

INSPECTION REPORT

CRANESWATER JUNIOR SCHOOL

Southsea, Portsmouth, Hants

LEA area: Portsmouth

Unique reference number: 116223

Headteacher: Mr A Olive

Reporting inspector: Janet Watts

Dates of inspection: 18th – 21st November 2002

Inspection number: 247625

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	St Ronan's Road Southsea Portsmouth Hants
Postcode:	PO4 0PX
Telephone number:	023 9273 4787
Fax number:	023 9229 6444
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Bunn
Date of previous inspection:	15/11/00

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1945	Janet Watts	Registered inspector	Physical Education, Geography, History	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11575	Catherine Fish	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?
22434	Sandra Bradshaw	Team inspector	Educational Inclusion, Special Educational Needs, Mathematics, Information and Communication Technology, Religious Education	
11227	John Moles	Team inspector	English as an additional language, English, Music	The school's results and achievements.
13164	Pauline Allen	Team inspector	Science, Art, Design and Technology	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Quality Assurance Consultants
 The Hucclecote Centre
 Churchdown Lane
 Hucclecote
 Gloucester
 GL3 3QN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Craneswater Junior is a larger than average size junior school with 332 boys and girls on roll, aged from 7 to 11. Most pupils come from the school's designated catchment area in Southsea, although an increasing number of parents who live outside the area are seeking admission for their children. The school is of a similar size to that during the last inspection. Twenty per cent of pupils are known to be eligible for free school meals; this is broadly average. Thirty per cent of pupils are on the school's register of special educational needs including five pupils with statements; this is above average. Approximately 21 per cent of pupils are from ethnic minority backgrounds and 14 different first languages are spoken by pupils. The main minority languages are Bengali, Filipino, Arabic and Gujerathi. Currently 14.2 per cent of pupils speak a mother tongue which is not English; this is a high proportion and includes three pupils who are at an early stage of English language acquisition. Pupils enter the school mainly from two neighbouring infant schools. Attainment on entry is very wide though broadly average.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school. A strong and successful focus on raising standards has been brought about by the excellent leadership of the headteacher, key staff and the governing body. This has been particularly effective in English and mathematics where standards are now above average. Pupils' literacy and numeracy skills are very well developed as a result of much good and very good teaching. The school provides good value for money. Parents and the community hold the school in very high esteem; links with parents are very effective. All staff, including teaching assistants and other support staff, show an outstandingly strong commitment to the school and its pupils; this benefits the pupils tremendously. The school has an excellent capacity to improve even further.

What the school does well

- Pupils attain above average standards in English and mathematics.
- Pupils' have a good understanding of how to use their skills of scientific enquiry.
- Pupils attain very good standards in art and good standards in music.
- Pupils have very positive attitudes, they work hard and enjoy coming to school.
- Good and frequently very good teaching, especially in English, mathematics, science, art and music. There are very effective strategies for teaching literacy and numeracy.
- Makes very good provision for pupils with special educational needs.
- Provides a very good range of extra-curricular activities.
- Pupils' spiritual, moral, social and cultural development is very well supported.

What could be improved

- The opportunities to use information and communication technology skills (ICT) across the curriculum.
- Standards in religious education, design and technology, history and geography.
- Opportunities for pupils to develop their research and enquiry skills, especially in geography and history.

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

Through its own rigorous evaluation and self-assessment processes, the school has already identified and planned for improvements in these areas.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 2000 and improvement overall is very good. Standards of writing and mathematics are now above average. Pupils' ICT skills are developing well and are now in line with expectations for this age group. In English and mathematics especially, the school's 'Assessment for Learning' policy has been highly effective in helping teachers to use on-going assessment to make accurate judgements about pupils' achievements and plan subsequent work. Managers of the core subjects of English, mathematics and science are increasingly skilled in planning, monitoring and evaluating the school's work. The school improvement plan sets out a planned, manageable programme for all foundation subjects to be reviewed in depth. Pupils are much more involved in self-assessment and taking responsibility for their own work, and thrive on responsibilities entailed in contributing to aspects of life in the school, such as the school council.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	A	A*
mathematics	D	C	B	A
science	D	D	D	C

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that in 2002 pupils in Year 6 attained well above average standards in English, above average standards in mathematics and below average test results in science. Compared with similar schools, results in English were in the top five per cent nationally, well above average in mathematics and in line in science. Inspection evidence confirms many of the strengths shown in the results table. Recently, overall trends have been better than the national picture. Current Year 6 pupils are attaining high standards in English and mathematics. Pupils in this year group read and write well, but there is a greater proportion of pupils who have difficulties with their learning and so standards attained in English may not be quite as high as last year. Science standards are currently in line with those expected nationally and pupils' skills of science enquiry are good. Improvements in the quality and range of pupils' writing have been especially good. Targets set for 2003 are appropriately challenging but may well be exceeded, thanks to much very good teaching, especially in the core subjects. Standards in art are very good and they are good in music. Pupils' information and communication technology (ICT) skills are in line with those expected nationally for this age group, as are standards in history, physical education and religious education. There was insufficient evidence to assess standards attained by Year 6 in geography and design and technology, although younger pupils achieve standards appropriate for their age. Across the school, pupils of all abilities achieve well and make good progress, related to their prior attainment, including those pupils with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are very enthusiastic about school and are eager to be involved in all that is provided.
Behaviour, in and out of	Good; most pupils behave well. Pupils experiencing difficulties often

classrooms	respond very well to specific plans designed to support them.
Personal development and relationships	Very good; pupils happily take responsibility for tasks in the school. The very good relationships evident between pupils and adults supports pupils' learning.
Attendance	Below the national average; the level of absences, due partly to extended holidays, is too high.

The school's procedures for monitoring and promoting attendance are good. So far this term the attendance rate is 94.1 per cent which is in line with the national average.

The pupils' very positive attitudes to school means that they work hard and achieve as much as possible. The school's inclusive ethos and the very good quality of relationships promote well the strong sense of racial harmony.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	-	-	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 was good or very good in nearly nine out of ten lessons and satisfactory in the remainder. The teaching of English, mathematics and science was consistently good and frequently very good. Very good teaching was also observed in art, music and physical education. There are very effective strategies for teaching the skills of literacy and numeracy. Teachers assess the pupils' work rigorously in the core subjects, and use this information skilfully to plan well-matched tasks which cater very well for the needs of individuals and groups. Teaching assistants and visiting teachers make a really significant contribution to pupils' learning and the good standards they achieve. This means that all pupils, including those with special educational needs and those for whom English is not their mother tongue, learn and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the range and quality of learning opportunities is enriched through a wide range of visits and visitors. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Very good; targets set within individual education plans are very well catered for and included in teachers' daily planning. The special educational needs co-ordinator (SENCO) manages the provision exceptionally well.
Provision for pupils with English as an additional language	Good; provision is extremely well managed and these pupils are well supported, so that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good overall; support for social and cultural development is very good; support for spiritual and moral development is good. The multi-cultural nature of the school is celebrated, and the school strives to

development	recognise and value the diverse nature of individuals.
How well the school cares for its pupils	Good; great attention is paid to securing the safety and well being of pupils. Assessment in the core subjects is very good and is used particularly well to decide what is to be taught and learned next.

Parents are very well informed about the curriculum and the school enjoys a very good partnership with parents. This is exemplified by the 'Parents Forum' which fosters this sense of partnership and is highly thought of by the parents.

Curriculum planning is especially rigorous in the core subjects and teachers use assessments of what pupils know, understand and can do very skilfully to decide what should be learned next. The school improvement plan shows that some of the foundation subjects are to be looked at in depth to ensure that the progressive development of skills is planned for and assessed. This will include further opportunities for pupils to become researchers and enquirers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the strong drive towards raising standards has been managed exceptionally effectively. All staff show an outstanding commitment to making the school successful, to the great benefit of pupils.
How well the governors fulfil their responsibilities	Excellent; governors are dedicated to achieving all that is best for pupils. Governors monitor very thoroughly the work of the school and the quality of education provided.
The school's evaluation of its performance	Very good; assessment data is used rigorously to monitor trends, individual performance and how far the education provided enables pupils to make progress.
The strategic use of resources	All available resources are used to very good effect and directed at securing the best possible quality of education.

Staffing, accommodation and resources are good overall. The recently re-modelled ICT suite is already having a noticeable impact on improving pupils' skills. Poor acoustics in the hall mean that it is noisy; there are plans in hand to improve this. The school strives to gain best value in purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable in talking to the school about any concerns. The leadership and management of the school. Their children like school. The teaching is good. The school's high expectations and the progress their children make. 	<ul style="list-style-type: none"> Some parents of the younger children expressed concerns about lunch-time arrangements.

Inspectors fully endorse parents' and carers' positive views. Lunch-times were observed on several occasions during the inspection. There was sufficient time for pupils to finish their lunch; no pupil was

encouraged to leave the dining hall before they were ready. The school is investigating ways of reducing noise levels in the hall and making lunch-times less daunting for pupils in Year 3.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2002 national tests for pupils in Year 6 show that the proportion of pupils reaching the expected level was well above the national average in English and above the national average in mathematics. Compared with schools in similar contexts the attainment was very high in English and well above the average in mathematics. The proportion of pupils reaching higher than expected levels was well above average in English and above average in mathematics. When compared to those pupils' levels of attainment on entry to the school, achievement during their time in the school is very good in English and good in mathematics. This represents a considerable improvement in results over those of previous years and is the result of the increased quality of teaching in both subjects which has been the result of well targeted management strategies and training. In science, a lower proportion of pupils than was the national average reached the expected standard. When compared to schools in similar contexts attainment in science was average. Lower scores in science have been partly due to the school's emphasis on literacy and numeracy in the school. The school recognises this and has set in place strategies to redress the balance.

2. Results in the national tests over the last three years, based upon analysis of the average levels reached by pupils, show that while girls outperform boys in English this is not to a greater degree than that found nationally. In mathematics, the boys have outperformed girls by a slight amount. The school has set realistic and challenging targets for closing the gender gaps and is making good progress towards achieving these. The school is making particularly good progress towards increasing the proportion of boys attaining higher than nationally expected standards in writing. The trend in the school's improvement over the last five years is broadly in line with that nationally with a considerable rise in the most recent results.

3. Inspection evidence indicates that the proportion of pupils in Year 6 attaining standards expected for their age is very good in art and design, good in English, mathematics, science and music and satisfactory in other subjects. It was not possible to make a judgement on standards attained by pupils in Year 6 in design and technology and geography. Standards in literacy and numeracy are above average.

4. In English, by the end of Year 6, pupils attain above average standards in speaking and listening, reading and writing. Pupils of higher ability use a range of precise vocabulary to ask questions and all pupils listen attentively, which enables them to respond appropriately to questions and take in what they are taught. Standards in reading are above average. The majority of pupils read competently and with understanding and they access information quickly using classification systems. Writing standards are above average and have improved considerably as a result of well targeted teaching supported by careful analysis of test data that has included particular attention to styles that interest boys.

5. Similarly improvements in pupils' mathematical attainment have been the result of the use of the very good assessment procedures to identify precisely what needs to be improved.

6. In science, pupils are particularly skilled in the use of science enquiry skills and attain good standards in this aspect of science. Currently the subject has insufficient time allocated

to it to use information and communication technology to improve the understanding of scientific facts.

7. By the time they leave the school, pupils' standards in information and communication technology (ICT) are satisfactory. A strength of the subject is the very good level of resources and the school now needs to raise staff confidence in the use of these.

8. In religious education, Year 6 pupils attain standards in line with those expected for their age. A strength for most is their ability to compare and contrast the basic different faiths and to understand the purpose of the festivals and ceremonies celebrated within them. The development of pupils' consideration for the beliefs and values of others is a strength in the attitudes the school promotes. The school needs now to complete its overhaul of the scheme of work.

9. In art and design, a strength of pupils' work throughout the school, is their use of a wide range of skills and techniques. The subject is taught well using a good range of resources.

10. Strengths in pupils' standards in music include confident singing well in tune, and their well- developed composition skills and innovative use of a wide range of instruments. Standards have improved as a result of a better structured scheme of work and the well integrated use of specialist, peripatetic and visiting teachers.

11. Pupils make good progress in their literacy and numeracy skills and the progress they make in individual lessons is often very good. Teachers promote the pupils' literacy and numeracy skills well in lessons across the curriculum. There are good examples of pupils' writing imaginatively in history and using their measuring skills and understanding of how to organise data, in tabular form, in mathematics, science and information and communication technology. All teachers provide pupils with frequent opportunities for challenging discussions that contribute well to their progress in speaking and listening. They make very good progress in art and design and good progress in music, in both subjects consistently building on techniques learned in earlier lessons. In other subjects, pupils make at least satisfactory progress.

12. Pupils who have special educational needs regularly achieve their targets because of the good planning by teachers and the very effective support of the teaching assistants. They receive well-formed feedback about their learning and achieve well when they are working in the classroom or on the few occasions that they are appropriately withdrawn. Monitoring of behaviour is rigorous with the result that all pupils, including those with behavioural difficulties, are achieving well for their abilities. Pupils with severe behavioural difficulties are involved in a pastoral support programme. This involves pupils, parents, school staff and the special needs co-ordinator (SENCO) in a programme of target setting and regular meetings to assess the progress made. The school has experienced tremendous success with this programme and has found that pupils quickly move off the programme as their behaviour becomes acceptable. The school is also good at motivating those pupils who do not readily engage with the curriculum. For example, when a pupil who experiences both behavioural and learning difficulties loses concentration, disturbing the work of others, a teaching assistant sensitively gives individual attention to discuss the work and the situation before gently bringing the pupil back to do the original task.

13. The proportion of pupils on the school's register of special educational needs, including those with statements, is 30.0 per cent which is above the national average. The majority of pupils who have special educational needs experience moderate learning

difficulties. Five pupils have statements that provide details of their needs and the school is very effectively meeting the level of provision that must be made for them.

14. Pupils for whom English is not their mother tongue make good progress as a result of the very well targeted support they receive not only in lessons, but also in their preparation for the national tests. Pupils with special educational needs make good progress as a result of the school's very well planned and managed provision and use of a good number of skilled and well trained teaching assistants. Able and gifted pupils achieve well and make the good progress they should, because teachers plan challenging work for them.

Pupils' attitudes, values and personal development

15. The improvement noted in the last report has been built on successfully. The pupils' attitudes to their learning are at least good and generally better in nearly all lessons seen. This is because the quality of teaching has continued to improve and pupils are now more interested in what they are doing. The last report was critical of the lack of responsibility given to the pupils, but they now take more responsibility both for their own work and that of the school.

16. The pupils are very enthusiastic about their lessons and their general involvement in the school. They thoroughly enjoy taking part in the after-school activities offered and in the trips and visits organised to enrich their learning. They enjoy raising money for good causes, especially when these are pertinent to someone in school. The members of the school council are proud to represent their classes and take their duties seriously. The pupils also appreciate being chosen to receive an award in the weekly celebration assembly. The school works hard to raise pupils' self-esteem; this is very well supported by the good use made of teaching assistants to target some pupils. There were five fixed-term exclusions last year, involving three pupils. These were all appropriate. Pupils respond well to the recently reviewed good behaviour awards system. Many pupils display high levels of responsibility in their lessons and around the school. They willingly operate the overhead projector in lessons; the Year 6 pupils staff the office before school and at lunchtimes and act as wet playtime monitors; younger pupils take on jobs such as keeping the library tidy.

17. Behaviour is good in lessons and around the school. This is primarily because the pupils are involved and interested in what they are doing and become engrossed. They understand the teachers' high expectations of behaviour and strive to meet them. Most pupils respond quickly and positively to any correction. Where pupils have specific difficulties with their behaviour they are very well handled in an individual way devised to meet their needs. Most parents say that behaviour is good. However, in a recent school survey of pupils, nearly a half said they thought that behaviour was unsatisfactory. The school is trying to analyse the reason for this; suggestions are that the pupils only remember the inappropriate behaviour of the very few, not the good behaviour of most. No bullying was observed during the inspection; the pupils spoken to were clear about the action they must take and what will happen.

18. Relationships are very good across the school community and this has helped to promote the very good attitudes the pupils have developed. In some lessons these relationships have resulted in a real dialogue developing between the pupils and the teacher about what they are learning, so pupils are fully involved in it. The pupils respect each other's beliefs, values and feelings; they are always willing to give their classmates the time to answer questions or to make their point. They are beginning to empathise with others. This was well illustrated in a Year 6 personal and social education lesson, where pupils, in their role as a homeless person in Britain, or poor or displaced person in Ghana, were asked questions about how they coped with their poverty. Their responses showed a good

understanding of those peoples' misery and problems. The pupils concentrate well when working independently, for example in groups during the literacy hour. In a Year 4 literacy lesson, all the pupils, including those from different ethnic backgrounds, levels of achievement or acquisition of English, co-operated well on their tasks, working purposefully together. The pupils grow in independence and using their initiative. They clear up unprompted and will do what needs to be done, such as closing the curtains and turning the lights off when the overhead projector is in use. However, there needs to be more planned opportunities for them to develop their independent research and enquiry skills.

19. Despite the high levels of enjoyment shown by the pupils in school, the levels of attendance are unsatisfactory. The level of authorised absence is much higher than would be expected. This is mainly due to the number of pupils being taken by their parents on extended holidays to the Indian sub-continent; they remain on the school roll at the request of the unitary authority. Figures for attendance so far this term are, however, better. The level is in line with the national average of last year. Nearly all parents say that their children enjoy coming to school.

20. Pupils who have emotional and behavioural difficulties are given sensitive, individual support so that they learn to integrate effectively with other members of the class. They achieve very well for their abilities. The school's aims and values ensure that pupils with special educational needs are respected and supported by the whole community and, as a result, they are able to feel secure in their development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Overall, the quality of teaching is good. It is good or very good in nearly nine out of ten lessons. All other teaching observed was satisfactory and no unsatisfactory teaching was seen. This is an improvement since the last inspection, when half of the teaching was good or very good. Very good teaching occurs across all age groups and a range of subjects. Much of the very good teaching is within the core subjects of English and mathematics, reflected in the high standards, currently above average, in these two subjects. In science, the very good teaching has helped pupils to develop above average skills of scientific enquiry.

22. The school's investment in training, coaching and supporting the teaching of the core subjects has resulted in teachers who confidently identify precisely what pupils need to be taught and what they need to learn, so as to improve their levels of achievement. The very rapid improvement in the standards and quality of pupils' writing, for example, is as a direct result of this investment of time and resources.

23. Very good teaching was also observed in music, art, and the teaching of dance as part of the physical education curriculum. Pupils frequently attain good standards in these subjects.

24. The teaching of reading, writing and spelling is good and often very good. There are very effective strategies for teaching literacy skills and the use of these is developing well. Pupils use their literacy skills effectively in science, history, religious education and geography. As yet, there are few planned strategies for fostering pupils' independent research and enquiry skills across the curriculum. Some teachers do plan for these aspects, but there is as yet no agreed whole-school approach to the way these skills should be taught.

25. The teaching of mathematics is good overall and often very good. The setting arrangements, where pupils are grouped by prior attainment, work very advantageously. Teachers are able to plan and match activities more precisely for individuals and small groups, so that pupils make the best possible progress. Teachers make effective use of the

three-part lesson structure of the National Numeracy Framework so as to plan well balanced lessons, with a clear sequence of steps to promote new learning, and consolidation and practise when appropriate. Numeracy skills are taught very effectively.

26. The most successful teaching, whatever the age group or subject being taught, is characterised by really rigorous assessment of what pupils can already do, what they know and what they understand. The school's 'Assessment for Learning' policy, an agreed and well implemented whole-school approach, means that the lesson's aims are communicated to pupils, and also very specific learning objectives. These objectives are, in the school's jargon, called 'WILF's' or 'What I am Looking For'. Pupils copy these into their books, if relevant, and self-assess their work against the 'WILF'. Pupils often refer to them during plenary sessions, and as well as being able to explain thoughtfully why they consider they might have achieved them, pupils were also observed explaining why they felt they had not. Teachers use such formative assessments very well to decide what should be learned next. Pupils' recorded work, often marked with the teachers, also reflects this formative, diagnostic, approach. As a result, pupils are keenly aware of their strengths and what they may need to work harder at to improve. Assessment procedures in subjects other than the core are being put in place and are at varying stages of development. The school improvement plan clearly sets out when assessments in the foundation subjects are scheduled to be in place if they have not yet been introduced.

27. The teaching of information and communication technology (ICT) is satisfactory overall, with some good teaching. Teachers' subject knowledge varies and currently all teachers are undergoing training to improve their expertise and confidence. The ICT suite, timetabled for use, has already had a significant impact on improving pupils' confident use of their ICT skills.

28. Further characteristics of the best teaching are lessons where pupils' behaviour is well managed. The school has very good strategies for promoting good behaviour, and these are applied consistently. A purposeful atmosphere is created where there are clear expectations of good behaviour and respect for pupils' right to learn without disruption. Other features of the best teaching are reflected in a teacher's obvious enthusiasm for the subject, which is conveyed to the pupils, so that they are inspired to learn as much as they can. The quality of relationships at all levels is very good and all adults provide such good role models that pupils learn to respect and value each other. As a result, the quality of pupils' learning is good and they often make good progress in lessons, achieving well and sometimes very well.

29. The school's 'booster' classes are well targeted to meet the needs of pupils and the good quality of teaching and management of these groups has been successful in improving test results.

30. Pupils for whom English is not their mother tongue are well supported by class teachers, visiting teachers and teaching assistants, and learn well as a result. The school is very good at using its assessment data to target work for these pupils. Teachers are aware of the pupils' particular needs and provide support to ensure that they can fully join in the work of the class and understand what is being taught. Visiting teachers provide very good quality specific support. As a result of these well thought out strategies, pupils for whom English is not their mother tongue learn well.

31. The marking of pupils' work is good when it is done regularly and written comments let pupils know how well they are doing in achieving the targets they have been set, or how they could improve, but the quality of marking is inconsistent, and marking does not always indicate what pupils should do to improve their work. This is more evident in the foundation subjects.

32. The teaching of pupils who have special educational needs is good. Since the last inspection, the school has further developed the good procedures and provision for special educational needs. Pupils' learning benefits greatly from the productive partnership between teachers and teaching assistants. Teaching assistants regularly sit beside groups of pupils during the oral part of literacy and numeracy sessions, effectively using a small white-board to explain difficulties and to enable pupils to try out their own ideas. Individual education plans for pupils are incorporated in the class planning and appropriate additional support is provided to ensure that pupils achieve the targets set for them. Pupils' difficulties are being identified early resulting in a significant number of pupils moving to a lower stage of support as they progress through the school, their needs having been addressed. The special educational needs co-ordinator (SENCO) provides excellent support for teachers and teaching assistants. He meets with teaching assistants weekly to discuss the progress of pupils and to identify any areas that may need additional support. In addition, he keeps them informed of training sessions which may be available.

33. Homework now has a much higher profile and most parents are very keen to help their children at home. Homework focuses mainly on aspects of English and mathematics, but pupils are frequently invited to research a history or geography topic, for example. This is having a noticeable impact on pupils' achievements and helps parents to realise that their contributions to their child's education are valued.

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

34. The quality and range of curricular and other opportunities are good. Pupils are well prepared for the next stage of their education. Since the previous inspection the school has continued to improve the planned curriculum. The strategies for teaching literacy and numeracy are now very good and have made a significant difference to the standards achieved. The national literacy and numeracy strategies have been carefully adapted in order to suit the findings of the school's assessments of pupils' needs. Consequently lessons are very well planned and taught. The range of activities effectively meets the needs of all of the pupils. Provision for teaching scientific enquiry skills are very good, but the time allocation for science is low and as a result some pupils lack knowledge of science facts. The school is currently improving the learning opportunities for information and communication technology very successfully.

35. The school has rightly concentrated on English and mathematics before revising and improving the other subjects. Those that have already been the focus of the school development plan, art, physical education and music now have a good breadth, balance and depth resulting in high or improving standards. Here the key objectives are very clear. More work has yet to be done in other subjects in order to ensure that there is a planned progression in skills and processes and this is recognised by the school. All curriculum planning is sensibly revised on the annual planning day and improved at a pace that is in keeping with the development of the subject knowledge; change is paced and managed very well. The school meets all of the statutory requirements and uses the links between subjects effectively to enhance the whole curriculum and promote good learning. There are, however, missed opportunities for using information and communication technology and the library for the development of research skills across the curriculum, especially in history, geography and science.

36. The provision for extra-curricular activities is very good and has a significant impact on the school's provision. Pupils have the opportunity to attend a wide variety of clubs including numerous sport activities, high quality music, drama, art and design and

technology. A high number of pupils take part in peripatetic music lessons. An analysis of the attendance of clubs by the deputy headteacher has indicated a low take up of after-school clubs by the Bangladeshi pupils. As a consequence of this, new clubs are to be started at lunch-times. The school is very pro-active in extending the extra-curricular provision for all its pupils and successfully provides opportunities for them to develop diverse skills and extend their talents.

37. A range of interesting historic, geographical and scientific visits, including residential trips for Years 3,4,5 and 6, enhances the curriculum and promotes the pupils' personal development very well. The school warmly embraces members of the wider community. It makes excellent use of the local florist, the Aspex art gallery, the Portsmouth quilt project, and national competitions to enrich the arts. There are very good links with the Bournemouth Symphony orchestra and the Royal Marines musicians to support the music curriculum. The local secondary school, which enjoys sports college status, provides very valuable support, giving pupils the opportunity to experience and develop their talents in new sports. Over half of the high number of people helping in school are community volunteers. Their contribution is valued and supported through training, helping them to work with pupils very effectively.

38. The provision for pupils' personal, spiritual, moral, social and cultural development includes citizenship and is very good. The work of the school to develop pupils' personal development is very good. Personal and social education, including drugs education and sex education, are planned for and taught. Teachers and all other adults take time to listen to pupils and to support the development of independent learning skills. The confidence and self-esteem of the pupils is high. Their contribution to the life of the school is valued, for instance at the regular school council meetings and when being in charge of the office before school. This is an improvement since the last inspection. There are good links with the infants' schools, and very good contact with the sports college. This helps pupils to make a smooth transition between schools.

39. Spiritual development is effectively promoted through the way in which the school encourages pupils to explore values and beliefs and the impact these have on peoples' lives. This is effectively provided through personal, social and health education, religious education and assemblies. A room is set aside for prayer during Ramadan. Pupils are frequently given good opportunities to think carefully about human feelings and emotions and to express them through mime, poetry and painting. They are encouraged to discuss and respect the different traditions and backgrounds evident within the school community. For example, baptism cards and Ramadan posters are made and displayed, Diwali explained and incense burned. Such provision allows all pupils to respect others and be respected themselves and this provides a good climate for learning in the classrooms and enhances the ethos of the school.

40. Provision for pupils' moral development is also good. It makes a significant contribution to the school's very caring atmosphere and fully reflects the school's aims and values. Pupils' understanding of the difference between right and wrong is well developed and is reinforced through stories told in assemblies, and in class discussion time.

41. The provision for pupils' social and cultural development is very good. All staff successfully encourage the pupils to understand what constitutes responsible behaviour and conduct at all times in the school community. Pupils are expected to care for each other in classrooms, in the playground where a buddy system operates, in clubs, and at the school council. In lessons pupils are given opportunities for independent thinking and actions, whilst at the same time co-operating well in group activities and discussions. The school works hard at fostering a sense of community that recognises and includes all of the fourteen different language groups. For example, welcome signs are written in the different languages and common words translated. Pupils are actively encouraged to think about how traditions in

different countries lead to people having different points of view. The local culture is examined through visits to museums and places of local importance. The multicultural ethos, the importance given to inclusion, the pro-active approach in planning and teaching, and the use of materials and contexts from a wide range of cultures, both ancient and modern, all contribute to the success of the school by meeting the divergent needs of all of the pupils.

42. The school has a fully inclusive ethos and strives to meet effectively the needs of all pupils. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure that they get the best from their time at school. More-able pupils and those with special educational needs do well because they get challenging work that stretches them. Throughout the school, there is no bias in respect of pupils' capacity to learn, so that all pupils have equal access to the curriculum. For instance, during a booster class for literacy, one pupil with a hearing aid sat near the teacher in order that the teacher could refer to her equally with the rest of the class. All pupils are included in extra-curricular activities. The school choir is composed of a balanced mix of boys and girls and pupils for whom English is not their mother tongue.

43. The school audited the attendance of after-school clubs and found out that many Bangladeshi pupils did not attend because it was necessary for them to attend religious classes after school. The school will address this problem by making similar provision at lunch times. During the time of the inspection, Muslim pupils were celebrating Ramadan and the headteacher explained to the school that several pupils were fasting. A quiet room was set aside for midday prayer for pupils. All pupils are fully included in every aspect of school life. The raising of pupils' awareness of a diverse society is very good and all ethnic groups are valued. The school promotes racial harmony most effectively.

44. The provision for pupils with special educational needs is very good and individual education plans are regularly reviewed and contain specifically targeted activities that will help pupils to achieve. All pupils are provided with a broad and balanced curriculum and planning takes account of the type and extent of pupils' difficulties in order to provide full access. Teachers plan work so that pupils can achieve well and at an appropriate level in most lessons, so that their learning moves forward at a good pace. The school policy is in line with the revised Code of Practice and the school is effectively implementing the changes in the new national procedures.

45. Throughout the school, pupils from different ethnic backgrounds and those for whom English is not their mother tongue, are catered for very effectively. This is the result of the level and quality of the additional support provided and the care teachers take in their planning and the awareness they show for the needs of all these pupils in the classroom. Visiting teachers provide very well directed specific support.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school works hard in creating a safe and purposeful atmosphere for the pupils to work in. All staff are supportive of the pupils and develop very good relationships with them. This helps the pupils to concentrate on their learning, because they feel valued and secure.

47. The school has good child protection procedures. The headteacher is the named child protection officer. Good procedures and policies are in place to ensure the health, safety and welfare of the pupils both on the school site and while on trips and visits made with the school. The health and safety policy has recently been reviewed and updated and contains clear advice, especially for such areas as risk assessment. Registers of attendance are completed accurately, so the school is aware of who is on site. These are monitored weekly by the administration officer and the school tackles any problems with attendance

well, including the involvement of the educational welfare officer. The headteacher makes a detailed and helpful analysis of attendance that enables appropriate action to be taken. This includes looking at the attendance of the various different ethnic groups within the school. Attendance at this point in the school year is about average, showing a good improvement on the figures from last year.

48. The school's behaviour management policies have been reviewed as a result of previous criticism at the time of the last inspection and were judged to be clear. They have been further modified with the help of parents and pupils and are now very good. There are strong systems in place to encourage good behaviour and to ensure that any problems are tackled promptly. Pastoral support plans are used with pupils who need them. The provision of these and the better understanding and improving use of behaviour management strategies, have resulted in improvements in behaviour in recent years.

49. The involvement of pupils in decisions, for example through the school council, encourages them to take responsibility for the atmosphere, including behaviour, within school. Should any aggressive or racist incident occur, staff take swift action. The very occasional incidents that do occur are recorded correctly.

50. Staff know the pupils very well and this means that their personal development is well tracked; this is evident in the details given in annual reports. Parents are able to talk to teachers about any concerns and this means that any problems can be dealt with quickly. The effect of this is that most parents feel that the school helps their children to become mature and develops their children's sense of worth. The school's lessons designed to promote pupils' personal development are effective in this. For example, in a Year 5 lesson on the changes and challenges life presents us with, the pupils were able to see that although winning a lot of money might appear to be a good thing, there are also a number of problems that could arise. The school has good arrangements with outside agencies for those pupils experiencing specific problems in personal development. This results in good support, for example for those pupils who are finding it difficult to make friends and work with their classmates.

51. The school has developed very good relationships with the outside agencies that provide support for pupils who have special educational needs. The guidance received is effectively followed through into action. Pupils' needs are promptly addressed and are carefully monitored so that the level of provision is appropriate and the requirements of statements of special need are met.

52. The school has thorough and detailed systems and strategies in place for assessing pupils' attainment and progress. Performance data is also analysed effectively at a whole-school level. This resulting analysis is particularly well used and linked to the progress of each year group and each class. For instance, when analysing the school's mathematics test results it was found that pupils did less well in work associated with fractions. This has now become a whole-school issue which all teachers will address in order to improve knowledge of this area of the curriculum. Similarly in English it was found that, generally, boys did less well in writing. Teachers addressed these findings by ensuring that they gave boys the appropriate stimulus that would inspire them to write well. All staff are involved in assessment and core subject managers take lead responsibility for their particular subject. Teachers are responsible for setting targets and tracking the progress of each pupil in their class. The resulting information is used well to inform planning, and realistic and challenging targets are set for each pupil. As yet, pupils are not involved in setting their own targets although they are involved in the achievement of them.

53. The school is effective in assessing and monitoring pupils who have special educational needs. These assessments are used as a basis for good quality support in classes. As a result, pupils progress well and develop confidence and self esteem because of their achievements.

54. Pupils throughout the school are learning how to evaluate their own work although these procedures are in the early stages. Although assessment procedures are not fully developed in some subjects, they are very good in the core subjects. They are used well to guide curricular planning and this strength has contributed greatly to raising standards of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school places great importance on its partnership with the parents of its pupils. A member of the senior management team has particular responsibility for this area. As a result, the school has developed a strong partnership with parents. The number of parents responding to questionnaires, both the school's own and those relating to inspections has increased over the past few years. The latest questionnaire shows particular confidence and satisfaction in the areas of leadership, teaching and personal development, and that their child is becoming mature and responsible. Nearly all feel very comfortable in approaching the school with suggestions and concerns, which is particularly important for ensuring good relationships. All these very positive views are fully endorsed by inspectors. No areas of real concern were raised by parents. Only one concern was raised during the meeting prior to the inspection; this relates to lunch-time arrangements. Inspection findings are that there is sufficient time for pupils to finish their lunch and no one was seen being hustled to finish. However, the noise in the dining hall, due to the poor acoustics, is uncomfortably loud and the youngest pupils in particular find this unpleasant. The school recognises this and is seeking ways to improve matters. Overall, parents' views of the school are very positive and the school enjoys the confidence of, and is very highly respected by, all sectors of the community.

56. The school provides good quality information for parents. Both the prospectus and the governors' annual report to parents are easy to read and helpful. Parents are happy with the newsletters they receive as they are well laid out and informative. They are also happy with the annual reports about their children's progress. These give good information about English, mathematics and science, but there is less detail in the other subjects. Teachers' general comments about pupils' attitudes and personal development are good. Targets are set in reports, but they do not always contain one to support progress in learning. The annual report is supported through the year by regular face-to-face discussions between parents and teachers; these meetings are well attended. The school is working hard with outside agencies to develop the full involvement of some ethnic minority groups in such meetings.

57. Parental involvement in the work of the school is increasing. This makes a very good contribution to the work of the school and has a very positive impact on the pupils' learning. The school is very fortunate in having a number of people, including parents, grandparents and members of the local community, who come in regularly to help in the classroom; every class has someone who hears reading each week. Parents also help on visits and residential trips and with after school activities. Each term they receive a letter about what their children will be learning. This enables them to organise ways in which they can help their children if they want to. Many parents support their children's homework and make contributions for trips and practical activities. The parents' association raises valuable sums of money each year that are used well to support the school in its work. This includes providing a portable stage and netball and football strips for the school teams.

58. Of particular importance in promoting good communication and understanding between home and school is the Parents' Forum. This meets monthly, is open to all parents and is an excellent way of bringing concerns to the attention of the school. It is also a very effective way of consulting with parents about such matters as behaviour and homework. Because parents know they have this method of communicating with the school, possibly through a third party, many problems are quickly resolved.

59. The school works hard in creating a safe and purposeful atmosphere for the pupils to work in. All staff are supportive of the pupils and develop very good relationships with them. This helps the pupils to concentrate on their learning, because they feel valued and secure.

60. Parents of pupils with special educational needs are fully involved in the review of individual education plans. Most parents have a very positive attitude towards the work the school is doing.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. At the time of the last inspection in November 2000, the leadership was judged to be strong and positive, and governance was judged to be good. The leadership and management of the headteacher, key staff and the governing body are now judged to be excellent. There is strong educational direction, with the focus very positively on raising standards. Thanks to excellent, well-paced management, very significant changes have been brought about in curriculum provision and the development of teaching skills. Evidence of these very effective processes are the rapid rise in standards, especially in English and mathematics, and improvements in the quality of teaching, which is now judged as being good overall, with much very good teaching.

62. The headteacher has been instrumental in setting high expectations to which staff and pupils have responded exceptionally positively. The headteacher demonstrates outstanding personal leadership and values genuinely all members of the staff, the pupils, the parents and the contribution of the wider community. All staff, including teaching assistants and other support staff, show an outstanding commitment to the school to the great benefit of the pupils. The quality of relationships is exceptionally good and another real strength. The school is already meeting many of its stated aims very well, particularly those which refer to providing a caring and challenging environment in which all pupils can achieve success. The school demonstrates an excellent capacity to succeed and improve even further.

63. The excellent governing body is dedicated to achieving all that is best for pupils and ensuring that improvements in the quality of education are secure. Governors hold the school rigorously to account through their well thought-through monitoring procedures. Governors regularly receive detailed reports from subject managers, as well as the headteacher, which contain a strong focus on reporting about standards and whether targets are being met. The way in which all resources are targeted, and whether they are having the expected impact are reviewed and monitored regularly. Governors and staff meet in June each year to review and evaluate priorities in the school improvement plan, and to draw up success criteria against which progress may be measured. The governing body strives to obtain the best possible value from all resources and services.

64. The senior management team and subject managers make a highly effective contribution to raising standards. This has been especially effective in raising standards in English and mathematics, where the tremendous support and development offered to teachers has resulted in very rapid improvements in the quality of teaching and consequently the standards that pupils' achieve. Teachers' strengths and areas for development have been identified and training, coaching and support provided so that teachers can help pupils

improve their skills. The school's highly effective performance management policy skilfully links the school's priorities with teachers' individual performance targets. The school's own self-assessment document, drawn up in May 2002 and updated in October, is rigorous, evidence-based and very perceptive. It provides a most accurate evaluation of the current stage of the school's development and its judgements are shared by all staff.

65. The school uses comparative information about pupils' performance very well indeed to set targets for improvements. Teaching and learning are led by these careful analyses as part of the school's highly effective 'Assessment for Learning' policy.

66. Day-to-day financial administration is very secure and the governing body manages the school's finances extremely prudently. The school's exceptionally efficient administrative staff make a major contribution to the work of the school and to pupils' welfare. New technologies are used well for administrative tasks, although recent local difficulties have hindered some of the anticipated improvements in financial administration.

67. The special educational needs co-ordinator is very well trained and committed to his own professional development. He ensures that teachers and teaching assistants are alert to the criteria for identification of all areas in which specific support may be required. Teaching assistants are very well trained, both as a result of supported experience in school and the opportunity to attend courses. This impacts directly upon pupils' learning. There is a good range of resources that are well used to help pupils to participate in lessons. The governor responsible for special educational needs has good knowledge and understanding of special needs, and worked for several years as a teaching assistant. He maintains both formal and informal contact with the school and ensures that governors are aware of developments in this area. As a result of exceptionally good management by the SENCO, provision is effectively targeted and the achievement of pupils is good.

68. The match of teachers and teaching assistants to meet the needs of the curriculum is very good. There are very good levels of expertise amongst the teachers and they work as a team to support each other in a number of ways. The teaching assistants are very well deployed and all are very well trained either by the school or through external qualifications. They plan and work very well with the teachers. Midday supervisors support the school well.

69. The school has very effective and supportive arrangements for the induction of teachers, both those who are newly qualified and those new to the school. Those new this year speak very highly of the support they have received from mentors and other teachers and staff.

70. The caretaker and cleaning staff maintain the school and grounds well. Resources for teaching and learning are good overall. They are good in all subjects except religious education, geography and design and technology, where they are adequate. Resources are very good for information and communication technology and art. The use of all resources has a positive effect on how well pupils learn.

71. The school's accommodation is adequate overall. It is fortunate in having the space for a number of specialist areas; the music room in particular is very helpful in the teaching of that subject. The ICT suite and library are adjacent, which could be helpful in creating the school's planned development of a 'Learning Centre'. The acoustics in the hall are of concern, especially when it is used as the dining hall. Displays in the Year 3 and 4 building are of good quality, celebrating the work done by the pupils. This is also true generally in the Year 5 area, but more could be done in the Year 6 area to show the value placed on pupils' work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Create further opportunities for pupils to use their ICT skills across the curriculum by:

- planning the use of ICT skills, where relevant, as an integral part of planning for other subjects;
- continuing to improve teachers' skills, subject expertise and confidence when using ICT and when assessing standards.

(Paragraph numbers: 27,35,103,109,112,113,114.)

(2) Further improve standards in religious education, design and technology, history and geography by:

- planning for the development of key objectives and skills in these subjects;
- agreeing whole-school, manageable assessment procedures;
- providing coaching and support for the development of teachers' subject knowledge, as necessary.

(Paragraph numbers: 31,35,54,99,102,103,105,110,111,126,127)

(3) Provide more planned opportunities for pupils to develop their research and enquiry skills, especially in geography and history by:

- agreeing and implementing a whole-school approach to the use of the library and opportunities for pupils to undertake independent research and enquiry;
- monitoring and reviewing the impact of any agreed whole-school approaches to this type of pupils' learning.

(Paragraph numbers: 18,102,109,110,114)

Minor issue:

Additionally, the school should review the time allocation for science, so that there is sufficient time to teach pupils the required scientific knowledge.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	22	35	10	0	0	0
Percentage	0	33	52	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	332
Number of full-time pupils known to be eligible for free school meals	-	62

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	-	67

English as an additional language

	No of pupils
Number of pupils with English as an additional language	45

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0.4

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	45	36	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	35	41
	Girls	31	31	28
	Total	73	66	69
Percentage of pupils at NC level 4 or above	School	90 (71)	81 (69)	85 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	34	38
	Girls	21	28	25
	Total	50	62	63
Percentage of pupils at NC level 4 or above	School	62 (63)	77 (84)	79 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

No of pupils on roll
256
0
17
0
0
0
0
6
0
24
0
4
4

Number of fixed period exclusions	Number of permanent exclusions
5	

Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

2
3
6
0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	14.6
Number of pupils per qualified teacher	22.8
Average class size	27.8

Education support staff: Y3 – Y6

Total number of education support staff	15
Total aggregate hours worked per week	286.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	772063
Total expenditure	756332
Expenditure per pupil	2433
Balance brought forward from previous year	83795
Balance carried forward to next year	99526

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	332
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	1	0
My child is making good progress in school.	52	43	3	0	2
Behaviour in the school is good.	27	60	5	0	8
My child gets the right amount of work to do at home.	33	54	12	1	0
The teaching is good.	54	43	0	0	3
I am kept well informed about how my child is getting on.	42	50	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	74	25	0	1	0
The school expects my child to work hard and achieve his or her best.	59	36	2	0	3
The school works closely with parents.	43	50	3	0	4
The school is well led and managed.	64	34	0	0	2
The school is helping my child become mature and responsible.	48	47	1	1	3
The school provides an interesting range of activities outside lessons.	58	37	3	0	2

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

ENGLISH

72. By the end of Year 6, when the pupils leave the school, the proportion of pupils attaining the national expectation for age is above average. Pupils enter the school with standards that are average and achieve well over their time in the school.

73. Analysis of the school's 2002 national test results, shows that compared with all schools standards are well above average. When compared with similar schools, standards are very high. Taken over the period 1998-2002, standards rose considerably in 2002. This is the result of a significant improvement in the quality of the teaching of English.

74. Over the period 1998-2000, girls outperformed boys in 2001. In 2002 their performance was matched by that of the boys. Inspection evidence shows that the majority of boys are now performing equally with the girls. This is judged to be the result of greater concentration on styles of writing that are of interest to boys.

75. The findings of this inspection are that pupils, in the present Year 6, are attaining high standards. The proportion of those pupils attaining well above the expectation for their age is also high. Pupils for whom English is not their mother tongue and those with special educational needs make good progress as a result of the skilled and well targeted support they receive.

76. In speaking and listening, standards are good. Pupils are willing to express opinions and respond with pertinent answers to questions asked by teachers or other members of the class, that show they have been listening to the discussion. They use a wide range of carefully selected vocabulary to express their ideas or frame questions themselves. In some lessons, they relate what they have to say to facts previously learned and this satisfactorily extends their learning of what is being covered in the lesson. For example, in a Year 6 lesson, many pupils drew upon vocabulary covered in a phonics and spelling lesson to describe a mysterious room. Pupils spoke of "glaring portraits" and "enveloping carpets". Some teachers successfully use role-play to aid the framing of questions. For example, a pupil was dressed as Mildred the witch, and pupils were encouraged to question her carefully about her life at the witches' academy and about an accident that had occurred during a flying broom stick display. Insistence by the teacher on the careful construction of questions significantly improved all pupils' questioning skills. This is an improvement since the last inspection in 2000. The next stage is to help pupils understand presentation skills in all lessons where they are required to speak publicly, so that all present can hear clearly what is being said and significant points are emphasised through vocal expression. The school acknowledges this is an area for development.

77. Reading standards are above average. The school has chosen this as an area for development and standards have risen as the result of a greater concentration on reading skills. The vast majority of pupils now read well and describe the plot of a story, comment on characters and make reasonable predictions about how the story will develop. They handle books with confidence and rapidly find information in non-fiction books and draw similarities in stories they read with the written work in class. The school is good at analysing data and setting in place strategies to address particular pupils needs. For example, pupils whose mother tongue is not English sometimes experience difficulty understanding the meaning behind some words and sentences they read. Additional support has been provided in classes to assist these pupils. This is particularly relevant in Year 6 as pupils prepare for the

national tests and skilled support by visiting teachers is given to these pupils so that they are able to fully partake in tests at a level that is equal with the other pupils in their age group.

78. At the end of Year 6, there is a high proportion of pupils meeting or exceeding the expected standard in writing. Pupils' use of grammatical structures and punctuation is good and their vocabulary is imaginative and extensive. The use of individual white-boards to jot down ideas for expansion in written work is a well-developed strategy throughout the school and pupils independently record their ideas in whatever form best suits them as individuals. Teachers challenge the level of vocabulary used and pupils redraft their notes and subsequently their written work. This has a significant impact on the quality of work finally produced and has raised standards considerably. For example pupils noted ideas about "velvet covered walls" and this was extended to become "waves of deep thick velvet covered the walls, darkening the room".

79. The quality of teaching and learning is good. In one-third of lessons observed, it was very good. Pupils understanding of what they learn, and why, is good. This is the result of teachers sharing the learning objectives with the pupils and returning to these at the end of the lesson to help pupils assess their improvement during the lesson. Pupils also self-assess their work, checking, some times with a partner, whether they have covered all the elements of the work or not. Teachers make good use of feedback from the pupils to target work in the next lesson. Teaching assistants work very well with the class teachers, they are skilled in aiding individual pupils and small groups of pupils to achieve the learning objectives of the lesson and make a significant contribution to learning. Pupils for whom English is not their mother tongue receive good quality additional support from visiting teachers that is very effective in aiding these pupils' learning. The rise in the overall quality of teaching, the well targeted deployment of teaching assistants, amendments to the way the curriculum is structured and focused and the immense amount of training time and support offered are reasons standards have risen. This is the result of outstandingly skilled leadership and management by the subject manager, firmly backed by the senior management of the school.

80. Throughout the school, pupils' attitudes and behaviour and the relationships established are very good and this has a significant impact on the quality of pupils' learning. It means that teachers can engage in a wide range of lively discussions and that pupils can contribute with confidence in these sessions knowing that even if they give an incorrect answer or raise a point that demonstrates a misunderstanding of the subject being discussed, they will not be shown up by either the teacher or their colleagues. Pupils can amend, adapt and redraft work, consult a dictionary or a thesaurus and share their work with partners with little reference to the teacher. This degree of independence coupled with a good knowledge of what they are trying to learn results in efficient use of time and effective learning and develops their personal and social skills well.

81. The subject curriculum is broad and balanced and provides a very effective means of learning English. Procedures for assessing pupils' attainment and progress are very good and the data is used well to identify areas for improvement. As a result of such analyses the school has very successfully adapted the National Literacy Strategy to concentrate on phonics and spelling in separate lessons to writing, in addition to other phonics and spelling lessons for which pupils are set throughout the school. Year 5 pupils have been identified as a group that will benefit from setting for writing. The result is increased learning in all these elements, which coupled with a high level of training for the teachers has produced a considerable rise in standards. The school has appropriately targeted writing, particularly boys' writing, in the past and is now addressing standards in reading. The use of writing to support work in other subjects is good. Research and written work is often carried out in literacy lessons and then followed through with final drafts written up in other subjects. For

example, pupils researched the life of Henry the Eighth, for history, jotting down significant points and gradually building up a profile. They then amended the vocabulary to make it more suitable to an oral presentation and then wrote extended pieces about his life, some of which were considerably critical. Other pupils have written letters to local firms about matters of environmental concern and received replies. It is this use of literacy skills for real purposes and links with other subjects, that has caught pupils' attention, given them positive attitudes and raised standards. The use of information and communication technology is developing as teachers' and pupils' skills improve. Currently it is having a satisfactory impact on standards in the subject. There is a good range and quantity of resources to support classroom teaching. The library contains books of an appropriately broad range to cater for all ages and the main subjects studied. Additional literacy support and booster classes and individually targeted support are used very well to raise the standards of pupils and these strategies have raised attainment in national tests. The provision for pupils for whom English is not their mother tongue is very good and they achieve well in lessons and national tests. The provision for all those pupils who have special educational needs is very good because their work is well planned and they receive well targeted support and they achieve well.

82. The leadership and management of the subject are excellent. The subject manager provides very good support to colleagues and undertakes some specialist teaching, which is very effective in demonstrating particular techniques to the teachers who are present in the lesson. The subject manager has monitored teaching in the school and this informs the type of support she provides through specialist teaching and demonstration lessons. Assessment data is used extremely well and has an outstanding impact on the way the school organises the subject, identifies discrete areas for development within the school improvement plan, provides support to pupils and teachers in the classroom. All this helps pupils to achieve the highest standards they are capable of, both in their work and in national tests.

MATHEMATICS

83. Pupils' achievement throughout the school is good and is reflected in the above average standards attained by pupils in Year 6. Strategies for teaching numeracy are very successful and, as a result, standards have improved since the last inspection when they were reported to be about average. Teachers have focused effectively on the development of mental strategies and the resulting enthusiasm that pupils have when answering questions is very evident in all classes. Effective planning, good teaching and the pupils' efforts to improve are all helping to raise standards in mathematics.

84. By the age of eleven, higher-attaining pupils work rapidly and confidently in the four rules of number. Their work on number has led them to be familiar with factors and prime numbers. The higher-attaining and average-attaining pupils successfully carry out calculations and correctly identify equivalent fractions, decimals and percentages. They understand the equivalence of fractions, like 25%, $\frac{1}{4}$ and 0.25. Pupils in Year 6 calculate the perimeter and area of regular and compound shapes to an above average standard, and many explain clearly the methods they used. Pupils have the confidence to apply alternative strategies to the solving of calculations and they explain their preferred methods. In a good lesson in Year 6 several pupils readily suggested short cuts to find the area of a shape, the teacher encouraged and shared with other pupils. Many pupils can read and plot co-ordinates in all four quadrants and have a sound understanding of mathematical terms such as mode, median and range.

85. The quality of teaching is good and often very good. Mental mathematics is undertaken at a lively pace at the start of the lesson. The teachers create time for pupils to talk about the different ways they solve mathematical problems during class discussions and plenary sessions. In some very good lessons in Year 3, pupils were actively encouraged to

show their work to each other on repeated addition and arrays of numbers and discuss how they made the calculations. The lessons are very carefully planned and practical tasks are accurately matched to challenge the different groups. Good use is made of mini whiteboards by pupils to try out new strategies for mathematical operations. Teachers make consistent efforts to check on pupils' understanding of new concepts. The teachers have an increasingly good grasp of the purposes and content of the national numeracy strategy and this helps them to present the work in easily managed and logical steps. Teachers also make very good use of resources to help pupils to understand mathematical concepts such as multiplication and fractions. The teachers are enthusiastic and show a genuine desire for pupils to make good progress. For example, the teacher and teaching assistants working with the set of lower-attaining pupils in Year 4, injected their enthusiasm and interest in mathematics into the session and all the pupils worked hard, behaved very well and made good gains in their knowledge of finding out how many paving stones would be needed around three ponds.

86. Pupils behave well in mathematics lessons and enjoy practical problem-solving activities in particular. They like the pace and challenge of the activities and are eager to share their answers, for example, when writing the answers on their own small white board. At this time, insufficient use is made of the computer suite to support work in mathematics.

87. Support for pupils with special educational needs is good. The teaching assistants sit with pupils and actively encourage them to participate in the oral part of the lesson as well as supporting their activities during group sessions. They provide a very good level of praise and encouragement. The classroom teachers and teaching assistants are skilled, and their interventions clarify new learning.

88. Assessment procedures are very good as regular assessments are made of all pupils' progress. Very good records are kept, data is analysed and targets established for classes and pupils. The subject manager analyses closely the tests taken by pupils in Year 6 and identifies areas for development within the mathematics curriculum. This type of analysis, along with booster classes for particular sets of pupils has been particularly effective in raising standards in mathematics.

89. Opportunities to develop mathematics across the curriculum are not fully exploited, but there were some good examples in information and communication technology. In Year 6, pupils used data collected in a science lesson to create line graphs using a computer program to record their findings. Homework is set regularly and is used well to reinforce and consolidate what the pupils learn in lessons.

90. The subject manager has very good knowledge and understanding of the subject. He has undertaken effective monitoring of planning, pupils' standards and the quality of teaching and learning. He provides very good support to staff and understands that there is a need to develop mathematical links with other subjects but in particular with information technology.

SCIENCE

91. In comparison with all schools, the schools' results for eleven-year-olds in the 2002 national tests were just below the expected standards for pupils of this age. When compared with similar schools the schools' performance is close to the average points score. There are no major differences in the performance of boys and girls. There has been a continuous improvement over the last three years. However, the rate of progress has not matched that of literacy and numeracy since 2001, when booster classes for those subjects were introduced. Other factors include a low time allocation for science and the need to use research skills more often in order to give greater breadth and depth to the pupils' scientific knowledge.

Nearly all pupils have a very good understanding of how to plan and carry out a scientific investigation (Science Attainment Target 1). Inspection evidence indicates that, in lessons seen, the standards of science enquiry skills are often above average. Pupils behave very well as young scientists and use their previous scientific knowledge well when hypothesising. They are able to decide which factor to change and which to keep the same.

92. Year 3 pupils discuss the similarities and differences in the skeletons of animals. The teachers use a very good range of activities that are suitably challenging and allow pupils to work in an imaginative and practical way. Pupils create life size diagrams of themselves and the bones in their bodies, label them and discuss how their first ideas need to be changed as they develop a better understanding. Year 4 pupils are taught the skill of using Newton meters correctly. They use a planning framework to sort out their ideas on how to measure which surface creates most friction. Good questioning skills enables all of the pupils to plan with a high degree of independence. Very good links are made to everyday experiences, and the pupils knowledge is extended through research work using computers. An observation activity and demonstration of the water cycle enables the pupils in Year 5 to understand the difficult concepts of evaporation and condensation. The activity is sufficiently visible for all of the pupils to appreciate the changes taking place, make connections with rainfall and develop an understanding about the properties of liquids and gases. By Year 6 the pupils have a very good understanding of how to plan and carry out a fair test. They confidently identify those factors which might affect the size and position of a shadow. Very good teacher knowledge, questioning skills and clear instructions, gives all pupils a clear idea of what to do. The involvement in decision making enables pupils to confidently plan and carry out a fair test, shining a torch from different, accurately measured distances onto a figure. The measuring and recording of results are of a good standard.

93. Throughout the school, the teaching and development of the science processes is good because of the whole-school approach. Teachers have been trained, supported and coached to improve the teaching of science. The pupils understand the key points of every lesson and assess how they think their learning is progressing through a simple "traffic light" system. This helps the teachers to assess the progress made in each lesson, and they adjust their planning accordingly. In many classrooms, while the key vocabulary is displayed, less emphasis is placed on the meanings of the words or on everyday examples related to the science activities. These are necessary for pupils with poor literacy skills to develop a sound knowledge and understanding.

94. The scheme of work, based on the national scheme, is comprehensive and provides good support for teachers, with well-planned practical activities for all areas of science. The potential for the use of information and communication technology for research and recording is not yet fully realised across the school. The very good background knowledge, enthusiasm and support of the science manager enables all teachers to teach science effectively.

ART AND DESIGN

95. Standards in two-dimensional and three-dimensional art and design are very good. This is due to the very good teaching of skills and techniques across the school and their application, using a wide range of stimulating contexts so that pupils engage really well with the subject.

96. Pupils make very good progress in their understanding of how to mix and use colour for effect. They develop good observation skills when painting portraits in Year 3, sketching houses in Year 4, extend pictures in Year 5 and create excellent watercolours of flowers by Years 5 and 6. All new skills are carefully taught and used to enhance the presentation in other areas of the curriculum. The younger pupils are able to use a stipple effect for Egyptian

repeat patterns sensibly. By Year 4, they use sketch books well to design rangoli patterns. These are then used to create beautiful textured patterns using a rich variety of coloured beads and other objects. The pupils work with care and great pride, developing good manipulative skills when working on the fine detail. Year 4 pupils mix and match secondary and tertiary colours to quite an expert level. Their observation and mixing skills have been well developed, enabling them to forecast the different colours and amounts needed in order to create colours and tones to match coloured squares. The oldest pupils create clay models based on sketches of Tudor figures, of very high quality, due to the skilful teaching of techniques and the support given to individuals to boost their confidence. The pupils have a good understanding of artists and how they work. They have studied painters such as Matisse and created leaf pictures in his style, used the style of Picasso to paint portraits and in art club tried the technique of pointillism. A very valuable experience for the older pupils has been time spent with artists trying out the technique of creating pictures on transparencies, to be projected onto a wall, which resulted in work of a very high quality being produced.

97. Pupils are very well behaved in art lessons; they concentrate well and persevere with the tasks. They enjoy discussing their work and correctly use the subject-specific vocabulary, such as texture, shade, tone and line. They use their sketchbooks sensibly to practise and support their work.

98. The scheme of work, with key objectives and guidelines, provides a very secure framework for teachers to use. The units of work are carefully planned in order that the skills can be developed and used, thus ensuring that pupils have time to learn, practice and use their skills and techniques. The planned progression and skills development clearly supports teaching and learning. The two subject managers are enthusiastic and knowledgeable, and support the staff very well. The school successfully uses a wide range of contexts from other areas of the curriculum, to the benefit of all subjects. The teaching of art is at least good, and frequently very good. Teachers have very good subject knowledge, and clearly focus pupils on the learning and improving of skills. Their enthusiasm and confidence inspires pupils to produce work of a very high standard.

DESIGN AND TECHNOLOGY

99. Too little design and technology was planned to take place during the inspection to provide sufficient evidence to make a secure judgement about standards, achievement and teaching. However, from an analysis of the subject manager's planning file, discussion with pupils, and the work seen, it is evident that a wide range of design and technology activities are planned and taught. The pupils are taught the skills and techniques of using, cutting and joining a wide range of materials. They explain how to use the appropriate tools safely. Year 6 pupils enthusiastically talked about the bread that they had made. They gave examples of projects that they had enjoyed throughout the school including the challenge to make a strong box for an egg, creating wooden structures, the tie-dyeing technique practised and used on garments, and pop-up cards made for Christmas. The comprehensive scheme of work and support material provided by the coordinator contains all of the required elements of the National Curriculum programmes of study, although the use of construction kits is limited. The planning and teaching of the use of design briefs across the school is underdeveloped. Sometimes pupils draw a diagram of what they are going to, or have made, or evaluate the finished product, for example when making finger puppets or jointed toys. The school recognises that teachers' understanding and expertise in the subject are not yet sufficiently established. The subject is, however developing at a pace that is consistent with teachers' confidence and expertise, and well supported by the subject manager.

GEOGRAPHY

100. It was not possible to make a judgement on standards attained by pupils in Year 6, as they have not yet undertaken a geography unit of work this term.

101. Pupils in Year 4 attain appropriate standards for their age and stage. Their achievement is satisfactory. They are knowledgeable about the neighbouring village of Wickham, which they thoughtfully and sensibly contrast with their local area in Southsea. The unit of work began with a visit to Wickham village. Judging by the way in which the pupils recalled details of what they had seen and done, this visit made a most positive impact on their geographical knowledge and understanding. Pupils completed sections in a well-prepared booklet, so that they were able to gain a whole range of information about the area.

102. Teaching in the two lessons seen was satisfactory. Teachers introduce and recapitulate well, and give clear instructions so pupils know what to do. The tasks and activities are generally pitched at the average attainers. Lower-attaining pupils are well supported through the good support of teaching assistants or the teacher, but the higher attainers are not always challenged enough. Teachers manage the pupils very well and the very good quality of relationships means that pupils do learn and progress satisfactorily.

103. The new subject manager has helpfully revised some of the geography units of work. She plans to ensure that geographical skills and key vocabulary are taught and objectives are assessed regularly, but in a manageable way. The further development of the subject is clearly identified within the school improvement plan, and the pace of development is managed exceptionally well. Information and communication technology (ICT) is sometimes used well to support pupils' work in geography, but as yet the use of ICT is not planned specifically across the curriculum.

104. Resources are adequate in range and quality, and very good use is made of residential visits and visits to neighbouring geographical locations.

HISTORY

105. Standards attained by pupils in Year 6 are in line with those expected nationally, with a large proportion of pupils having above average knowledge of the historical period they study. Pupils' skills in the subject are just satisfactory, and need to be developed further across the school. Pupils often achieve well in lessons, as a direct result of good teaching.

106. Pupils in Year 6 have thorough insights into life in Tudor times. They know about King Henry the Eighth's six wives, and the offspring they bore to the king. They are knowledgeable about the Tudor way of life, and many pupils adeptly assigned a range of artefacts, linked to food and drink, to the rich, to the yeomanry or to the poor social classes. They offered cogent and reasonable reasons for their assigned choices. From their recorded work, it is evident that they can construct accurate time lines so fostering their sense of chronology. Many are confident to define what an historic 'anachronism' is, identifying correctly artefacts that do not belong to the period being studied. They use their literacy skills very well to read and absorb information, and higher-attaining pupils often skim and scan text quickly and accurately for relevant information. They are beginning to make deductions from both primary and secondary sources, to an appropriate standard. For example, they skilfully interpreted and deduced from a painting of the Tudor period that the family represented must have been wealthy, because of the kind of food they were eating and the quality and style of their garments.

107. On occasions, teachers' probing and highly skilled questioning means that pupils are really made to think hard about why they are offering a particular explanation, for example when considering the design of a Tudor plate which had been designed to hold hot water to

help the heat of the food to be retained. Initially uncertain, the teacher helped pupils to deduce how the plate was used and the principles of its design.

108. Pupils in Year 3 are knowledgeable about the ancient Egyptians. They understand why the cat was so special to the Egyptians, and like to talk about the pyramids, objects and other special things which people might want to take with them to the 'after life' and how mummies are encased in special tombs. They record and illustrate their work to a satisfactory standard. They are beginning to understand that being a young historian is rather like being a 'detective' who looks for evidence.

109. Teaching and learning are good overall. Resources loaned from the history resource centre are often of especially good quality and pupils handle them with great care. Teachers have great enthusiasm for the subject and this is conveyed to the pupils, who respond very well with great interest and enjoyment. While lessons and activities are generally well planned, there are too few opportunities for pupils to genuinely engage in independent research. Some of the higher attainers, when given the opportunity, show that they can ask relevant, searching, historical questions. Many pupils do use ICT to support their history studies, searching the internet and a range of websites confidently, but as yet the use of ICT across the curriculum is not planned for throughout the school. Visits and visitors are very well used to support history.

110. The very knowledgeable subject manager has a strong, clear vision for the development of the subject. She has already identified, within the planned curriculum, where skills can be covered in depth and where there is just a 'light touch' of skills development. The subject is soon to be the focus of an in-depth review as part of the very well managed school improvement cycle. This will include defining key objectives, historical vocabulary and skills, and how pupils' knowledge and understanding of these will be assessed.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards attained by Year 6 pupils are in line with national expectations. This represents sound improvement since the last inspection. There has been significant improvement in the management, resourcing and teaching of the subject. This has been mirrored in the development of pupils' confidence and consolidation of basic skills in the subject.

112. By Year 6, pupils use word processing programs to draft and redraft work at the computer. They make good use of cut and paste techniques and use a variety of clipart and fonts in different colours and sizes to improve the presentation of their work. Good use is made of computers in some other subjects. For example, in Year 6, pupils use data handling programs to present information found in a science lesson and in another class pupils linked their data handling skills to a future geography lesson. Year 5 pupils used a program to draw lines of symmetry and create symmetrical shapes and patterns. In Year 3, pupils learn how to use a database to answer specific questions and know that entry must be accurate when moving through a variety of procedures. Use of the Internet for research is still in the early stages and the subject's manager is extending appropriate programs for literacy and numeracy in the first instance.

113. The quality of teaching and learning is good overall with some very good teaching in Year 5. Teachers' effective planning reflects the assessment that is taking place and supports the progress pupils make throughout the school. Good teamwork between the co-ordinator, class teachers and the technician has ensured that the best use is made of a very good ICT suite. All classes are timetabled to use the suite once a week and there is a further bank of computers in both the lower and upper school. This means that the resources are

well used and are having the maximum effect in supporting teaching within the school. In a very good lesson in Year 5, pupils used their computer skills to order synonyms, which they needed to identify for their English lesson. Pupils benefited from the very good use of the interactive white-board which the teacher used to demonstrate various procedures. However more use could be made of computers in other subjects and the co-ordinator has plans to do this as the knowledge and expertise of staff develops. Pupils work successfully in mixed ability and mixed gender groups and this successfully promotes pupils' social and moral development. Good provision is made for pupils with special educational needs, most of whom achieve well to attain expected levels. Teachers successfully promote pupils' good attitudes to the subject and, as a result, they enjoy using computers and other technological equipment, especially the new interactive board. Pupils work independently and in pairs with interest in their tasks and behave very well. A very popular weekly computer club helps develop pupils' skills and confidence.

114. Although the subject manager has been in post for only two years he has purchased new computers and other technological equipment for the suite. He has ensured a good training program for teachers, which include working alongside them, and this is instrumental in developing their skills and building confidence. He has good subject knowledge and provides very good leadership and support to staff. He is well aware that there is now a need to develop research and enquiry skills for pupils and to ensure that ICT is used more effectively across the curriculum.

MUSIC

115. By Year 6, pupils' attainment is above that expected for their age. Pupils attainment when they enter the school is in line with that expected for their age and they achieve well during their time in the school. Pupils in Year 3 perform simple rhythm patterns and accompaniments keeping to a steady beat. As they move through the school they improve their performing skills significantly. For example, a Year 4 class selected elements of a calypso for a arrangement for a Christmas concert, practising and developing the arrangement as the lesson progressed. A Year 5 class extended its knowledge of rhythmic cycles to explore Asian music using a cyclical seven-beat pattern. All pupils are fully included in music lessons and all have opportunities to attend clubs that extend the learning opportunities. Many pupils have additional tuition from peripatetic teachers in a wide variety of instruments including woodwind, violin, guitar, brass and keyboard. Many of these pupils make use of their skills in lessons and in the school orchestra. Peripatetic teachers report that pupils are keen and enthusiastic to take part in music tuition because the school encourages regular performances that give pupils a goal to aim for. These performances have a significant impact on the status of the subject in the school.

116. The attitudes and behaviour of the pupils are very good. This means that teachers can give a large amount of responsibility for the selection of instruments and choice of arrangement to pupils. Whole class or group criticism means that pupils feel able to experiment and try out ideas knowing that all who comment on their performance will do so in a positive way sincerely aimed to increase the quality of performance. Skilled use is made of tape recorders and the video recorder to enhance class self-criticism. For example, in one lesson pupils became aware that musicians were drowning out the singers, so some musicians voluntarily gave up their instruments and joined the singers while others took it in turns to play. These strategies contribute well to pupils' personal, social and spiritual development.

117. The quality of teaching and learning is good. A new scheme of work is in place and this means pupils learn progressively more complex works as the necessary skills to perform them develop as they move through the school. Teachers who have particular abilities in

music lead many of the lessons and the subject manager gives demonstration lessons for staff who are less sure of the particular element they are teaching. These strategies have a significant impact on the quality and rate of learning. Exciting work, such as learning rap along the lines of 'Please Mr Noah, take these gifts to another planet', are very effective in capturing pupils' imagination, so that all want to perform. Teaching assistants play a significant role in ensuring all pupils with a special educational need can take part and learn well and all staff are aware of pupils for whom English is not their mother tongue and ensure they are able to contribute fully and make good progress.

118. The subject manager has had a significant impact on the provision of music in the school. She has skilfully developed and is continuing to develop the scheme of work at a pace with which the whole staff can cope. She uses demonstration and visiting teachers to develop particular elements of the curriculum. For example, one visitor was leading the teaching of Asian music in which pupils were learning to use ethnic instruments to explore different rhythms. Such provision makes a significant contribution to pupils' cultural development. Assessment procedures are developing to support pupils' progress. The subject manager has contact with all peripatetic teachers and visitors and draws performances together on a weekly basis through whole-school singing practice and presentations in assemblies. These are well supported by a visiting pianist. Another teacher leads the successful school choir. Music is a significant part of the whole-school ethos.

PHYSICAL EDUCATION

119. Pupils attain the expected standards in Year 6, with about a third of 11-year-olds attaining above average standards in dance. In Years 5 and 6, pupils are making appropriate and sometimes good progress with dance. They improvise and interpret mood and rhythm well. Year 5 pupils confidently interpret in pairs and fours, the 'spin', 'whizz' and 'fizz' sounds of machines at work. They are confident enough to put together and perform an imaginative sequence of movements, co-operating and collaborating well. Pupils in Year 6 interpreted mood and music, some of them extremely skilfully, when choreographing a sequence to represent the liveliness and stealthiness of Puck in a *Midsummer Night's Dream*. Many were poised, controlled and used gestures well to interpret carefully the selected pieces of music, 'The Bergomask Dance' and 'Bottom's Dream'. During the same lesson, so good was the pace of learning, that they also performed, in a fairly accomplished manner, a more formal Tudor dance with a set sequence and pattern of steps. This they performed very well to the music of 'Titania's Lullaby'.

120. In games, Year 6 pupils dodge, intercept and control the ball well when playing netball. They are learning the rules of the game when playing a match, in line with expectations for 11-year-olds. This supports well their social skills. They show that they are able to evaluate and improve their level of skills, when given the opportunity.

121. The quality of teaching is good overall, with some very good teaching of dance. Both boys and girls participate well, often with considerable sensitivity and thought. The best lessons are characterised by well-timed opportunities for pupils to evaluate, refine and improve their movements, helped by constructive suggestions from the teacher or from other pupils. Teaching assistants often provide thoughtful, considered support for individuals or small groups; this helps them to make good progress. Particularly good support is given to pupils with special educational needs.

122. Provision for physical education has been helped tremendously by the link with Priory Secondary School, which enjoys 'sports college' status. Craneswater Junior school has benefited greatly from the expertise of the Priory teaching staff. As a result, teachers are more confident to teach physical education. Funding for specific sports, for example tennis

coaching, has created further good opportunities for Craneswater pupils. Very good quality additional resources have also been made available to the school, which has enriched and helped to improve the physical education curriculum. As a result, pupils often make good progress in lessons. Residential visits also contain an opportunity for pupils to enjoy outdoor activities. The broad curriculum covers all aspects of physical education, including swimming.

123. The curriculum is well planned and assessment in the subject is developing appropriately. The subject manager provides good leadership and has a clear view for the further development of the subject. She is aware that she needs time to directly observe some lessons, so as to be able to moderate teachers' assessment of pupils' skills.

RELIGIOUS EDUCATION

124. Standards in religious education at the age of eleven are in line with the requirements of the locally agreed syllabus. Pupils achieve well in the development of respect for the feeling of others and this is reflected in the very good relationships that exist in the school and the confident way many pupils express their views and opinions during class discussions. All pupils, including those with special educational needs make satisfactory progress.

125. Lessons are planned to build on pupils' previous experiences and this enables pupils to make satisfactory progress between year groups. Planning is also linked closely to the requirements of the locally agreed syllabus and this also helps teachers to develop pupils' skills, knowledge and understanding systematically. Teachers make good use of the local area to extend pupils' learning about Christianity by well-managed and organised visits to local churches. Teachers make effective use of artefacts, books and other materials to help pupils learn about religions other than Christianity. For example, pupils in Year 4 were observed learning about Diwali. The teacher had used examples of Diwali greetings cards and candles and also introduced them to the story of Rama and Sita. One group of pupils successfully created their own puppet play of the story which they shared with the others. By the end of the lesson, pupils were familiar with the names of the key characters and the main events of the story. As a result of good teaching, pupils made good progress in their knowledge and understanding of Diwali and the festival's importance to Hindus. Stories from different faiths and religions play a significant part in the curriculum. By the end of Year 6, pupils have a sound grasp of key moral issues and express personal opinions confidently and fluently. They have clear concepts of Christianity, Hinduism and Islam.

126. Teachers provide sound opportunities for pupils to think about and discuss ideas and feelings. In a Year 5 class, pupils were encouraged to express their thoughts and feelings by selecting adjectives to express their reactions to some evocative pictures chosen by the teacher. This idea was developed when the pupils created pictures using pastels as the teacher played some atmospheric sounds as a stimulus for drawing. Pupils have good attitudes towards the subject and the concentration and effort shown by pupils, including those with special educational needs, make a significant contribution to the quality of class discussions in particular. However, the quantity of written evidence of pupils' thoughts and feelings and their studies of religions is less than might be expected.

127. The subject manager provides good leadership. She has a realistic vision for the development of the subject which has currently come into focus on the school's improvement plan. The policy and scheme of work are now being updated and this will include procedures for assessment and monitoring. She emanates a sense of excitement about the subject and this has supported other members of staff. The school benefits from the support of several members of the community who come into school to share their expertise and knowledge.