

# INSPECTION REPORT

## **COURT LANE JUNIOR SCHOOL**

Cosham, Portsmouth

LEA area: Portsmouth

Unique reference number: 116185

Headteacher: Mrs S Egglestone

Reporting inspector: Mr A C Jolly  
(8750)

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> June 2001

Inspection number: 197683

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Hilary Avenue Cosham Portsmouth Hants
Postcode:	P06 2PP
Telephone number:	023 9237 5444
Fax number:	023 9220 0709
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Greenwood
Date of previous inspection:	29 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8750	Mr A C Jolly	Registered inspector	English PE English as an additional language.	What sort of school is it? How high are standards? The school's results and achievements. How well is the school led and managed?
19491	Mr R Jones	Lay inspector		Pupils attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19897	Mr A Evans	Team inspector	Science Geography	How good are the curricular and other opportunities offered to pupils?
28885	Mrs H Paterson	Team inspector	Mathematics DT Music	
15678	Mrs J Radford	Team inspector	Religious education Art	How well are the pupils taught?
30580	Mr D Bateson	Team inspector	Equal opportunities SEN IT History	

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

### **INFORMATION ABOUT THE SCHOOL**

Court Lane Junior School provides education for pupils between the age of seven and eleven in a residential area in East Cosham to the north of Portsmouth. It shares a site with the infant school from which most pupils transfer. However, over a quarter of the intake comes from outside the catchment area. Pupils' standards on entry at seven years of age are broadly average. Of the 478 pupils who attend the school, the percentage speaking English as an additional language is a little higher than in most schools. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified with special educational needs is broadly average although there is a smaller percentage of pupils with statements of special educational needs. There are slightly more boys than girls in the school overall.

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

Court Lane Junior School is a good school with a very stimulating environment where pupils learn well. The school is well led by the headteacher, with valuable support from the governors. Teaching is good. Standards are at least average in all subjects and above average in the key subjects of English and science by the time pupils leave the school. Last year's Standard Assessment Test results fell to be in line with the national average. When compared with schools in similar contexts the standard was below average in science and mathematics and well below average in English. However, the overall trend for the last three years has been upward and ambitious targets have been set for the future. The school provides good value for money.

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

- Standards in English and science are above average.
- Standards in art and music are above average
- The provision for pupils' moral, social and cultural development is very good.
- There is a very good range of extra-curricular activities.
- Pupils have very good attitudes to school and behave well.
- The school has very good accommodation and resources.

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

- The marking of pupils' work in some classes.
- The assessment of pupils' work in the foundation subjects.
- Extending the use of information and communication technology.

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

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

The school was last inspected in September 1997. Since then the standards of work have improved in art, music and the core subjects of English and science. The quality of provision for pupils with special educational needs has improved. Individual education plans for such pupils are now appropriate, achievable and have measurable targets. There is an effective management structure to ensure the needs of all pupils are met. Schemes of work have been implemented in all subjects to ensure the continuity and progression of the curriculum. The School Improvement Plan has now been extended to have a longer-term vision, with clear financial implications. Although criteria are included to measure the quality of developments sometimes those identified are tasks rather than targets. The school's assessment arrangements are now better for the core subjects but have not been implemented as successfully yet for the foundation subjects.

The results in the Key Stage 2 tests for 2000 were in line with the national average, although below average in science and mathematics and well below average in English when compared with schools in similar contexts. The trend for the last three years has been upward however, and in line with the national pattern. The quality of teaching has continued to reflect the good levels at the time of the last inspection report and a number of favourable changes have taken place. Therefore the overall level of improvement has been good and the school is well placed to improve further.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	B	C	E
mathematics	B	B	C	D
science	C	B	C	D

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

This table shows that in last year's Key Stage 2 Standard Assessment Tests the results were in line with the national average in all three subjects. When compared with schools in similar contexts, however, the standard was below average in mathematics and science and well below average in English.

It was possible to compare the attainment of these pupils with their results at the end of Key Stage 1 four years earlier. When compared with this prior attainment the results were broadly what would be expected and in line with the school's predictions. These were also some extenuating circumstances with staff changes and illness, which affected the stability of the teaching for that cohort in its final year.

The three year trend from 1998 to 2000 has been upward and in line with the national trend. Thus the 2000 results were out of step with the general trend. The school has set itself ambitious and realistic targets for the future. Standards in science, English, art and music were all above average. Modelling and control are under-emphasised in information and communication technology but otherwise standards are average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show a keen interest in their lessons and all aspects of school life.
Behaviour, in and out of classrooms	Overall standards of behaviour are good. Pupils act responsibly in lessons and other activities. They are polite and friendly and treat school property well.
Personal development and relationships	The school provides many opportunities, particularly for the older pupils, to take responsibility, help each other and support the school. Relationships are good.
Attendance	Attendance is above the national average and pupils arrive punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.*



Ninety nine per cent of the teaching is satisfactory or better and in 66 per cent of lessons it is good or better. This is broadly in line with the findings of the last inspection. The skills of literacy and numeracy are well taught and the teachers meet effectively the needs of all pupils. Teachers' expectations are suitably high and pupils are generally well managed. The least effective feature is the marking of pupils' work, which in some classes does not give sufficient guidance on how to improve. The school has managed well quite a high recent turnover of staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with a worthwhile range of learning opportunities.
Provision for pupils with special educational needs	Good. The provision is better organised, staffed and resourced.
Provision for pupils with English as an additional language	The school makes good provision and pupils are included in every aspect of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' spiritual development. The provision for pupils' social, moral and cultural development is very good.
How well the school cares for its pupils	Procedures for ensuring pupils welfare and safety are very good. Pupils' personal development and behaviour is very well supported and monitored.

Systems for monitoring academic progress in the foundation subjects are still to be developed. The school works effectively in partnership with parents. Extra-curricular provision is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing good, clear leadership, which receives committed support from key staff.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities and make a valuable contribution to the school.
The school's evaluation of its performance	The school evaluates its performance thoroughly at a number of levels.
The strategic use of resources	The school makes good use of its resources.

The staffing, accommodation and learning resources in the school are very good. The school applies effectively the principles of best value.

## 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>• The school has high expectations.</li><li>• The range of activities outside lessons.</li><li>• They are comfortable raising questions or concerns.</li><li>• The school is well managed and led</li></ul>	<ul style="list-style-type: none"><li>• The right amount of homework.</li><li>• Information on children's progress.</li></ul>

The inspection team agrees with the positive views expressed by parents about the school. It considers that the judgements on attainment in some pupils' annual reports could be clearer and more specific targets for the future could be set. Homework arrangements are considered to be broadly appropriate.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Pupils enter the school with standards in literacy and numeracy that are broadly average.
2. Standards in the year 2000 Key Stage 2 tests were in line with the national average. However, when compared with schools in similar contexts, standards were below average in mathematics and science and well below average in English.
3. It is clear; however, that there were a number of enforced staff changes for last year's cohort, which affected pupils' learning adversely. Also, when these pupils' attainment is compared with their results in Key Stage 1 four years earlier, the results are broadly what would be expected and in line with the school's predictions.
4. The trend in the school's results has been upward since the last inspection and has been broadly in line with the national trend. Achievement is generally good. Both boys and girls have performed better than their gender nationally in all three core subjects. Both talented pupils and those with special educational needs make good progress. Pupils for whom English is an additional language also make good progress.
5. The National Literacy and National Numeracy Strategies are effectively in place and standards in the basic skills are good.
6. Standards in English are good. Above average standards in reading are complemented by an improving standard in writing. Pupils are using complex sentences more effectively and writing with greater purpose and organisation. Standards are also above average in science at the end of Key Stage 2 with a particularly effective emphasis on investigation. Standards in mathematics are broadly average.

7. The standards in music of the oldest pupils benefit from teaching by a subject specialist and are above average by the time the pupils leave the school. Standards in art are also above average. Standards in all other subjects, including information and communication technology are average. Standards in religious education are in line with the locally Agreed Syllabus. The overall standard represents an improvement on the last report when all subjects were judged to be in line with national expectations.
8. The school has developed an extensive system to monitor and measure the progress of pupils in the core subjects. There is clear evidence that pupils have made good overall progress by the time they leave the school. Clear analysis has taken place of last year's Standard Assessment Test results to improve the performance further. The school has set suitably ambitious targets for the future. It has the commitment and capacity to ensure further improvement.

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

9. Pupils have very good attitudes to learning. They work hard and show an interest in their lessons and other school activities. They are keen to contribute their own ideas and answer questions but they also listen to the views of others. In literacy lessons, for example, they confidently put forward an inventive variety of slogans for an advertising campaign and listened quietly while others read out examples of a letter of complaint they had composed. Parents confirm that their children enjoy coming to school. Attendance levels are above national averages and pupils arrive punctually.
10. Behaviour around the school and in assemblies and lessons is good. This is a large school but pupils move around in an orderly fashion and school property, including an attractive range of new outdoor play equipment and a garden area, is treated with care and respect. On a field trip to a local shopping centre pupils behaved sensibly and carried out their survey work conscientiously. Pupils are friendly and polite. Rules and a Code of Conduct, which is understood and accepted by pupils, underpin good standards of behaviour. Exclusions are rare and used as a last resort for very short cooling off periods.
11. Relationships throughout the school are also good. There were few reported cases of bullying and other forms of oppressive behaviour and pupils have themselves designed anti bullying posters. Pupils, including those with special educational needs or for whom English is an additional language, play together well and work collaboratively in lessons. Small groups of Year 6 pupils co-operated using computers to design posters and Year 3 pupils investigated a range of artefacts in a history lesson working effectively together in pairs. Themes such as selfishness are discussed in assemblies and in circle time pupils feel able to discuss their feelings in front of others. They acknowledge each other's efforts, for example clapping demonstrations given in a dance lesson.
12. The school provides an extensive range of opportunities for pupils to take responsibility. There is an elected School Council, which has influenced the development of the school environment and outdoor play areas. Prefects and monitors undertake a range of duties around the school and pupils organise fundraising activities for charities and help at the summer fair. Pupils' personal development is also promoted through residential visits and the citizenship award scheme, which encourages them to help others.

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

13. The quality of teaching is good overall, meeting the needs of all pupils with only a very small proportion of unsatisfactory teaching. This maintains the standards of the last inspection report when teaching was judged to be a strength of the school.
14. Ninety nine per cent of the teaching is at least sound and sixty six per cent of the total is good or better. The teaching of the basic skills of literacy and numeracy is generally good. Daily literacy objectives are set and pupils have individual targets recorded in the backs of their books. Teachers often provide good models for the pupils, both in guided reading and writing sessions. In a Year 5 lesson a good example of a letter to a complaining customer helped pupils to give structure to their own letters. This very good lesson also featured effective use of individual whiteboards to check the understanding of the apostrophe by all the pupils.
15. When the teaching is excellent it is characterised by a lively pace, clear objectives and high expectations in lessons. For example, in a mathematics lesson in Year 4 the teacher's excellent rapport with the pupils and high expectations made learning challenging, stimulating and fun so that pupils made very good progress to achieve above average standards.
16. Common features of the best teaching are timed targets for tasks, particularly in the main activity part of lessons and giving pupils a clear outline of the structure of the lesson in advance. This clear organisation and purpose is often reinforced by very effective plenary sessions where pupils explain what they have learnt.
17. In the best lessons, secure subject knowledge and understanding informs the teaching and has a beneficial influence on the pupils' learning. A subject specialist teaches pupils in Year 6 music. In these lessons they take part enthusiastically and the lessons proceed with a sense of purpose. Pupils make good progress to achieve above average standards. In a less satisfactory music lesson in Year 5 the tasks were not clear and the pupils were not challenged resulting in below average attainment.
18. Homework arrangements are satisfactory overall. The weakest aspect of the teaching is the marking of pupils' work, which is inconsistent. Whereas some teachers are painstaking and exemplary, in other classes pupils' work receives only perfunctory comments and few suggestions as to how the work might be improved.

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

19. The school provides a broad and balanced curriculum, which is a good preparation for secondary school. Although some elements of information and communication technology are not fully taught at present, in all other aspects the school meets the National Curriculum requirements and the range of worthwhile learning opportunities available to the pupils is good. About seventy pupils have instrumental tuition in six areas of music. Until very recently, Year 6 pupils had French lessons. The school meets its obligations to provide a daily act of collective worship. Total weekly teaching time meets national recommendations for pupils of this age range. There is an appropriate emphasis on the teaching of

English and mathematics and the school is implementing the national strategies for literacy and numeracy well.

20. The school has successfully addressed a key issue of the previous inspection report, which was to ensure that schemes of work were implemented for all subjects. Long and medium term planning of the curriculum is good, with the result that the pupils can build progressively on knowledge and skills acquired previously as they move up through the school. Teachers in each year group plan closely together for the work, which the pupils will do each term and each week, so those pupils in different classes cover the same curriculum topics. The senior management team monitors the curriculum well.
21. The school enriches the curriculum through a very good range of visitors, visits and extra-curricular activities and parents appreciate this. There is a very wide range of sporting and musical activities, along with clubs for art, stamp collecting and chess. School teams participate in local school sports leagues, often successfully. The woodwind ensemble won a certificate of merit at the most recent Portsmouth Music Festival.
22. The school makes good use of the local community to enrich learning. The teachers make use of it as a resource in subjects such as geography. Whenever possible, the teachers use the knowledge and expertise of visitors, such as the school nurse and the fire and police services. Outside specialists hold regular sessions in judo, karate, gymnastics and French. There are good links with the adjacent scout headquarters and with local churches. Carol services are held at the Church of the Resurrection.
23. There are good links with the adjacent infant school and with the local secondary school. Senior management teams from the schools meet regularly. Some joint planning helps in a smooth transfer for the infants into Year 3 into the school. They have the opportunity to visit the junior school prior to transfer. Similarly, Year 6 pupils have a day's induction at the secondary school in the summer term. Secondary school staff teach some lessons in Year 6, so that the pupils get used to new faces. Year 7 pupils come and talk about their experiences of their first year at the secondary school. All records are passed on to Year 7 teachers.
24. There is a teacher responsible for co-ordinating the pupils' personal, social and health education (PSHE) and provision is good. During regular PSHE or Circle Time sessions, the pupils have the opportunity to develop confidence and self-esteem as they discuss issues such as achievements, change and facing difficulties. They discuss issues raised at the School Council. A worthwhile Year 6 Citizenship Award scheme helps these pupils prepare for adult life and become responsible members of society. The teachers answer questions about human growth and change openly and honestly as they arise, with regard to age and maturity. Formal lessons in sex and relationships education are taught in Years 5 and 6, in conjunction with the school nurse. All the teachers pay due attention so those pupils learn the dangers of drug misuse.
25. Provision for the pupils' spiritual, moral, social and cultural education is very good and this reflects the findings of the previous inspection report. Spiritual development is well developed through stimulating displays and celebration of good work. The pupils have opportunities to reflect on issues such as the school environment and places and things that are special to them. A pleasant

millennium courtyard provides opportunities for quiet activities. All pupils have recorded their name and a picture on small blocks of clay arranged beneath a peaceful water feature. Some pupils have written about their millennium wishes for family, self and world. In religious education lessons, Year 6 pupils showed sensitivity in discussing ideas about God and Year 3 pupils have talked about the meaning of the Paschal Candle. The teachers try to create a sense of awe and wonder in learning, for example in an outdoor science lesson, a lesson on Greek history and a music lesson celebrating God's greatness. Acts of collective worship make a good contribution to pupils' spiritual development on themes such as "meeting challenges" and "people who have helped others". Visiting clergy often lead assemblies.

26. Provision for the pupils' moral development is very good. The teachers make the pupils well aware of what is right or wrong. Rules and codes of conduct are clearly displayed in classrooms. Good effort and behaviour is rewarded appropriately through a system of house points and certificates and is celebrated in a weekly assembly. Some individual education plans for pupils with special educational needs include appropriate targets for improving behaviour.
27. Provision for pupils' social development is very good. Most parents feel that the school helps their children to mature and to become responsible. The pupils carry out various tasks around the school and Year 6 pupils have additional responsibilities as prefects. Some pupils take part in decision making as members of the School Council. The pupils have the opportunity to develop social skills on day and residential visits, in the school dining hall and through participating in extra-curricular activities and school musical productions. Year 3 pupils support Marwell Zoo's Okapi Adoption Scheme. Last year, the school won Portsmouth City Council's Tidy Schools Competition, through the pupils' involvement in environmental initiatives. In science, the teachers encourage the pupils to respect the environment and living creatures. The pupils show concern for children less fortunate than themselves by supporting a number of charities, including the Christmas shoebox appeal for children in Albania. Year 6 pupils can develop road safety skills through a cycling proficiency scheme.
28. There is very good provision for the pupils' cultural development. In history, they learn about the legacy of past societies in Britain and about the culture of ancient Greece. They visit local museums and Year 6 pupils saw a recent production of Shakespeare's 'The Tempest'. Visiting theatre groups have enriched learning in English and history. The school choir has participated in the Portsmouth Music Festival. The pupils are aware of the cultural and religious diversity of Britain and the world. In geography, they have studied aspects of life in Barbados and a Caribbean Day made a very good contribution to learning in a number of subjects. There is a thriving steel pans club. There are some dual language books in the school library. In art, the pupils learn about the work of famous European artists and they have produced work linked to Portsmouth's twin city in Japan.

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

29. The school successfully supports the well being and welfare of its pupils. It provides a stable, caring and safe environment in which learning can take place. Pupils receive good advice from their teachers and visitors including the health promotion nurse, education welfare officer, police and fire brigade on health, lifestyles, relationships and safety issues.

30. Well-documented procedures deal effectively with child protection issues and the headteacher takes personal responsibility for these aspects. The necessary steps to comply with the requirements of health and safety legislation have been taken. Safety audits are carried out regularly and risk assessments completed.
31. Systems are in place to monitor and promote both good attendance and behaviour and these work well. Attendance is accurately recorded; there is a variety of class and individual awards and early intervention when a pupil's attendance record gives cause for concern. Any problems relating to behaviour are logged in the behaviour books maintained for each year group or in the appropriate pastoral records. These systems are underpinned by a structure of meetings that enable staff to exchange information. These arrangements ensure that additional help can be given to pupils with problems. The school has been actively extending the range of such support through the appointment of a pastoral care assistant and initiatives such as the "Do your best club" for a group of Year 6 pupils needing incentives to improve their attitude to learning.
32. Since the previous inspection report the school has made good progress in setting up comprehensive systems for the monitoring and recording of academic progress in the core subjects of English and mathematics. Pupils take a variety of nationally recognised tests each year in these subjects as well as half-termly assessment tasks linked to school priorities. The information is used to identify pupils needing additional help and the school has run a series of "booster classes". Some work is beginning on monitoring progress in other subjects but at present there is no systematic whole school system for this aspect.

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

33. The last inspection report noted that the school enjoyed a productive and effective partnership with parents. This remains the case and the school has taken a number of steps to develop these links further. Most parents believe that the school is both approachable and supportive.
34. Regular newsletters and details of what is being taught in each year group are sent out. Annual open days are arranged when parents can join classes for lessons and the school has been actively encouraging parents to attend the termly meetings to discuss their children's work and individual targets. However some parts of the pupils' annual reports are written in fairly general descriptive terms, lacking specific detail on attainment or what a pupil needs to do to improve. This has resulted in a minority of parents expressing some concerns about the information they are given on progress.
35. The school has developed several initiatives to involve parents in their children's learning and the life of the school. A home reading scheme for pupils in Year 3 accompanied by a reading diary encourages parents to spend some time each evening after school developing pupils' reading skills. About 25 parents regularly help in school with art, games, in the library and other activities. There is also an active and successful Parent Teacher Association, which raises significant sums of money each year and has recently helped fund the impressive wildlife garden as well as supporting extra curricular activities. Such support contributes greatly to the range of learning opportunities and resources available to pupils.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

36. Good, clear leadership has been a critical factor in ensuring the school's continued improvement since its first inspection in 1997. The headteacher has a clear vision and set a positive educational direction for the school. There is a shared commitment to success as a result of good team management and delegation.
37. The leadership of the school is well focused on monitoring both attainment and teaching. Monitoring and evaluation procedures are set for future development. There are good arrangements for the induction of new staff to the school and to support the training of student teachers.
38. The governors fulfil all their statutory duties. The criticisms in the last report have all been addressed successfully and the Governing Body operates effectively. Three working committees that meet regularly supplement twice termly meetings of the full governors. The governors receive regular reports on the school's performance and monitor it carefully, for instance taking a considerable interest in why results were less impressive at the end of Key Stage 2 in 2000 than they had been previously.
39. The School Improvement Plan is better than in the last report and now projects further into the future. The headteacher and governors identify priorities over the preceding year, which inform the planning process and there is a clear cycle for its development. The tasks, necessary actions, key personnel, time deadlines, costs and success criteria are all identified. However, sometimes the success criteria specifies tasks rather than targets which have an impact on raising standards. Clear monitoring and evaluation take place in various forms and it would be improved further if a brief evaluation of the implementation of the initiatives for the previous year were recorded in the School Improvement Plan.
40. The governors monitor the budget carefully and plan for the long term. They ensure the principles of best value are applied effectively. The school has taken advantage of a previous underspend to improve resources further making expenditure well above average.
41. The school has responded to the findings of the last auditors' report, which judged that its financial systems worked efficiently and effectively. Educational priorities are supported carefully through financial planning and monitoring procedures are appropriately tight.
42. The day-to-day management of the school is very effective. Good secretarial and administrative support is provided. The school is also very clean and tidy with a high standard of display. The accommodation, staffing and resources in the school are very good. One priority identified has been the provision of more teaching assistants and they have a beneficial impact on teaching, particularly in literacy and numeracy.
43. The school's income is just above the average for shire, unitary and metropolitan authorities. When this is balanced against a favourable social context, an average standard of attainment on entry, good attainment and achievement overall and good education, the school is providing good value for money.



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

44. In order to raise standards further the school should:

- **Improve the consistency of teachers' marking across the school to ensure that all pupils know how they can improve (paragraphs 18, 59, 66 and 81);**
- **Further develop whole school procedures for assessing pupils' attainment and progress in the foundation subjects (paragraphs 32, 76, 81, 87, 93, and 101);**
- **Extend the use of Information and Communication Technology, as identified in the School Improvement Plan, to include a greater emphasis on the modelling and control elements and its use to support further learning in other subjects (paragraphs 19, 61, 76 and 87).**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	20	45	33	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	480
Number of full-time pupils known to be eligible for free school meals	20
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	104
English as an additional language	No of pupils
Number of pupils with English as an additional language	13
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	95.6
National comparative data	94.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### **Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	70	49	119

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	55	61
	Girls	41	34	46
	Total	88	89	107
Percentage of pupils at NC level 4 or above	School	74(86)	75(82)	90(90)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	49	47
	Girls	41	41	41
	Total	80	90	88
Percentage of pupils at NC level 4 or above	School	67(89)	76(82)	74(87)
	National	70(68)	72(69)	79(75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	1
Bangladeshi	3
Chinese	1
White	466
Any other minority ethnic group	3

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

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

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

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

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

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	19.2
Number of pupils per qualified teacher	30 : 1
Average class size	30

#### **Education support staff: Y3 – Y6**

Total number of education support staff	16
Total aggregate hours worked per week	254

### ***Financial information***

Financial year	2000/2001
	£
Total income	951,573.00
Total expenditure	958,978.00
Expenditure per pupil	2,007.00
Balance brought forward from previous year	22,592.00
Balance carried forward to next year	15,187.00

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	480
Number of questionnaires returned	132

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	42	11	2	0
My child is making good progress in school.	46	44	5	2	3
Behaviour in the school is good.	47	45	4	2	2
My child gets the right amount of work to do at home.	23	49	23	2	2
The teaching is good.	40	52	5	0	3
I am kept well informed about how my child is getting on.	38	44	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	53	36	8	3	1
The school expects my child to work hard and achieve his or her best.	61	38	2	0	0
The school works closely with parents.	41	43	11	2	3
The school is well led and managed.	58	33	2	2	5
The school is helping my child become mature and responsible.	48	45	5	1	2
The school provides an interesting range of activities outside lessons.	42	49	3	2	3

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

### **ENGLISH**

45. Pupils enter the school with standards of literacy which are broadly average and at the end of Year 6 the levels of attainment are above average, so all pupils including those with special educational needs and those for whom English is an additional language, achieve well. Standards have improved since the last inspection as a result of good teaching, the successful implementation of the National Literacy Strategy and the initiatives, which the school has taken to raise standards, particularly in writing. Pupils' positive attitudes and good behaviour also make an important contribution to their achievement.
46. Results in the year 2000 national tests were in line with the national average. However, they were well below average when compared with schools with a similar background. These results represent a decline from 1999, but the standards on entry of the group of pupils taking the tests in 2000 were untypical, and the oldest pupils' progress was adversely affected due to staff discontinuity in Year 6.
47. From 1998 to 2000 the pupils' performance has exceeded the national average and boys and girls have performed equally well. The trend in the school's average national curriculum points has been broadly in line with the national trend since 1996.
48. Work seen during the inspection shows that standards in speaking and listening are above average at the end of Year 6. This is an improvement since the last inspection. Although a significant number of pupils are sometimes rather subdued in the class discussions that begin the lessons, they listen attentively to others and when they contribute their own ideas they express themselves clearly using well structured sentences. They talk together constructively in pairs when engaged on joint tasks, and speak confidently when explaining their work to adults.
49. By the end of Year 6 reading standards are above average. The pupils are adept at retrieving information from many different sources, and they rise to the challenge when encountering demanding texts. For example, Year 6 pupils effectively analysed an extract from "Harry Potter and the Philosopher's Stone" to justify their views on characterisation and powerful language. The school is successful in its efforts to promote a strong reading culture, and pupils of all levels of attainment enjoy reading. They borrow books regularly from the class and school libraries, and many pupils buy their own books through the school's flourishing book club. Most pupils have a special time for quiet reading at home, and at school they benefit from sessions of silent reading during the week. Higher and average attaining pupils read aloud fluently and with expression. Lower attaining pupils have difficulty with unfamiliar words but they read a variety of texts with a fair degree of fluency and they usually correct their own mistakes. However, a sizeable number of pupils do not know how to project their voices when reading aloud in the classroom, and so they are often difficult to hear.
50. Standards in writing are above average. This is because of the emphasis that the school places on improving pupils' writing skills. The pupils have many

opportunities for writing and they use language adventurously. Most pupils are successful in adapting their style of writing for different purposes, as for instance in writing letters, stories, and poems as well as factual accounts. Higher attaining pupils write at considerable length and with flair. Their paragraphs are well organised and they are becoming confident in the handling of complex sentences. Lower attaining pupils write in a structured way when they have support in the classroom, and when they use support materials such as writing frames. Pupils generally take a pride in presenting their work attractively and neatly. Handwriting is joined and legible, and most pupils punctuate their sentences correctly. However, the spelling of familiar words is sometimes inaccurate.

51. The pupils enter the school with broadly average standards of literacy and as they move through the school they build on a firm foundation of literacy skills and they make good progress. Pupils with special educational needs and those at an early stage of English language acquisition make good progress towards the targets set for them. The high quality of the classroom support makes a strong impact on their achievement.
52. The pupils' good attitudes and behaviour reflect the quality of the teaching. In most lessons the teaching is good and occasionally it is very good. There is no unsatisfactory teaching. The strengths of the teaching are the teachers' good subject knowledge, high expectations, effective teaching methods, and careful long and short-term planning and good relationships within the classroom. Teachers have an enthusiasm for the subject, which is transferred to the pupils so that they enjoy their work and achieve well. For example, pupils in a Year 3 class, who were learning about letter writing and use of pronouns, were quite clear about what they were aiming for in the lesson because of the teacher's clear explanations and her effective use of examples of different letter formats. Behaviour was very good and the pupils concentrated well throughout the lesson. The teacher's careful planning ensured that all pupils had the opportunity to achieve. Tasks were effectively matched to different needs, and the well-focused support from the special needs assistant enabled lower attaining pupils to work confidently and productively. Time targets were successful in promoting a prompt start to group work. By the end of the lesson all pupils had made very good progress. They knew how to write formal and informal letters of thanks, and most of them could give examples of pronouns from the letters, relating them accurately to the appropriate nouns. The pupils responded enthusiastically to the questions in the end of lesson review, and everyone enjoyed the example of correct use of pronouns given by one boy who delighted in speaking with a broad Portsmouth accent.
53. The National Literacy Strategy has been implemented successfully and pupils use their literacy skills well across the curriculum. Pupils use information effectively in research in history and geography, and their writing skills are used to good effect when they record observations in science. Older pupils make sound use of information technology for research and presentation, as for example in religious education and geography. English makes a very good contribution to the pupils' spiritual, moral, social and cultural development through the variety of opportunities available for reflection, original writing, discussion and reading.
54. Co-ordination of the subject is good. Long term planning is detailed and methodical and there are clear assessment procedures. Lessons have appropriate pace and challenge. The analysis of previous national test results is well used to

guide curriculum planning. Monitoring of teaching is good, and teachers have benefited from in-service training sessions in the National Literacy Strategy. There is good capacity for improvement in the subject in sharing expertise on ways of raising standards in writing.

## **MATHEMATICS**

55. By the end of Year 6 standards in mathematics are average which reflects the findings of the last inspection report. Pupils achieve appropriately. The year 2000 national test results showed that girls did less well than boys but this was not apparent during the inspection. Pupils with special educational needs make good progress.
56. In the Year 2000 end of key stage national tests standards were average compared with schools nationally but below average when compared with similar schools. Since the last inspection report standards have risen although erratically, and exceeded national averages. However the year 2000 results showed a decline from 1999.
57. Most pupils in Year 6 work at levels relevant to their age and ability. They can recognise equivalent fractions and can interpret data by using the lowest common fraction. They understand how to change fractions into percentages, for example  $\frac{8}{10}$  to 80 per cent and can interpret pie chart data by analysing it in terms of fractions and then money, such as one-eighth of £70. Pupils are less able at applying their mathematical knowledge to real life situations as they have difficulty in selecting the correct number operations to use and the order in which to use them. In Year 5 pupils can add and subtract two digits numbers mentally and are beginning to solve word problems to find percentages, for example the value added tax on items purchased. They understand how to use column addition up to 1,000 and decimals to two places. In Year 4 pupils recall mentally the multiplication and division facts of the 2, 5 and 10 times tables. They are beginning to measure angles by degrees and for example can use this information to draw fans. They relate their knowledge of geometric angles to turns showing that a quarter turn is 90 degrees. In mental work in Year 3 pupils know the multiples of 2 and 5 and count in 100's to 1000. They recognise number patterns of three digit numbers and can count on and back and add and subtract in 50's and 100's beyond 1000.
58. The quality of teaching and learning is good which promotes good progress. The teaching is never less than satisfactory and on occasions it is very good or excellent. In each lesson there is a productive working atmosphere which helps to promote learning. Teachers' knowledge and understanding of the subject is sound and often good and this is evident by the sound methods employed and the way basic skills are taught. Teachers are secure in the implementation of the numeracy hour, through the well-established three-part lesson structure, which they use effectively. Pupils are using a wide range of skills in the mental and oral parts of the lesson.
59. The mental mathematics work at the beginning of lessons is delivered with enthusiasm and is well linked to the main teaching activity such as when pupils mentally add and subtract two digit numbers to 100 and then tackle word problems to practise this skill. Detailed teachers' planning includes references to resources, key vocabulary and homework. Year 6 pupils are taught in five ability sets enabling work to be better matched to their needs. Whilst all of the teachers encourage their



pupils to verbally explain their thinking, and this is an important factor in their understanding, the teachers need to provide more work where the pupils can show written explanations in their books, so that pupils are also clear about the written processes. Marking of pupils' work is not consistent across the school or within year groups and pupils are limited in their ability to progress with their learning due to insufficient constructive comments. The teaching of lower attaining pupils, those with special educational needs and with English as an additional language is good but because the same task is often used for the whole class greater use of practical apparatus would help lower attaining pupils understand better the complexities of the task. The use of informative displays, for example in Year 4 on time and angles reinforce pupils' acquisition of mathematical language.

60. In a very good Year 6 lesson observed learning objectives were explained clearly to the pupils, referred to during the lesson and assessed through careful questioning during the plenary. The teacher skilfully questioned pupils to enable higher and lower attaining pupils to explain and record well their thinking strategies. In a less successful lesson observed the pace of the lesson was slow and the teacher's questioning over directive, thus limiting the pupils' contributions. Pupils completed their task but when questioned were unsure as to the purpose of doing the task. The extension work did not challenge sufficiently the higher attainers.
61. Across the whole school curriculum, mathematics is developed satisfactorily. In science, pupils analyse data from bar and line graphs and in geography use Venn diagrams to compare contrasting localities. The school improvement plan identifies developing information and communication technology in mathematics as a priority.
62. Mathematics is well led. The two teachers who co-ordinate the subject have recently introduced successfully a commercial scheme of work for use alongside the National Numeracy Strategy. They have been instrumental in improving the teaching of the mental and oral parts of lessons. Very good quality resources, both commercially and school produced, are generally well used. Whilst there has been much analysis of results there has been less emphasis on the evaluation of the impact of school based, local and national initiatives.

## **SCIENCE**

63. By the time the pupils leave the school, standards in science are above average, which is an improvement on the findings of the previous inspection. In the year 2000 end of Key Stage 2 national tests in science, standards were average compared with schools nationally, but below average compared with similar schools. There was no significant difference in attainment between boys and girls and this remains the case. Standards fell from 1997 to 1998, but rose significantly the following year. Standards rose slightly from 1999 to 2000 and data analysis shows that pupils made good progress that year. Consistently good teaching, with an emphasis on developing the pupils' skills of scientific enquiry, has led to the improvement in standards found in the current inspection. All pupils achieve well. Those with special educational needs and those for whom English is an additional language are making good progress.
64. By the age of eleven, the pupils have a good understanding of scientific concepts such as the function of differing parts of a flowering plant, the dispersal of seeds,

the human skeleton, evaporation and condensation and the causes of day and night. They have a good understanding of how a switch affects an electrical circuit and they have investigated whether the thickness of wire affects the brightness of a bulb in a circuit. Having investigated pulse rates after exercise, Year 6 pupils have used their information and communication (ICT) skills effectively to record their findings on computer-generated bar charts. Year 5 pupils have used their mathematical skills well to record animal habitats by means of accurate bar charts and line graphs.

65. The quality of teaching and learning are consistently good and this is promoting good progress. The previous inspection report judged teaching to be satisfactory and often good. Good emphasis is placed on developing the pupils' skills of scientific enquiry. In two Year 6 lessons, the teachers emphasised the use of correct scientific terms, such as 'variable', 'load' and 'span', and this helped the pupils in their investigation into whether the width of a bridge affects its strength. They made effective links with work the pupils had done in design and technology. Good use of questioning helped to draw out ideas and the teachers encouraged the pupils to work collaboratively. In three Year 5 lessons, the teachers stressed the importance of predicting outcomes and of making a scientific test fair and this impacted well on the pupils' ability to carry out practical investigations into whether the size of a parachute affects its rate of descent. One teacher related the concept of parachutes and air resistance to a real life situation, as a paratrooper landing in enemy territory and this helped the pupils to understand the significance of the rate of fall. One teacher made the pupils think carefully by asking "What was it about the cloth that made the parachutes made from that less efficient than those made from plastic?" The teachers emphasised the need to make more than one observation and this helped the pupils realise that one result alone can be scientifically unreliable and that it is necessary to see a pattern evolving. The teachers have high expectations and this is promoting an enjoyment in science lessons and good progress. Most pupils record their work neatly and accurately. In two Year 4 lessons, the teachers used classroom assistants effectively to help with group work in the wildlife garden. The teachers related science to real life by linking the work that the pupils were doing, classifying types of weeds in contrasting grass areas, to issues faced by gardeners and farmers. Before taking the pupils outside to compare the differing habitats of small creatures, a Year 3 teacher made useful links with geography, by displaying a map of the wildlife area on an overhead transparency. Both Year 3 teachers emphasised the need to show concern for any creatures that they found and, in this way, the subject helps to promote the pupils' spiritual, moral, social and cultural development.
66. Planning is soundly based on a commercial scheme, allied with national guidelines, and meets National Curriculum requirements. There are satisfactory procedures for assessing the pupils' attainment and progress and information gained from these assessments is used satisfactorily to inform future planning. The co-ordinator has developed a clear action plan, with a view to securing further improvement. The teachers mark pupils' work regularly and positively. Some marking gives clear ideas on how pupils might improve, but this is inconsistent across the school. There is a good range of resources, including equipment and reference books, to support learning in science. This is enhanced by the school's wildlife garden and pond and by worthwhile visits to Marwell Zoological Park, The Outdoor Centre, Staunton Country Park and Portsmouth's Science Fair.

## ART AND DESIGN

67. Art is a strength of the school and by the age of eleven pupils attain standards which are higher than average. All pupils including those with special educational needs and those for whom English is an additional language, achieve well. Standards have risen since the last inspection when they were judged to be average. At the end of Year 6 most pupils have a well-developed awareness of the use of tone, colour, shape and texture. They produce an impressive variety of work in art, craft and design, such as observations of the natural and man-made environment, portraits, woven decorative patterns, pottery and prints. Most pupils can explain what they are aiming to create, using the appropriate technical vocabulary with confidence. They know about artists from different cultures and times and can use some of their techniques effectively.
68. Teaching is good overall and in one lesson seen it was very good. Art is keenly promoted by the co-ordinator and there are high expectations of pupils' achievement and behaviour. Teachers have a good knowledge and understanding of the subject and an enthusiasm for it. Pupils of all ages benefit from good models such as the three dimensional figures produced by teachers after a paper and paste workshop. Teachers plan their lesson activities carefully, enabling the pupils to use resources effectively in the practical work. As a result the pupils have very good attitudes towards the subject and achieve well. They generally work purposefully and show a pride in their finished work. They are ready to help each other, sharing equipment sensibly and looking after it in a responsible way.
69. The teachers have a pleasant relationship with their pupils and manage them well so the lessons move forward at a steady pace and pupils work productively. For example, after discussing the effect of Magritte's picture of an apple, pupils in a Year 5 class used their observation skills well to investigate different textures in an apple. The teacher had given very clear instructions for the sketching task, paying special attention to the function of the different pencils. Pupils knew exactly what they had to do and concentrated hard, working in companionable silence. Higher and middle attainers worked confidently and speedily so that by the end of the lesson they had completed at least two different studies of the apple. Their progress could be measured by the improvement in shape, proportion and shading when compared with the original drawings in their sketchbooks. Although lower attainers worked more slowly they did not lack confidence because they were given encouragement and good practical help from the teacher.
70. Teachers generally use time well but there are occasional shortcomings. For example, the initial explanatory session can last for too long so pupils begin to fidget because they cannot take an active part in the lesson. Sometimes teachers do not set aside sufficient time at the end of the lesson for pupils to weigh up what they have learnt, and to study and comment on each other's work. Nevertheless the strengths of the teaching far outweigh any weaknesses and the quality of the teaching has a strong impact on pupils' positive attitudes to the subject and the high standards they achieve.
71. The subject is very well managed and good progress has been made since the last inspection. The programmes of study have been revised and now ensure a continuous development of basic skills and techniques throughout Years 3 to 6.

Resources have improved and are now very good. Teachers are working towards a formal assessment of pupils' work in Year 6, based on national criteria, and a comprehensive portfolio is kept of assessed examples of different kinds of work.

72. The pupils enjoy art, as is seen in the vibrant displays of artwork in classrooms and corridors. The school is rightly proud of its millennium tapestry depicting images of Portsmouth, which is now out on exhibition. Art plays an important role in the work of other subjects. Sketchbooks are taken on school trips and younger pupils are beginning to use them more constructively for their personal observations. The pupils are encouraged to use their artistic skills in their geographical maps, and in illustrating their work in history, English and religious education. Activities include art and pottery clubs and visits to Southampton art gallery. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

73. By the time pupils leave the school their standards are average which reflects the findings of the last inspection report. Pupils with special educational needs and those with English as an additional language make good progress.
74. Pupils have a broad range of design and technology experiences. In Year 6 they design and make sound bridge constructions, money containers and powered vehicles. The school has recently achieved a local Design a Bridge award. In Year 5 pupils make satisfactory musical instruments. In Year 3 pupils design, make and evaluate satisfactorily desk tidies for their classroom. When questioned they describe their ideas and designs and the problems they anticipate when moving from the paper plans to the wooden construction of the desk tidies.
75. Teaching and learning are satisfactory. Lessons are carefully planned using the school's new scheme of work and links are made satisfactorily to other areas of the curriculum like measuring in mathematics and science. In Year 6 follow up activities use ICT to record the 'design a bridge' technology day. In lessons observed teachers' detailed questioning leads pupils through the design process but allows few opportunities for pupils' creative thinking and their own ideas.
76. The scheme of work, drawn up since the last inspection report, focuses effectively on the designing, making and evaluating processes in each year group and pupils record their work in individual journals. The subject is well led. The co-ordinator has ensured that assessment opportunities are present within the scheme of work but these assessments are not yet used to assess pupils' overall progress. Resources are very good with a well-equipped design and technology room with food technology area. There are ample tools but the use of computer hardware is underdeveloped.
77. Pupils enjoy their lessons and there is good co-operation when sharing resources. Their work is enhanced by the way it is attractively displayed throughout the school.

## **GEOGRAPHY**

78. By the time the pupils leave the school, standards in geography are average, which reflects the findings of the previous inspection report. All pupils achieve well

and there is no significant difference in the attainment of boys or girls. Pupils with special educational needs and those for whom English is an additional language are making good progress.

79. By the age of eleven, most pupils are quite confident in using maps and aerial photographs to observe physical and human features. They can follow map directions and use four figure co-ordinates to locate map features. They understand the importance of a map key. The pupils gave a sound knowledge of aspects of the geography of Barbados, including its climate and the importance of the tourist trade. They have made sound use of their mathematical and ICT skills to record geographical data about Barbados and Cosham by means of accurate Venn diagrams and bar graphs. Year 5 pupils have used their literacy skills well to write letters to the local Planning Department arguing for, or largely against, the proposed establishment of a 'fast-food' restaurant.
80. The quality of teaching and learning are good and this is promoting good progress. All the teachers place an appropriate emphasis on the development of mapping skills and on the ability to research information both at first hand and through secondary sources. In a Year 5 lesson, the teacher asked the pupils to "think like an estate agent" and this helped them to formulate ideas about how they might design an attractive, eye catching poster advertising the attractions of either Cosham or Wickham for different clients. All Year 5 teachers had prepared resources well, including digital photographs and word banks, which drew the pupils' attention to correct geographical vocabulary, such as 'urban', 'rural', 'retail' and 'leisure'. These lessons made effective links with literacy, as they helped develop the pupils' ability to draw information together from different sources and to present a logical argument. One teacher made reference to alliteration in the captions being devised by the pupils. She had set a useful homework task, as the pupils had asked their parents about their reasons for moving to, or living in, Cosham. In a Year 4 lesson, where the pupils were undertaking a survey of local shops, the teacher used additional adult help well to ensure that the safety of the pupils outside the school was paramount. She organised groups effectively and ensured that the pupils understood the nature of their tasks.
81. Planning is soundly based on a scheme of work developed since the previous inspection. This incorporates national guidelines and meets the requirements of the National Curriculum. There are satisfactory procedures for assessing pupils' attainment, but the co-ordinator recognises the need to develop a whole school system for recording this, so that pupils' progress can be more accurately checked. Teachers mark the pupils' work regularly, but not all of the marking is very helpful in giving the pupils ideas on how they might improve. There are good resources to support learning and these are enhanced by visits locally and further afield, including Wickham, the River Meon and The Outdoor Centre. Year 6 pupils participate in orienteering during their residential visit and this enhances their mapping skills. Through encouraging collaborative work and through the recent Caribbean Day, the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

82. Standards attained by pupils at the end of Key Stage 2 are average. A few pupils attain higher than average level 5 and pupils with special educational needs achieve well appropriately in relation to their prior attainment.
83. By the end of Year 6 pupils have learned how to retrieve stored text, graphics and photographs to select, merge, amend and print. For example, they used these skills to contribute to posters reflecting their work on a bridge-building challenge day in school and also to fieldwork in comparing and contrasting two local areas. They sought out other information from the Internet and CD-ROMs, working collaboratively in pairs and small groups to make decisions about the information that would be suitable for the audience for their posters. They related this work to the challenge day and to their fieldwork. They were able to talk about their use of computers at home and some expressed the merits of using ICT in favour of more traditional work tools. The work reinforced communication and keyboard skills.
84. Most pupils in Year 3 can use word processing programs in a simple way without help. They can follow instructions to log on, open programs and send e-mail. The work was linked to their letter writing in literacy that week. Pupils in Year 4 had produced graphs and data and evidence of words and pictures that supported their history work on Egypt. They demonstrated how to open a database and could use it to answer questions that specified three attributes e.g. "How many boys more than 120cm tall are there with brown hair?" There were extension opportunities for pupils to create their own questions too.
85. Pupils respond with enthusiasm to the subject, working generally with a good amount of effort and concentration. They know what they can do and when to ask for help. Their behaviour is mostly good with some groups more attentive and settled than others. Relationships are good either when working in friendship pairs or, as in one class, where boys were paired with girls. Pupils show respect for each other and the equipment they use. Both boys and girls are motivated and confident and those with additional needs well-catered for.
86. The overall quality of teaching is good. Where it is consistently so, teachers show a good subject knowledge and set clear objectives for the lesson. These teachers carefully question pupils to involve them and to check their knowledge. They have high expectations and they manage pupils' behaviour in a quietly authoritative way that conveys that they disapprove of behaviour sometimes but never the child concerned. These teachers are not afraid to use both pace and pause, together with humour, to engage the pupils and bring the best out of them. Teachers are well supported by a teaching assistant who is also a technician.
87. There are the beginnings of a portfolio collection of moderated work and ICT is used well as a means of presentation for other subjects. However, the school has identified in its development plans that assessment in the subject needs to be improved and that ICT can be used better as a tool for learning across the curriculum. The planned part networking of the building and the New Opportunities Fund training for staff will enhance the very good facilities of the existing computer suite. The modelling and control technology work is currently underemphasised and the subject is used insufficiently to support other subjects.
88. The subject meets the requirements of the National Curriculum. It is well managed by two co-ordinators that are enthusiastic and have expertise. They have drawn up

improvement plans for resources and assessment. They have also provided constructive lists of the skills to be covered and links with other subjects.

## HISTORY

89. The evidence from the scrutiny of work already completed and the school's planning is that standards at the end of Key Stage 2 are in line with schools nationally, reflecting the findings of the last report. Only teaching in Year 3 was observed due to timetable arrangements. By the end of Year 6 pupils' work shows an understanding of aspects of British history using different sources, for example how the Victorians lived and the significant events and people of the times. Visits, artefacts and re-enactments of events, as with other topics, had enhanced the learning in this work. When worksheets were used, good opportunities to develop literacy skills had been taken. Some excellent school-produced resources have also been developed.
90. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress overall. Good progress is made when pupils are presented with interesting artefacts that excite their imagination and inquisitiveness.
91. Pupils respond well to the teaching in Year 3, showing the most sustained concentration when led into the subject as though they are engaged in exciting detective work. In some lessons, as artefacts were taken one-at-a-time from a box and unwrapped, the atmosphere of rapt attention was palpable. The same lesson in another class did not focus or engage the pupils in the same way because the pupils were not as certain of the task and their listlessness drew criticism from the teacher that demotivated them. Pupils in all classes are co-operative, showing respect for each other and the artefacts and being keen to ask and answer questions.
92. The teaching of history is good. Where it is at its best, the planning, which is done by one teacher on behalf of the year group, is well absorbed and added to by the teacher conducting the lesson and allied to good classroom management. There is a good use of closed and open questions with pupils praised for their efforts and encouraged to make intelligent deductions and to accept that there might not be a 'right' answer. Teachers promote thoughtful discussion to enable pupils to link cause and effect, and to use research, observational and basic curricular skills. Good use has been made of ICT to support history, particularly for presentation purposes.
93. The requirements of the National Curriculum are met. The co-ordinator has led well and been instrumental in ensuring improvements in the resources, planning and management of the subject although there is little evidence of the availability and use of differentiated materials for pupils of different abilities. There is now a balanced programme over the key stage that ensures content and skills are covered with resources to support learning from both within and outside the school. There are plans to improve the assessment within the subject to enable the monitoring of outcomes. These outcomes do not presently reflect the quality of provision. There is a greater amount of evidence of pupils' work at the beginning of

the key stage but the work of all year groups is well displayed throughout the school.

## **MUSIC**

94. Standards attained in music are good, which is an improvement since the last inspection report. Pupils have a wide musical experience and pupils with special educational needs make good progress.
95. Singing in assembly and singing practice is satisfactory but often lacks enthusiasm. However pupils in the school choir sing enthusiastically in two-part harmony. In Year 6 pupils used a wide range of percussion instruments to create a sound collage in preparation for a forthcoming concert and performed well vocally from simple graphic notation. In Year 4 pupils choose carefully from a range of musical vocabulary to describe the tempo, dynamics and pitch of a selection of classical music pieces. All pupils have the opportunity to experience the music of different composers from a range of cultures and historical periods when recorded music is played when entering and leaving the hall for collective worship.
96. Teaching and learning are good. It is very good when teachers have good subject knowledge and expertise. In the one unsatisfactory lesson the teacher's planning and subject knowledge was weak and the learning objectives were not made sufficiently clear. Generally teachers plan their work carefully from the school's new scheme of work, drawn up by the recently appointed co-ordinator that is a part time music teacher. This scheme of work effectively gives advice about developing musical skills in a systematic way. Leadership of music is good. The co-ordinator is enthusiastic but has not yet had sufficient opportunity to develop other teachers' subject knowledge or to monitor and evaluate their teaching. Resources are very good with a well-equipped music room and plentiful good quality new instruments.
97. Pupils enjoy their music lessons and have good attitudes to the work in hand. There is good co-operation in improvised music making groups and relationships are good. There is a wide range of instrumental tuition, a school orchestra and an after school steel pans club. These experiences make a good contribution to the pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

98. Standards in physical education are average by the time the pupils leave the school, in line with the findings of the last inspection report. All pupils, including those with special educational needs and those for whom English is an additional language, achieve appropriately and make satisfactory progress.
99. Even the youngest pupils are confident to judge each other's performance against criteria. Thus pupils in Year 3 could point out to classmates that they needed to bend their knees more for an effective standing long jump. In gymnastics pupils are able to hold balances in pairs on both the floor and on apparatus. In games Year 4 pupils can throw satisfactorily with the more able achieving considerable distances. In Year 6 pupils learning to throw the javelin improved as a result of



very clear guidance. Most pupils were able to transfer their weight successfully from the back foot to the front foot and project a javelin over 20 metres.

100. The teaching is generally sound. When it is good, teachers make effective use of pupils to demonstrate the skills and learning is effectively promoted by pointing out to pupils how they may improve. The best lessons ensure all pupils are fully involved in lessons in gymnastics for example rather than observing others for most of the time as they wait to take their turn on the apparatus.
101. The school is committed to the development of physical education and provides two hours a week within the curriculum. The school has good accommodation, with a large hall, a small hall and a large sized playground, although it lacks a field. The resources are good. The co-ordinator is providing satisfactory leadership. The school provides a very wide range of extra-curricular activities including football, cricket, netball, hockey, gymnastics and short tennis. There is a comprehensive, recently completed scheme of work, which provides a balanced programme of activity for four years. The co-ordinator is keen to disseminate good practice in teaching. Assessment procedures are being developed but do not as yet fully inform curriculum planning.

## **RELIGIOUS EDUCATION**

102. Pupils' attainment at age eleven meets the requirements of the Local Agreed Syllabus. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well and make good progress. By the end of Year 6, pupils are familiar with the important events in the life of Christ and they have a firm understanding of basic beliefs and rituals of worship of other major world religions such as Islam and Judaism. They can explain how people's lives are shaped by their religious beliefs, and they talk and write about their own experiences of sadness and happiness with honesty and sensitivity.
103. Teaching continues to be good overall. No unsatisfactory teaching was seen and in one lesson the teaching was very good. Most teachers have a sound knowledge and understanding of the subject and they adapt their teaching methods effectively to suit the different requirements of the syllabus. The best lessons are characterised by careful planning which enables the pupils to make good gains in spiritual awareness. Religious themes are introduced effectively, often through reference to previous work. For example, a Year 5 lesson on the power and symbolic importance of water opened with a whole class discussion in which the pupils were encouraged to draw on what they remembered on the subject from previous lessons. Pupils responded promptly by talking about pilgrimages to Lourdes and Mecca and the Christian sacrament of baptism. This preparation stood them in good stead to explore their spiritual understanding of symbols as shown in this extract from one of the poems which were written: "Water is life and water is death. It gives you inspiration when you are unwell." Teachers create a quiet learning environment through firm class control so that pupils can concentrate well and achieve successfully. Pupils with special educational needs are well supported and those at an early stage of English language acquisition are given positive encouragement to contribute to discussions and to read out their work. Where lessons are satisfactory rather than good, it is usually because the introductory session is too perfunctory and does not give pupils the necessary stimulus to make an informed response.

104. Pupils' attitudes and behaviour are usually good because they enjoy what they are doing. Pupils of all levels of attainment are receptive to ideas, and the majority respond thoughtfully in discussion. Written work is well presented and often complemented by attractive illustrations, as in the booklets on The Mosque produced by Year 6 pupils, and the stories in cartoon style by Year 3 pupils. Literacy skills are generally of a good standard.
105. Subject co-ordination is good and sound progress has been made since the last inspection. The school's programmes of study now follow the guidelines of the locally Agreed Syllabus, and pupils benefit from the regular time allocation for the subject.
106. The subject offers a wide range of learning opportunities in such areas as drama and artwork as well as visits from local clergy. Information and communication technology is used effectively to support pupils' learning.