

# INSPECTION REPORT

## **THE WATERLOO SCHOOL**

Waterlooville, Hampshire

LEA area: Hampshire

Unique reference number: 116633

Headteacher: Mr J Cahill

Reporting inspector: Alastair Younger  
23587

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> July 2001

Inspection number: 223691

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Warfield Avenue Waterlooville Hampshire
Postcode:	PO7 7JJ
Telephone number:	02392 255956
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms C Strickland
Date of previous inspection:	29 <sup>th</sup> June, 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23587	Alastair Younger	Registered inspector	Geography	<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p>
9736	John Brasier	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
27429	Margaret Smith	Team inspector	<p>English</p> <p>Music</p> <p>Information and communication technology</p> <p>Special educational needs</p>	
23390	Mel Blackband	Team inspector	<p>Science</p> <p>Art</p> <p>Design and technology</p> <p>Physical education</p>	
11239	Sue Flockton	Team inspector	<p>Mathematics</p> <p>History</p> <p>Religious education</p>	Quality and range of learning opportunities

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

### **INFORMATION ABOUT THE SCHOOL**

This is a day special school for up to 42 pupils of primary school age. All have statements of special educational need identifying emotional and behavioural difficulties. No girls have been referred for the past 3 years and none are on roll. All pupils are English speaking. Many have been underachieving prior to their referral and several have learning and language difficulties in addition to their other problems. Pupils are drawn from a large geographical area around Portsmouth.

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

Waterloo is a good, well-managed school. Pupils are achieving well and are regularly meeting most of the individual targets relating to academic and behavioural progress that they are set. They do so because, in the main, they are being well taught and are learning the right things. The school gives good value for money.

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

- Pupils in the foundation class are receiving a very high standard of education.
- The basic skills of numeracy and literacy are well taught.
- Pupils develop much improved attitudes to their work and their behaviour becomes more acceptable.
- Effective policy and procedures for promoting higher standards underpin the success of the school.
- Parents like the school, their children are taught in a safe environment and are well cared for.
- The leadership and management of the school is strong

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

- The pace of a minority of lessons is too slow. This leads to an escalation of disruption which is hard to manage. This slows the pace of learning, especially in Year 4.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

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

In June 1998, when the school was last inspected, it was found to have many weaknesses, including a serious weakness in teaching, especially for the younger pupils. The curriculum for these same pupils was also considered inappropriate. A year later, a monitoring visit by HMI reported good progress in relation to the key issues for improvement. This improvement has continued and in the last three years the school has systematically addressed its weaknesses with a very good degree of success.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 11	Key	
speaking and listening	B	very good	A
Reading	B	good	B
Writing	B	satisfactory	C
Mathematics	B	unsatisfactory	D
personal, social and health education	B	poor	E
other personal targets set at annual reviews or in IEPs*	B		

Pupils are achieving well, making good progress in almost all subjects and in their personal development. Individual needs are being clearly identified and teachers are planning well to meet these needs. Realistically sized groups and good support from classroom assistants help teachers maintain a good balance between pupils' academic achievement and their personal development. Achievement is good in English, mathematics and science. It is very good in information and communication technology which is incorporated very successfully into other subjects. Numeracy and literacy are well planned for and well taught. This leads to good achievement in the learning of basic skills. Clear, individual, targets are set and pupils are meeting these well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Good.</b> Nearly all pupils are happy to attend and when they do they work hard. When they are well taught they enter into activities with enthusiasm and learn well.
Behaviour, in and out of classrooms	<b>Good.</b> At Waterloo, pupils' behaviour improves very quickly, allowing them to concentrate on learning. Behaviour is particularly good on trips out of school, at break and at lunchtimes. A small minority of pupils occasionally disrupt lessons. When this happens neither they, nor their classmates, can make progress.
Personal development and relationships	<b>Good.</b> Pupils learn that their actions can be hurtful to their classmates. Younger pupils learn how to play constructively and older ones learn to take on simple responsibilities and of the importance of being reliable. Pupils develop very good relationships with their teachers and form friendships amongst themselves
Attendance	Although attendance does not meet national targets, nearly all pupils establish a very good pattern of attendance. The poor attendance of a small minority of pupils distorts overall figures in a small school. Absence is often the result of factors outside the control of the school. Virtually none is unauthorised.



## TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
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.*

Teaching is good overall. Ninety per cent of that observed was satisfactory or better. Just over a quarter was very good or better. There were two examples of excellent teaching, each by members of the senior management team. In these lessons pupils were brought alive by the enthusiasm of the teacher and proceeded to tackle challenging tasks, well matched to their ability. The strongest teaching observed was in the foundation class and the weakest in the Year 4 class.

Ten per cent of the observed teaching was unsatisfactory and this figure is too high. Nevertheless, on the evidence of the school's extensive self monitoring, the monitoring of teaching by the LEA and the scrutiny of pupils' work and teachers' records it is evident that the standard of teaching is often higher than that observed.

Teaching is good overall in every subject. Planning is consistently good and nearly all teachers make their lessons interesting. The major weakness in teaching is that on too many occasions teachers allow pupils to dictate the pace of lessons. Teachers interrupt lessons too frequently to pick up on minor indiscretions, this interferes with the flow of these lessons and when pupils become increasingly disruptive, less experienced teachers find it difficult to manage the resultant behaviour.

All teachers are promoting literacy and numeracy consistently well and are also using computers very well to improve learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Good.</b> There is a strong focus on the very important subjects of English, mathematics, science, information and communication technology and personal, social and health education. National strategies for improving literacy and numeracy have been implemented well. All subjects of the National Curriculum are taught, as is religious education. The curriculum is enlivened and made increasingly relevant through regular activities out of school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Good.</b> Pupils' social development is very well promoted through the provision of many good opportunities for them to practise their social skills. Their cultural (including multicultural) development is strongly promoted through a focus on cultural aspects of many subjects, particularly art, music, religious education and geography. Moral development is good but opportunities are missed to involve pupils more frequently in explaining why they should, or should not, do or say certain things. Spiritual development is good, aided by the good religious education programme but weakened by limited opportunities to reflect on their lives.
How well the school cares for its pupils	<b>Good.</b> The school is safe and well supervised. Staff build up a good picture of pupils' needs through the close monitoring of their learning and personal

	development. Systems to prevent bullying, sexism and racism work and this results in a school where pupils' needs can best be met.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Very good.</b> The main reason the school has improved so much is because the headteacher and senior staff know how they want the school to develop and are rigorously trying to bring about change in the shortest possible time
How well the appropriate authority fulfils its responsibilities	<b>Very good.</b> The governing body is very active in support of the school. There are committees who meet regularly to discuss specific issues and these feed back to the whole governing body. Many governors help in the school on a regular basis and through this and good, informative, reports from the headteacher they gain a very good understanding of the school.
The school's evaluation of its performance	<b>Good.</b> There has been extensive monitoring of teaching, the results of which can be seen in its improvement since the last inspection. Subject managers are monitoring what is being taught in each class. The weakness in this area is that the monitoring of teaching is not being clearly linked to how well pupils are learning.
The strategic use of resources	<b>Very good.</b> The school budget is very carefully managed and appropriately allocated to different areas such as staffing and resourcing the curriculum. Teachers carry a heavy workload well. Very good use is made of resources, especially those for information and communication technology. The best, not always the cheapest, deal is always sought when spending decisions are made.

The school is well staffed and very well resourced. There is an excellent array of computers to support teaching and learning. The accommodation is excellent.

## 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 lets them know what their children are doing in school and how well they are making progress</li> <li>Their children are well taught</li> <li>The school is well managed</li> </ul>	<ul style="list-style-type: none"> <li>15 per cent of parents would like more work to be sent home</li> <li>5 per cent of parents would like more out of school activities</li> </ul>

Parents are hugely supportive of the school. Over half responded to a questionnaire sent to them before the inspection and there was a good turnout at a meeting held to establish their views. The inspection team feels that parents' positive views are well justified. It feels that a realistic amount of work is sent home but that it would do no harm for the school to make its position on homework clearer. The team considers it impractical for the school to increase the number of out of school activities.

## **PART B: COMMENTARY**

1. *In a school of this type it is not always appropriate to refer to pupils achievements in relation to their age because the degree of their emotional, behavioural and learning difficulty is often more significant than their age. Nevertheless, wherever possible the inspection focussed on age groupings. The group of pupils most closely approximating to a Key Stage 1 (Years 1 and 2) class is referred to throughout as the foundation group, or 'younger pupils' as this is the terminology understood by the school. A small number of Year 2 pupils are taught in another class alongside Year 3 pupils. All other classes are for Key Stage 2 (Years 3,4,5 and 6) pupils.*

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

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

2. Pupils are achieving well in almost all subjects and in their personal development. There has been a good improvement since the previous inspection. Pupils' individual needs are being clearly identified and teachers are planning well to meet these needs, setting work that is challenging but achievable. Realistically sized groups and good support from classroom assistants help teachers maintain a good balance between pupils' academic achievement and their personal development.

3. As in similar schools, the ability of pupils on entry varies greatly but is below average in nearly all cases. The behavioural and emotional difficulties experienced by all pupils compound this problem with the result that nearly all pupils are not meeting their true potential on entry.

4. Very high achievement is found in the foundation class. What stops the overall achievement of pupils up to the age of 7 being higher than for the rest of the school is the fact that several, in Year 2, are taught in a class with Year 3 pupils. In this class they are doing work appropriate to their age and ability but they are less well taught and this is slowing overall progress.

5. Pupils achieve well and make good progress in all aspects of English. This is a good improvement since the previous inspection. In the foundation class, pupils achieve very well. In all classes, the Literacy Hour is very well planned. Literacy is well promoted in all other subjects. Speaking and listening skills develop well. There is a huge range of reading ability in every class. It ranges from fluent, to pupils who struggle with the simplest of words. Most pupils, however, achieve well. Good book knowledge and library skills are promoted throughout the school. Pupils become familiar with a good range of literature, fiction and non-fiction, poetry, and books reflecting other cultures. Achievement in writing is good. Progress in the foundation class is very good. By the end of Year 3, the majority of pupils are writing sentences in well-formed, joined handwriting. By the end of Year 6, pupils of above average ability write freely with good handwriting and few errors

6. Achievement in mathematics is good. This is an improvement on the last inspection. Pupils become progressively more confident with number work and in their use of mathematical language. In all classes there are pupils whose learning difficulties make reading of mathematical problems and the recording of their answers a more difficult task, and they often have to rely on adult support to enable them to complete work. This means that they sometimes work at a slower pace than other pupils but nevertheless make steady progress and achieve well.

7. Achievement in science is good overall. This is a substantial improvement since the last inspection when science was judged to be unsatisfactory. In the foundation group pupils make good progress as they develop a good knowledge of the senses and why they are necessary. They learn to record their scientific findings in a variety of appropriate ways. Older pupils benefit from an emphasis on practical investigations which they systematically record in well-presented workbooks.

8. Achievement and progress is good in personal, social and health education. A good amount of time is given to it, programmes are well thought out and very relevant and teaching, often informal, is good. Achievement is good in all other subjects except history, where it is satisfactory, and information and communication technology, where it is very good.

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

9. Pupils' attitudes, behaviour, relationships and personal development are good. They are much improved since the last inspection.

10. Nearly all pupils are happy to attend and to work hard. When they are well taught they enter into activities with enthusiasm and learn well. In a Year 1 assembly pupils were eager to contribute and displayed a good degree of maturity and enthusiasm. Pupils respond well to individual encouragement and the strong relationships they form with teachers.

11. Prior to their admission, all pupils have demonstrated behaviour that has seriously interfered with their progress. Here, their behaviour improves very quickly, allowing them to concentrate on learning. Behaviour is particularly good on trips out of school, at break and lunchtime and in assemblies. A small minority of pupils shows a high degree of intolerance of any less than good teaching. When this happens they disrupt lessons, resulting in neither they, nor their classmates, making progress. Exclusions have declined from a total of forty four in the year prior to the last inspection to thirteen in the current academic year. This is a huge improvement. Examples of offensive or threatening behaviour, such as racism or bullying, are very rare. Parents are very pleased with behaviour at the school and several report that their children have become much better behaved at home as well as in school.

12. Pupils learn that their actions or words can upset their classmates. Many show a good degree of support for those less able than themselves and are generous in their praise for the achievements of others. Younger pupils learn how to play constructively and older ones learn to take on simple responsibilities. They understand the importance of being reliable. Nearly all pupils have previously experienced great difficulty in forming positive relationships but at the school they develop very good relationships with their teachers and form friendships amongst themselves. This is particularly noticeable at break and lunchtime when pupils play team games fairly and with enthusiasm, or chat to one another in small groups. In a Year 5 lesson that involved carrying out a survey at the local shopping centre, pupils worked well in pairs, alternating roles and approaching shoppers politely to ask them questions.

13. Although not meeting national targets, nearly all pupils establish a very good pattern of attendance. This has improved greatly, from 88 per cent at the last inspection to 93 per cent in the current academic year. Unauthorised attendance has almost been eliminated. In such a small school, the poor attendance of a few pupils has a much greater impact

statistically than in a larger one and this is the case here. Absence is often the result of factors outside the influence of the school.

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

14. Teaching is good overall. This is a big improvement since the previous inspection. Although too much unsatisfactory teaching (one lesson in ten) was observed during the inspection this was partially compensated for by one lesson in four being taught to an exceptionally high standard. This pattern reflects the type of pupils in the school. They are reluctant to accept anything less than good teaching and are quick to weaken what in other schools could be satisfactory teaching, by preventing other pupils from learning.

15. There were two examples of excellent teaching, each by members of the senior management team. In these lessons the teachers' enthusiasm and confidence helped pupils to forget their own difficulties and concentrate on activities that enthused them and which were well matched to their ability. In one such lesson pupils were presented with a virtuoso performance by the teacher as he read the same poem in a stimulating variety of styles, ranging from a newsreader to superman before each pupil went of to a related task. This lesson followed one where these same pupils had presented huge problems to a different teacher and demonstrated that this class is not unteachable if pupils are kept interested and the pace of the lesson is not allowed to flag.

16. Planning is uniformly strong. In response to previous criticism the school has developed a good format which helps teachers to focus clearly on what they expect pupils to learn. They also record how they intend to incorporate opportunities to promote basic skills and the personal development of individuals. The best planning, in the foundation class, clearly identifies links between pupils' learning objectives, targets set at review and statements of special educational need. This demonstrates the teacher's very strong understanding of her pupils' needs and how what is being taught addresses them. Nearly all teachers are marking pupils work well. Their marking helps pupils to understand what they are getting right as well as what they are doing wrong. This serves to motivate them, stops them becoming discouraged and increases their own involvement in their learning.

17. Weaknesses in teaching are closely related. When teachers expectations are unrealistic, pupils lose interest and when they lose interest they misbehave. Most teachers have the experience and a good range of strategies to prevent this or halt it midstream by amending their expectations. However, when it is combined with limited strategies for halting the decline it invariably results in lessons being disrupted and little learning taking place. A major fault in most of the weaker teaching was for the teacher to become too preoccupied with minor misbehaviour, interrupting the lesson unnecessarily and coming into increasing conflict with pupils before referring them to the head or deputy. This strategy was not seen to be effective at any point in the inspection. It disrupted the flow of lessons and resulted in several pupils not being present in them and therefore not learning.

18. Teaching is good overall in every subject and in numeracy and literacy. It results in good progress and achievement except in history where time is the limiting factor. The very good achievement in information and communication technology is the result of consistently good teaching of skills across the whole curriculum.

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

19. There is a good, much improved, curriculum. That for the foundation class is particularly strong, representing excellent improvement since the previous inspection.

Pupils are provided with a good range of very relevant learning opportunities. Very good use is made of contacts outside the school to support the curriculum. The subjects taught meet statutory requirements and include all the subjects of the National Curriculum and religious education. A good, strong emphasis on personal, social and health education, including sex education and drugs awareness, reflects the high priority given to pupils' personal development.

20. There is good policy and detailed planning, based on the National Curriculum programmes of Study. Good use is made of the National Literacy and Numeracy Strategies in supporting planning for English and mathematics. Both strategies are being well used to ensure individual needs are being met. Most other subjects are planned on the basis of advice from the Qualifications and Curriculum Authority. Appropriate planning is in place to ensure that pupils are learning the right things and building systematically on what they already know. This is especially important in the class which mixes Year 2 and 3 pupils. The school has identified subjects, such as music, in which other published schemes are more appropriate, or where adaptation is needed. Religious education is based on the Locally Agreed Syllabus. These published schemes are well used as a basis for teachers' weekly and daily planning.

21. A good range of activities enlivens the curriculum. Earlier this term an extremely successful 'Arts Week' included many good opportunities for pupils to participate in activities led by talented visitors. There is an annual residential trip for pupils in years 4, 5 and 6. It provides good opportunities for participation in a range of adventure activities such as canoeing, sailing and rock climbing. Pupils have visited the seaside as part of a project on seaside holidays, Fort Purbrook as part of a history project, a local river as part of a geography field study and a Christian church and Hindu temple as part of their religious education studies. Visitors to the school have included storytellers, artists, and musicians.

22. Provision for the special educational needs of pupils is good. A small number of pupils have learning difficulties not directly attributable to their emotional and behavioural difficulties. Every effort is made to meet their needs through good teaching. When the school feels that it is not able to fully meet needs, as they appear in statements of special educational needs, it ensures that the parents or guardians, and the Local Education Authority are made aware of this through the Annual Review Process. All pupils have equal access to the curriculum, and to extra curricular activities.

23. There is good provision for pupils' personal development. This is a big improvement since the previous inspection. There are particular strengths in provision for social and cultural development. Assemblies are a strong feature, as is the teaching of religious education. One assembly observed paid good attention to the specialness and differences of individuals. Pupils are encouraged to look at different forms of worship. Representatives of different religions speak and perform in school assemblies. Work in art and music helps develop pupils' awareness of beauty and mood. Pupils are taught how their actions can help or harm others and of the importance of following rules. They are encouraged to understand that good conduct is rewarded, just as bad is punished. In personal, social and health education there is a good emphasis on the exploration of moral issues appropriate to the age range of the pupils. Members of staff set a good example. They make special efforts to praise pupils' achievements and to present suitable behaviour to pupils. Not all teachers are equally adept at encouraging pupils to explain why they should not misbehave. Weaker teaching tends to tell pupils not to do something rather than letting the pupils rehearse why they should not. This results in behaviour being managed but without pupils necessarily being helped to distinguish right from wrong.

24. Pupils are shown how to play together without problems and all pupils are encouraged to accept their share of responsibility for their behaviour. Many lessons offer opportunities for pupils to work together. Each morning pupils greet each other and share news. One boy was observed to bring his classmates seaside rock from a trip he had been on. There are very good displays of pupils' work on a variety of cultural themes, including Chinese tangrams, work by French Impressionist painters and a display about boys from the Massai region of Africa. Pupils have gained from the musical and artistic influences they experienced during 'Arts Week' and have attended, and participated in, musical events involving professional musicians and orchestras. During the inspection pupils attentively watched an Indian dancer during an assembly and participated well in a local music festival.

25. Links with the local community are very good. A local supermarket has enhanced playground facilities and supported an 'Arts Week' and a 'Health Week'. The Variety Club has donated a minibus, essential for the broad range of activities outside the school. Representatives of health and emergency services visit the school to promote safety. A good range of professionals from outside the school contribute greatly to helping pupils with their learning and social problems. There are very strong links with local schools, without which opportunities for pupils to return to mainstream school would not be possible. Five mainstream schools have drawn on the school's behaviour management expertise in the past year. Teaching has been enhanced through staff exchanges and regular consultation on a variety of subjects.

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

26. Academic performance and welfare are well monitored and supported. This is an improvement over the last inspection when performance was patchy and assessment heavily criticised.

27. The school is safe and well supervised. All the expected safety precautions are in place and breaktimes are generously and effectively staffed. Child protection procedures are very good. The responsible person is very well experienced, with good contacts and knowledge of local procedures and all staff are receiving refresher training in September. The school is very sensitive to the risks faced by pupils and is vigilant in its pastoral role. Topics and issues covered in the personal and social programme help pupils to look after themselves. Systems to prevent bullying, sexism and racism are effective, allowing pupils to relax, learn and make progress.

28. There are good procedures to promote attendance. Parents and carers are telephoned if pupils are absent with no explanation. The school's main effort lies in its determination to involve parents in the school and convince them of the value of a continuous education, and this appears to be paying off.

29. There are effective procedures to achieve good behaviour. A broad variety of incentives is in place to try to generate habits that lead to good behaviour. Praise, consistency and good relationships are important elements of the behaviour policy, together with the promotion of good classroom management skills. Classroom behaviour is assessed at the end of each school day and discussed with individuals to help them understand what they are getting right or wrong. The sanction for poor behaviour, the loss of golden (free choice) time at the end of the day, is generally effective but its loss is threatened so often by a minority of teachers that its effectiveness is occasionally weakened.

30. Members of staff build up a good picture of pupils' needs through the close monitoring of their learning and personal development. Targets are incorporated into individual education plans. These are briefly reviewed on a daily basis with the opportunity for the pupil to contribute. This is good because it promotes responsibility, accountability and honesty.

31. The school responded well to criticisms of assessment procedures by the last inspection. Procedures are now good. Each pupil has an assessment file, completed by teachers. It contains detailed data about how well pupils are performing, especially in English and mathematics. Files are passed on when pupils move class. This helps teachers to plan the next term's work and identify realistic, challenging targets for the group. Daily meetings provide an invaluable addition to the assessment process because they highlight short term achievements and issues, allowing the latter to be dealt with quickly and allowing teachers to compare progress in different lessons, with different groups.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS (including carers)?**

32. Parents are hugely supportive of the school. About a half responded to the questionnaire sent to them before the inspection and there was a good turnout at the meeting held to establish their views. Parents are particularly pleased by the way the school lets them know what their children are doing and the progress they are making. They also believe that their children are well taught and the school well managed. Several parents say would like more work to be sent home. The inspection team feels that the parents' positive views are well justified. It feels that it would be a good idea for the school to make its position on homework clearer.

33. The quality of information provided for parents is very good. Strengths include daily progress reports, annual reports, newsletters and a very good prospectus. Reports on the youngest pupils, progress are excellent. Others range from good to very good. They are particularly clear about how parents can help their children at home and are well written and readily understood. There are termly meetings for parents to discuss progress and reports are sent out well before the summer meeting. Parents feel at home in the school and this welcome is reflected in the growing numbers of parents attending events, meetings and assemblies. Parents contribute to their children's education by supporting reading and homework, by commenting daily on the reports sent home and by collaborating in the drafting of behaviour plans. In this way pupils quickly realise that school and their parents are working closely together to help them.

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

34. The leadership and management of the school are very good. The main reason the school has improved so much, so quickly, is because the headteacher, senior staff and governors have a very clear idea as to how they want the school to develop and have been successful in addressing weaknesses identified through inspection and monitoring. The school recognises that the earlier it can intervene, the more likely it is to achieve success and to this end there has been a very clear focus on the importance of building a staff team that has the required skills and expertise to give it credibility in mainstream schools. The headteacher is actively promoting his school to other mainstream schools so that they are aware of what the school is capable of, partly with the objective of having pupils referred to Waterloo as soon as significant problems emerge, rather than when they have become unmanageable.



35. Classroom practice, the curriculum and assessment procedures are particularly well led by the deputy headteacher. Subject management is of a high standard overall. There is no manager for design and technology, pending a new appointment. The leadership and management of the foundation group, heavily criticised by the last inspection, is excellent. Good policies exist for all subjects and there is detailed half-termly planning based on the National Curriculum. Subject managers are monitoring what is being taught in each class. This staff team is successfully transferring the vision of the headteacher into practice.

36. The governing body is very active in support of the school. It meets regularly and committees within it meet separately to discuss important issues relating, for instance, to staffing, the curriculum and finance. Many governors help in the school on a regular basis. Two are currently helping in the office, bringing with them skills in administration, information technology and accounting. There are also individuals who contribute significantly to the management and educational expertise available. Governors get to know pupils well by helping on trips, such as to the river during the inspection. Through this type of involvement and good, informative, reports from the headteacher, they gain a very good understanding of the school.

37. There has been extensive monitoring of teaching, mainly by the headteacher and his deputy, but with a very strong input from the advisory service of the local education authority. This has served to improve standards since the previous inspection. The initial result of monitoring was to hasten the departure of teachers who were not sufficiently effectively doing the job they were being paid for. Only the head and deputy headteacher remain from the previous inspection. A weakness of the monitoring is that although it clearly identifies weaknesses in teaching it does not sufficiently link these weaknesses to their effect on pupils learning. Weaknesses, or concerns, common to groups of staff are well addressed through whole school training but identified individual weaknesses do not sufficiently form the agenda for subsequent monitoring. This leaves the impression that whilst monitoring has been good for the school it has not always been constructive for the professional development of individual teachers.

38. Performance management in the school is good. All staff have professional interviews with the head teacher on a regular basis to discuss their progress and to negotiate targets for their development. National obligations in performance management have been fully met and are implemented into the school's organisation. The management of staff is further supported by the school's annual appraisal as an 'Investor in People' institution. Promotion of these standards has considerable positive effect on staff performance and has contributed to the school's improvement.

39. At present there is no formal induction process for staff. New staff are informally trained by the Head teacher and Deputy Head teacher and given the opportunity to spend time in the school prior to appointment. A more formal and rigorous system of induction would be beneficial to the school.

40. The school budget is very carefully managed and appropriately allocated to different areas such as staffing and resourcing the curriculum. Teachers carry a heavy workload well. Very good use is made of resources, especially those for information and communication technology. The best, not always the cheapest, deal is always sought when spending decisions are made. Excellent use has been made of a windfall, from the neighbouring supermarket, to improve security, the playground and parking.

41. Staffing is good. Teachers have a sound knowledge of the curriculum and particularly the subjects for which they are responsible. There has been a very high

turnover of teachers since the previous inspection. There are a suitable number of support staff who give valuable support in lessons, whether helping pupils with their learning or calming pupils who are angry or upset.

42. Accommodation is excellent. The school is well maintained. Classroom space is well designed and generous for the size of groups. The school hall doubles as a gymnasium and all pupils are able to shower in the well-appointed facilities leading off the hall. Particular strengths are the excellent computer suite and food technology room. There is a well-stocked library for the pupils, which is regularly used. The school has benefited from a re-design of the playground giving a stimulating and secure environment for the pupils.

43. Resources are very good. There is an excellent range of high quality books, well matched to pupils' ability and interests. All teaching rooms have computers and the computer suite provides a very good resource for all the pupils, particularly since the computers are linked to the Internet. There are very good resources in English, mathematics, science and information and communication technology. In all other subjects resources are good

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

44. The school has few weaknesses, only one of which needs addressing urgently. The headteacher, senior management team and governing body should now:

- Take steps to eliminate the weaker teaching by:

Focussing monitoring very clearly on the issue of the pace of lessons to highlight how frequent interruptions in the flow of lessons leads to pupils becoming unsettled and slows the pace of learning. (paragraph 17)

Reducing the dependence of a minority of teachers on the use of senior staff to maintain order by offering further training in behaviour management to weaker teachers. (paragraphs 17, 23)

Ensuring that subsequent monitoring visits always address weaknesses identified in previous visits and links them closely to their effect on learning. (paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	22.5	40	22.5	7.5	2.5	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		42
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		42
Number of pupils on the school's special educational needs register		42

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	93
National comparative data	N/A

Unauthorised absence	%
School data	0.1
National comparative data	N/A

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
Any other minority ethnic group	1

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

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	5
Average class size	6

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

Total number of education support staff	8
Total aggregate hours worked per week	256

*FTE means full-time equivalent.*

### ***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	12	1
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	99-00
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	£
Total income	577,789
Total expenditure	573,804
Expenditure per pupil	14,713
Balance brought forward from previous year	37,353
Balance carried forward to next year	41,338

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

### **Questionnaire return rate**

Number of questionnaires sent out	45
Number of questionnaires returned	20

### **Number of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	11	7	2	0	0
My child is making good progress in school.	12	8	0	0	0
Behaviour in the school is good.	5	15	0	0	0
My child gets the right amount of work to do at home.	5	7	5	1	2
The teaching is good.	1	6	0	0	0
I am kept well informed about how my child is getting on.	18	2	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	18	2	0	0	0
The school expects my child to work hard and achieve his or her best.	15	5	0	0	0
The school works closely with parents.	15	5	0	0	0
The school is well led and managed.	15	4	0	0	0
The school is helping my child become mature and responsible.	13	7	0	0	0
The school provides an interesting range of activities outside lessons.	8	8	2	2	0

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

### **ENGLISH**

45. Pupils achieve well and make good progress in all aspects of English. This is a good improvement since the previous inspection. In the foundation class, pupils entering with limited skills achieve very well because they are provided with an excellent introduction to learning. In all classes, the Literacy Hour is very well planned, with a detailed, timed structure, and clear objectives. Literacy is well promoted in all other subjects, often through the promotion of vocabulary specific to that subject and the encouragement of pupils to express themselves clearly and accurately.

46. Pupils' speaking and listening skills develop well. Pupils talk freely and confidently to visitors. In the foundation class, discussion of diary entries was very productive, as was the Year 2 discussion of special places. Pupils listen to each other and take their turn to contribute. This was seen to good effect in the minibus on a Year 2 trip. In Years 3 and 4, pupils talk sensibly about books they have enjoyed reading. One boy, who finds reading difficult, explained clearly how he enjoyed books by looking at the pictures and making up the story in his head. Good speaking and listening skills were evident when Year 4 pupils carried out a survey on the High Street. Discussion of 'Wind in the Willows' in Year 6, gave pupils the opportunity to retell the story, describe the characters, and examine feelings and motivation.

47. There is a huge range of reading ability in every class. It ranges from fluent, to pupils who struggle with the simplest of words. Most pupils, however, achieve well and make good progress. The most able read with expression and good understanding. Those whose reading is less fluent develop better expression because of the very good example set by teachers and support staff. The majority of pupils use strategies such as sounding out words and using context and picture clues. A small number of pupils have no reading strategies and simply wait expecting to be told the word.

48. Good book knowledge and library skills are promoted throughout the school. Pupils become familiar with a good range of literature, fiction and non-fiction, poetry, and books reflecting other cultures. The youngest pupils know about "library rules, and library voice". They used one of their big books very effectively to lead a whole school assembly, making use of puppets, story telling, and musical instruments. A Year 2 pupil talked about his "information book" on trains. By the time pupils are in Year 5 and 6, they talk knowledgeably about fiction and non-fiction, can find information, explain the difference between contents and index, and use appropriate language such as author, illustrator, title, cover, characters, style of writing, and dialogue. Many pupils are aware of the value of the internet and CD ROMs for finding information previously found only in books.

49. Achievement in writing is good across the school. Progress in the foundation class is very good. The youngest pupils make rapid progress; for example one boy was writing over words in September, writing independently with large untidy letters in February, and by May was writing neatly, in sentences, spelling key words independently, and using text to find words. By the end of Year 3, the majority of pupils are writing sentences in well formed joined handwriting. There is clear evidence of improved spelling, and better understanding of punctuation. Very good progress is seen in the work of one less able pupil whose writing

was unreadable in December, but by June could write four sentences about a dream. By the end of Year 6, pupils of above average ability write freely with good handwriting and few errors. They use correct punctuation, including speech marks, and work independently. They understand the need to write in different styles for different audiences.

50. Teaching is good overall, sometimes very good and occasionally excellent. No unsatisfactory English teaching was seen during the inspection. Planning, especially for the Literacy Hour, is very good throughout the school. The best teaching was observed in The foundation class and Year 6, where the pace was especially good and activities very varied. When teachers interest and involve pupils in the lessons, behaviour is very good, as, for example, in a Year 4 lesson where pupils learned enthusiastically about the different ways the same piece of information can be presented. Weaker teaching occasionally allowed pupils to dictate the course of the lesson by their behaviour, adversely affecting the rate of learning of the whole class. Teachers use marking well as a teaching tool, and assessment and recording are good, especially in reading and spelling.

51. The subject is well managed. This has resulted in very good, consistent planning. The curriculum is very good and is enriched by visits from the 'Story Teller', and by 'Book Week'. The manager provides training for staff, and creative writing has improved as a result of her very good example. Good use has been made of outside monitoring and advice. Resources are used well, especially the library and computers for word processing.

## **MATHEMATICS**

52. Achievement in mathematics is good across the school. This is an improvement on the last inspection when the progress of younger pupils was judged to be unsatisfactory, and of older ones, satisfactory.

53. Pupils entering the school often have limited mathematical skills and little understanding of mathematical language. They become progressively more confident with number work and in their use of mathematical language. By the age of 7, most pupils count to 100 and progress from needing the support of pictures or objects to assist with addition and subtraction, to being able to work independently in numbers up to ten. They name common shapes and are developing use of the language of measurement, such as longer and heavier. More able pupils work with hundreds, tens and units and show an understanding of place value which includes thousands. They multiply numbers to ten by two and ten. They begin to develop some concept of fractions and identify halves and quarters. They collect data and display it in bar graph format.

54. By the age of 11, the majority of pupils have developed an understanding of place value to four digits. They multiply and divide by ten, round numbers up and down and complete simple number patterns. They deal with simple fractions and percentages. In their study of shape they are beginning to learn about measurement of angles and name different types of angle such as acute and obtuse. They draw up tally charts and interpret bar graphs. More able pupils complete long multiplication and division. They add and subtract fractions and know terms such as numerator and denominator. In talking about their work, they show good knowledge of mathematical language. For example, in measurement, they use words such as width, depth, circumference and perimeter.

55. In all classes there are pupils whose learning difficulties make reading of mathematical problems and the recording of their answers a more difficult task, and they often have to rely on adult support to enable them to complete work. This means that they

sometimes work at a slower pace than other pupils but nevertheless make steady progress and achieve well.

56. Teaching is good overall, an improvement on the last inspection when there was a significant level of unsatisfactory teaching. Where teaching is good, planning identifies the objectives for the lesson and clearly links these to activities. Appropriate tasks are chosen for pupils of differing ability. For example, in a Year 6 lesson well targeted questions during a mental maths session on number bonds meant that pupils were able to respond by showing their knowledge of numbers to ten, 100, or 1000, depending on their level of understanding. Clear explanations of work help pupils to understand the topics and good use of a wide range of resources sustains pupils' interest and supports their learning. For example, a Year 4 lesson was introduced with a Power Point presentation, which helped pupils to visualise large numbers and large groups of numbers, enabling them to decide on appropriate ways of solving problems.

57. Practical activities are well used to help pupils learn. For example, in a Year 1 lesson on estimating and measuring pupils were involved in making play-dough, devising a board game and estimating the amount of food needed for a class outing. Good strategies which ensure that pupils behave well, linked to high expectations, mean that pupils can concentrate on their work and make progress. Pupils respond eagerly to questions, and are enthusiastic about the different activities. They show pleasure when they achieve well.

58. Praise and encouragement are used appropriately, so that pupils know when they are deserved, and these motivate pupils and help them to stay on task. There is consistent reinforcement of the learning, and useful plenary sessions at the ends of lessons mean that pupils are reminded of what they have learnt. Pupils try hard for much of the time, generally behave well and, in these lessons, make good progress. Less progress is made when behaviour is not consistently dealt with, there are too many interruptions and pupils' find it difficult to concentrate under these circumstances. Occasionally the pace of the lesson is too slow allowing pupils to lose concentration and disruptive behaviour to develop.

59. The National Numeracy Strategy is providing a good basis for the planning of lessons and topics. Many pupils show particular enjoyment of the mental maths sessions at the beginning of lessons, which enable them to show their knowledge and understanding of the subject. The development of mathematical concepts and language is well supported in other subjects such as science, geography and personal, social and health education.

60. Management is good. Monitoring is developing well, as the co-ordinator reviews half-termly, weekly and daily plans. The co-ordinator is effectively monitoring numeracy targets on Individual Education Plans, and these are now much more specific. Teachers assess pupils' progress but the recording of progress is inconsistent across the school, which means that it is not always clear how teachers arrive at an attainment level for pupils. A good number of new resources has been purchased to support teaching in numeracy, giving pupils more opportunities for practical work where this is appropriate.

## **SCIENCE**

61. Achievement is good across the school. This is a substantial improvement since the last inspection when science was judged to be unsatisfactory. In the foundation group pupils make good progress as they learn about light and darkness and the relationship between sound and hearing, where simple but effective experiments add to pupils' enjoyment and extend their learning. This leads to pupils having a good knowledge of the



'senses' and why they are necessary. Throughout their work pupils record their scientific findings in a variety of appropriate ways.

62. Achievement is good overall, but variable in Years 3 to 6. Pupils in Years 3 and 6 make better progress than in years 4 and 5 where teaching is weaker. In year 3 pupils discover the forces that cause or hinder movement, through effective practical work. They learn the names of organs in the human body and the properties of soil. In all this work it is clear that pupils have benefited from an emphasis on practical investigations which they have systematically recorded in well-presented workbooks. Year 4 and 5 pupils have learned about the planets of the solar system and are exploring the properties of gases and liquids. Pupils in Year 6 have taken part in stimulating investigations such as a river study, which has given them many opportunities to extend their understanding through interesting and well prepared investigations.

63. Teaching is good. It is strongest for the foundation group and varies from good to unsatisfactory in Years 3 to 6. Throughout the school, teachers employ a practical, experimental approach and generally demonstrate a good level of knowledge of the subject. In the best lessons there is a good standard of questioning and a suitably lively pace, which interests and motivates pupils. Lessons are characterised by clear instructions to pupils, by light but firm discipline and by the strong contribution of well-organised support assistants. In these lessons pupils' learning is good and they demonstrate independence and good standards of behaviour and concentration. In weaker teaching the pace of lessons was slow and pupils were unclear as to what was expected from them. Minor interruptions to lessons by pupils were tolerated and allowed to escalate into situations where the behaviour of some pupils prevented effective learning from taking place. In these lessons the expectations of pupils' progress were lowered and pupils' thinking was not sufficiently stimulated. Weaker teaching is also characterised by an over emphasis on commercially produced work sheets, which do not take account of the differing abilities of the pupils. This is especially evident in Years 4 and 5 and is one of the factors that slows learning.

64. The management of the subject is good. The subject manager has effectively increased and rationalised assessment methods and maintains a monitoring brief. Units of work follow National Curriculum programmes and planning is thorough and detailed. Assessment is good and has shown substantial recent improvement. Teachers make effective use of their science files, containing schemes of work and suitable assessment records. In this way pupils' progress is successfully monitored. Pupils are well supported in their practical investigations by a wide range of good quality equipment and resources.

## **ART AND DESIGN**

65. Achievement in art is good. This is an improvement since the previous inspection. There are many vibrant displays of pupils' creative work in classrooms and evidence of pupils' hard work and high achievement is also displayed throughout the school in corridors and communal areas. In the foundation group, work is closely linked to topic work and classrooms contain illustrative work supporting and inspired by the pupils' study of literacy and books and by their work in understanding the world.

66. By the age of eleven pupils have produced high quality paintings in the impressionist style of Monet and have clearly been influenced in other paintings and prints by the work of Matisse. Good, well observed examples of flower paintings, show attention to detail and cleanness of working. Paintings of country parks demonstrate the pupils' high level of interest and achievement in their study of landscapes. As pupils pass through the school their use of colour becomes more imaginative and precise and they develop stronger techniques in painting and drawing. Older pupils have produced high quality

paper-mache figurines and in a recent 'Arts Week' produced colourful hot air balloons from tissue and straws .

67. Teaching is good. The one lesson observed was characterised by effective planning and expectations which challenged the pupils to achieve high standards. This motivated pupils who thus sustained a high level of concentration. Pupils were managed well, they were encouraged to work independently but were offered a high degree of support where necessary. Support staff were organised well and made a valuable contribution to the success of the lesson. Scrutiny of teachers' planning and records confirms the good standards of teachers' knowledge and understanding of the subject and pupils work bears testimony to the wide variety of techniques and methods which are used. The strength of teachers' commitment to the subject helps ensure that pupils learn effectively and make good progress.

68. Management is good. The subject manager checks and advises on planning and teaching methods and ensures that pupils' work is assessed regularly and accurately. There are good resources in each classroom. Video evidence and the quality of work produced demonstrates the effectiveness of the recent 'Arts Week' experience for the pupils in raising and promoting high levels of achievement in art. Work in art also contributes very well to pupils' social and cultural understanding. In classroom activities, the pupils work collaboratively in small groups and numerous examples of art from different countries are displayed.

## **DESIGN AND TECHNOLOGY**

69. Pupils' achievement is good. This shows particular improvement in the foundation class where progress was unsatisfactory at the time of the last inspection. In this class the subject is followed through topic work and is integrated into the pupils' daily routine. Pupils design and make articles as part of their learning, using card and paper and through the extensive use of building apparatus such as 'Lego'. The subject is used to support and develop structured play and examples of work on wind up toys and 'Incy- wincy spider' demonstrate the enjoyment and interest which the pupils have derived from the activities and the rich learning opportunities presented to them.

70. In Year 3, pupils have designed and made Easter Egg boxes and investigated and designed boxes to protect eggs when dropped. There is evidence in each year group that pupils have thought about, designed and made sandwiches and fillings and in Year 6 there is evidence of exciting work combining design and information technology to produce computer driven models. Work throughout the school illustrates the progress pupils made during the recent 'Arts Week' where each pupil experienced and practised skills in designing, measuring, cutting and creating striking collages and life-sized models.

71. No teaching of the subject was observed. Scrutiny of work, however, supplied evidence that teachers have a good command of the subject and are able to motivate pupils to produce a good standard of achievement. Lesson planning is thorough and closely linked to National Curriculum programmes. Pupils show evidence of independent work and respond well to the high expectations of progress which teachers place on them. Teaching methods emphasise preparatory thinking about projects and thoroughly explore the design process. This good practice supports and enhances pupils' learning. Pupils assess their own work in consultation with the teacher which provides useful reflective experiences.

72. There is presently no specific manager for the subject, pending an appointment. Resources are satisfactory overall, but have not been audited. The specialist food technology room enhances the school's accommodation.

## **GEOGRAPHY**

73. Pupils achieve well in geography. This is an improvement since the previous inspection. In the foundation class they develop an increasing awareness of different places, broadening their horizons and learning that people live differently in other parts of the world. They write their own addresses and learn that these identify the places they live enabling other people to find them. They observe the weather and record what it is like. A very good wall display shows the adventures of 'Barnaby the Bear' as he travels around the world.

74. By the age of 11 pupils have built up a good, broad and well balanced geographical knowledge. They have studied other countries closely. In studies of the Caribbean and Australia they have recognised differences in weather, housing and transport. There is a much improved awareness of their own environment. Pupils have identified road signs and buildings in Waterlooville and located them on maps and aerial photographs. A particularly good river study was undertaken by Year 6 pupils during the inspection. It was the culmination of the term's work in which pupils had developed a very good understanding of rivers, identifying sources, meanders, floodplains, estuary and mouth. Pupils were making good links between river features and land use, identifying, for instance, areas suitable for reservoirs or for lush grazing.

75. Very little teaching was observed but on the evidence of pupils' achievements and discussion with pupils and teachers it is clear that teaching is good. This leads to pupils enjoying their lessons and learning well. Work is very well displayed in all classrooms, there is good planning and work is well marked.

76. Management of the subject is good. There has been effective consultation with all teachers in drawing up the good development plan for the subject. QCA documentation is well used to guide planning. There is a good focus on practical work to keep pupils involved. Resources are good and are being improved gradually. There has been good training and support for teachers. Computers are frequently used to produce graphs and charts and there is a good emphasis on developing pupils subject vocabulary.

## **HISTORY**

77. Pupils' achievements in history are satisfactory across the school. The youngest pupils are beginning to develop a sense of past and present as they learn about seaside holidays in Victorian times. They develop a fuller understanding of change when they compare them with present day holidays. By the age of 7 pupils can talk a little about the Romans in Britain, particularly about the conflict with Boudicca. They demonstrate a knowledge of Tudor times, being able to give information about Henry VIII and his six wives and about differences in the lives of the rich and poor in those times. By the age of 11 pupils know of the journeys of the Norse seafarers, which they track on a map, and name groups such as Vikings and Normans. They have studied the pyramids and described Egyptian burial customs, explaining how people took their possessions with them for use in the after life. In studies of the last world war pupils have considered what it must have been like to have been an evacuee.

78. No history lessons were timetabled during the inspection but pupils' work and their achievement suggests that teaching is satisfactory, with very good use being made of the local area in the pupils' studies. This includes the use of photographs as pupils contrast the town of Victorian times with the present town. Visits are also made to sites such as Fort

Purbrook, Porchester Castle and the 'Mary Rose'. Artefacts also help pupils to understand how people lived in past generations.

79. The manager is developing the subject well. The scheme of work published by the Qualifications and Curriculum Authority is used as the basis of teachers' planning, and the co-ordinator is monitoring weekly and daily planning. Assessment is being developed, and teachers are beginning to make use of tests to check a pupil's knowledge at the beginning and end of a topic. Resources, including artefacts, are satisfactory and improving and the school also borrows from the local history centre.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

80. Overall, pupils achieve very well. Pupils are becoming very confident in the use of computers. They demonstrate very good development of word processing skills, using the keyboard adeptly and making efficient use of the mouse to move around the screen. There is good drafting and redrafting of work. A Year 2 pupil, for instance, completed a worksheet on screen then checked and corrected his work. A Caribbean cocktail recipe book has been produced by a Year 3 class, involving the use of 'clipart' and a variety of styles and sizes of fonts. Year 3 pupils have shown considerable skill in the production of block graphs in a maths lesson. In Year 5, pupils have demonstrated their ability to use 'clipart' and 'word art' to make a series of posters, and could describe how they had done this. They have also planned and executed a survey, and entered the data gathered into the computer. A Year 6 pupil word processed his story, saved it and closed down the computer. Pupils access information on the Internet and regularly use CD ROMs to find information.

81. No discrete teaching of information technology could be observed during the inspection, but it is clear from the confidence and knowledge of pupils observed, that teaching is strong. Planning is very good and shows how the National Curriculum programme of Study is covered. Teachers are confident in the use of computers, and are currently undergoing training to further increase their skills. Evidence of use of a digital camera appears on displays around the school, and tape and video recorders are used to record pupils' activities and special events. In the Year 1 assembly, one pupil introduced and commented on a video to be viewed, and in a whole school assembly a data projector linked to a laptop was used very effectively. In a very good maths lesson in Year 4, a Power Point presentation, made by the teacher, enabled pupils to visualise larger numbers, and express a written problem as a sum.

82. The subject is very well managed. Planning and use of information technology is closely monitored. The manager has very good subject knowledge and is very enthusiastic about the subject. He has been responsible for the very good use of computers in planning, assessment and recording in core subjects, and is involved in outreach work in local primary schools. Though it is clear that pupils are making very good progress overall, there is insufficient assessment and recording of individual pupil skills. Computers are very effectively used across the curriculum. When the use is integral to the lesson it is very effective, for example the survey in geography, and the block graphs in maths.

83. Resources are excellent. There is a very well used computer suite and at least one computer in every classroom and in the library. There are laptop computers for senior management, and one for staff use. A data projector enables teachers to present information more effectively. The suite is networked and linked to the Internet. Equipment is available for the teaching of control, and sensors to record changes in temperature. There is a wide range of appropriate software.

## **MUSIC**

84. Pupils achieve well in music. They develop a good range of skills as they move through the school. The youngest pupils are learning to use musical instruments, and voice, to create effects in the telling of a story. Older pupils experience a broad variety of musical styles through recorded and live music. They learn to listen carefully and with discrimination. Visiting musicians perform and also provide workshops, so that pupils have very good practical experience of making music. Pupils have worked with a steel band and taken part in a bongo workshop. 'Arts Week' makes a very good contribution to pupils' musical experience, and video evidence clearly showed pupils' interest and enthusiasm. Visits are arranged to The Intercultural Resource Centre where pupils play on instruments from a variety of cultures. The Bournemouth Symphony Orchestra has provided pupils with the opportunity to work together to prepare for a performance. After a series of rehearsals held in school the performance took place, in a public building, before an audience, during the inspection. A group of Year 2 and Year 3 pupils took part in a musical celebration, "We are special", involving a number of special schools. They listened well to other groups as they waited forty minutes for their turn to perform, and behaviour was very good. Participation in the whole group activities was very good as they watched carefully, and responded to a conductor. In their own performance, they demonstrated the ability to copy changes in tempo, volume, and rhythm. One boy conducted the group, and pupils were very disciplined in their response, instruments were treated with respect and only played at the right time. They know the names of the percussion instruments used, and can describe the sounds they make.

85. Music always plays a role in assemblies. In one whole school assembly, pupils learned about the use of instruments to describe characters in the story of Peter and the Wolf. In a very good Power Point presentation, pupils saw and heard the link between Peter, the tune, and the instrument. A spontaneous performance was created during this assembly as pupils were called out one at a time to play tuned and untuned percussion instruments, building to an impressive musical experience. This demonstrated pupils' familiarity with music making and their ability to listen, respond and work co-operatively. Pupils learn to use the voice as a musical instrument, and to follow the directions of a conductor.

86. It was not possible, during the inspection, to observe the class teaching of music, but evidence of pupils' ability, interest and enthusiasm indicates that teaching is at least good. Music is taught by class teachers, following the 'Sounds Topical', and 'Sounds Musical' course, which provides good support for non-musicians. The curriculum is good, and covers all elements of the National Curriculum. Lessons are planned in detail and resources are good, and easily accessed. The manager has good subject knowledge and skill, and is enthusiastic. Planning and teaching are closely monitored.

## **PHYSICAL EDUCATION**

87. Pupils' achievement is good. The subject remains popular throughout the school and has built on strengths identified at the last inspection. Pupils in Years 3,4,5 and 6 have swimming lessons. Records show that they improve their style, speed and distance in these lessons. In gymnastics, pupils explore the space around them, developing movement to fill that space. They become more controlled in their movement. Younger pupils make good progress in catching and throwing balls and investigating the length and direction of their throws. Older pupils play games well, learning the importance of fair play, developing ball skills and competitiveness in their football practice. In athletics they improve their basic physical skills of running, jumping and landing within a variety of individual and group

activities. Older pupils take part in challenges involving problem solving, working collaboratively to cross space and overcome obstacles. Pupils develop a keen sense of adventure in a good range of outdoor activities, especially sailing, camping and canoeing

88. Teaching is good overall but one lesson observed was unsatisfactory. Where teaching was very good pupils had clear instructions and the lesson proceeded at a good pace. The teacher was well prepared and the lesson planning was sound and appropriate for the activity. The activities were adapted successfully for the ability of the pupils. Where teaching was unsatisfactory, pupils were unclear as to what was expected of them and the pace of the lesson was slow. There was no attempt to adapt work for pupils' differing abilities and activities were repetitious and too easy for the ability of the pupils. Some pupils lost interest and became disruptive, preventing others from benefiting from the activities. In both lessons observed the standard of planning was good and equipment was used safely and appropriately.

89. Management of the subject is good. Teachers have benefited from recent specific training and have grown in confidence. Assessment follows the school system and is conscientiously completed. A weakness in assessment is the lack of external accreditation of pupils' achievement such as swimming awards and gymnastics certificates. Resources for the subject are adequate and are well stored and maintained. The subject benefits from a large, well-kept hall and a high quality, hard outdoor area

## **RELIGIOUS EDUCATION**

90. Pupils' achievements are good. This is a significant improvement since the last inspection when progress was unsatisfactory.

91. By the age of 7, pupils are developing a clear understanding that there are similarities and differences in different religions such as Christianity and Hinduism. They talk about visits they have made to a Christian church and a Hindu temple, and identify artefacts from those places of worship. For instance, they identify the cross as a Christian symbol, and give information about its meaning. Pupils talk about the use of holy water to make the sign of the cross in baptism. The most able pupils explain the use of a chalice, and the meaning of the bread and wine used in the Eucharist. By the age of eleven pupils have further developed their knowledge of world religions. They know, for instance, about the Jewish Passover, its origins and the special meal which is eaten for the festival. They know about the Jewish scriptures and some of the customs surrounding their use in worship. They sequence the events of the last week of Jesus' life, and explain some of the titles which were given to Jesus.

92. Teaching overall is good, with lessons ranging from satisfactory to very good. This is a considerable improvement since the last inspection when some of the teaching was described as poor. In the best lessons, teachers use a variety of strategies to attract and maintain pupils' attention. For example, they use photographs of visits pupils have made, or activities in which they have been involved, to remind them of what they have previously learned. With the youngest pupils, very good use was made of a display based on their visits to a church and a temple, to encourage them to speak about the visits and share information about items on display. Good strategies are in place to help pupils to behave well, and this ensures that all can concentrate on the lesson. Pupils who have a faith are encouraged to talk about this, and other pupils listen with interest. Activities are well used to promote pupils' understanding of the religions about which they are learning. For example, they light Advent candles, take part in a nativity play, are involved in a Diwali puppet show, and build a Succoth hut. The best lessons provide good support for the



development of speaking and listening skills, as pupils are encouraged to discuss issues and share information. In less successful lessons teachers do not ensure that pupils settle well to their work, and some pupils disrupt the learning of others.

93. The co-ordinator for Religious Education has been successful in developing the curriculum for Religious Education, which is based on the Locally Agreed Syllabus and now meets statutory requirements. This is a good improvement from the time of the last inspection when there was no scheme of work for the subject. Very good plans have been drawn up for each module, which teachers can use as the basis of their lesson plans. Assessments are being developed to link in with the topics, linked to the levels in the Locally Agreed Syllabus. Monitoring in the subject is developing well with the manager monitoring planning and assessment. Very good use is made of visits to places of worship, and of visitors to the school, to support the curriculum. Resources are being well developed, with artefacts for each religion, together with books and posters.