, insufficient, up to date computers and software
- a shortage of books and other materials about or from other cultures and faiths
- large PE equipment in the hall is unsuitable for most children but especially those in the reception class and in Key Stage 1.

The last weakness is in addition to the fact that the hall itself is small for vigorous activity and that the school does not have a field for games or other outdoor activities.