

# INSPECTION REPORT

## **COLLEGE PARK INFANT SCHOOL**

Portsmouth, Hampshire

LEA area: Portsmouth

Unique reference number: 116188

Headteacher: Mrs Debra Anderson

Lead inspector: Lynn Adair

Dates of inspection: 21<sup>st</sup> - 23<sup>rd</sup> June 2004

Inspection number: 255858

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

© Crown copyright 2004

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:	Infant
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
Number on roll:	344
School address:	Lyndhurst Road North End Portsmouth Hampshire
Postcode:	PO2 0LB
Telephone number:	023 9266 2823
Fax number:	023 9265 5282
Appropriate authority:	Governing Body
Name of chair of governors:	Lt. Cdr. Richard Clarke
Date of previous inspection:	18 <sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

College Park Infants is a larger than average urban community school with 344 pupils on roll aged 4 to 7 years. The number of pupils who are eligible for free school meals is lower than average, although socio-economic and demographic data compiled and analysed about the school population shows that pupils' social circumstances are broadly similar to those found nationally. A small proportion of pupils are from minority ethnic groups, although a higher proportion than found in most schools nationally are at an early stage of learning English, approximately three per cent of pupils on the school roll. A lower than average number of pupils has special educational needs, and the number of pupils with statements of special educational need is well below average. However, the proportion of pupils with special needs identified by the school has risen steadily in recent years. The attainment of children on entry to the reception classes has varied year by year but has been broadly similar to that expected of similar aged children.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21095	Lynn Adair	Lead inspector	Foundation Stage, information and communication technology, physical education
9646	Geraldine Osment	Lay inspector	
32606	Verna Derwas	Team inspector	Mathematics, geography, history, special educational needs, English as an additional language
32747	Kathleen Faulkner	Team inspector	Science, art and design, design and technology
2200	Jim Stirrup	Team inspector	English, religious education, music

The inspection contractor was:

Penta International  
Upperton House  
Eastbourne  
East Sussex  
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>32</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

College Park Infants is a **sound** and improving school that provides satisfactory value for money. When pupils join the reception classes, standards are in line with those expected for their ages. Pupils' achievement is satisfactory so that by the end of Year 2 standards are broadly average. Teaching and learning are satisfactory. Leadership of the school is sound overall, although the new headteacher has been very effective in introducing new strategies to raise standards that bode well for the future. Parents and pupils feel very satisfied with the school.

The school's main strengths and weaknesses are:

- Pupils achieve standards in science and physical education that are above average by Year 2. Standards achieved by higher attainers in other subjects, especially writing, are not so good.
- The headteacher provides very effective leadership of the school that is helping to ensure the capacity to improve further is good. However, there is some variability in the quality of teaching and learning that has yet to be fully overcome.
- Pupils' positive attitudes and good behaviour result in a harmonious working environment where very good relationships exist between adults and children, although pupils are not always sufficiently encouraged to have a high level of involvement in their own learning.
- The school works in close partnership with parents to ensure all children are very well cared for.
- Curriculum planning and its implementation are not effective enough to ensure an appropriate balance of experiences is provided for pupils.
- Assessment is not thorough enough in most subjects to identify what pupils need to learn next.

The school has made **sound improvement** since the last inspection and has maintained broadly average standards. The pace of change has increased notably since the appointment of the new headteacher and greater account has been taken of changes at national and local level to plan for further improvement. Provision has been improved in information and communication technology (ICT) and standards have been raised. Standards have improved in speaking and listening, although opportunities are still missed to encourage pupils to share their views. All health and safety concerns have been addressed. Ongoing review of assessment processes has made systems more manageable but there is still some work to do in making assessment a regular part of teachers' every day practice. Although the concern about the balance of experiences in the reception year has not been fully addressed, plans are in place to address the issue.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	B	C	D
Writing	B	C	C	E
Mathematics	A	A*	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is satisfactory overall.** Achievement of children in the reception classes is satisfactory, so that most are likely to reach the goals expected nationally by the end of reception in all areas of learning. By Year 2, standards are broadly average in all subjects, demonstrating sound achievement overall. Good standards are achieved in science and physical education, notably in swimming. Standards seen during the inspection in Year 2 are slightly higher in reading, writing and mathematics than those seen in last year's national tests, and reflect the school's efforts to raise standards. However, there is still scope for higher attaining pupils to achieve better standards,

especially in writing so that results are more in alignment with those in similar types of schools. Pupils with special educational needs and English as an additional language achieve well because they are provided with effective support.

**Pupils' personal qualities are good.** Pupils' behaviour is good and their attitudes to work are generally good. The school provides good opportunities that develop pupils' spiritual, moral, social and cultural skills and these have a positive influence on their approach to learning and the very good relationships that exist between pupils and adults. However, where pupils are not successfully involved in lessons, their enthusiasm and interest in learning sometimes wanes. Attendance rates are good and punctuality is very good as pupils are keen to come to school.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching and learning are satisfactory.** Teaching was satisfactory in all lessons but one, and good and very good features were seen in some lessons, particularly in Year 1. Strengths were noted in the following: well prepared resources that engaged pupils' interest, such as use of the new computer whiteboards; lessons that build on previous learning effectively; techniques that are taught effectively, especially in swimming; generally good management of behaviour so that most pupils concentrate well. In some lessons the pace of learning slows because pupils sit for too long listening to the teacher, not enough demands are made of higher attaining pupils to extend their learning, and on occasion inattention by pupils was not handled well enough.

The curriculum is satisfactory overall and provides a good range of enrichment activities. The balance of learning experiences is not so well planned. In the reception classes, children do not have enough opportunity to work independently of the teachers. In Years 1 and 2, some overly long planned sessions lead to a slow pace in learning and some very short sessions lead to a lack of time for study. There are sound systems for tracking pupils' progress in English, mathematics, science and ICT, but systems are not effective enough in ensuring that regular assessment of pupils' achievements takes place in other subjects, and in tracking their personal development. The school provides very good care for its pupils. It has created a very good partnership with parents, and makes good use of the community and links with other schools to enrich the curriculum.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory.** The relatively new headteacher provides very good leadership. This has provided the impetus for the more rapid pace of change noted over the last year in the significant improvements to systems and procedures and the new strategies that have been introduced to raise standards. It also gives very strong clarity of vision for future intentions. Leadership by key staff is satisfactory, but the contribution of some staff has yet to influence practice strongly enough. **Governance is good.** The governing body is very supportive, knowledgeable about school priorities and in checking how well the school is doing.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very positive views of the school. The great majority feel the school is doing a good job, have confidence in the headteacher and feel comfortable about approaching the school with concerns. Pupils' views are positive. They enjoy school and willingly share their views when asked.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise standards among higher attainers, especially in writing;
- Improve the quality of teaching and learning to present a higher level of challenge for pupils in their work and in their involvement in their learning;

- Ensure pupils receive a balanced range of experiences through better curriculum planning;
- Improve systems for assessing pupils' academic achievements and personal development.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement of pupils is satisfactory. From a broadly average starting point on entry, pupils achieve standards that are in line with those expected of similar aged pupils by the age of seven. Standards attained are very similar to those observed during the last inspection.

#### **Main strengths and weaknesses**

- Pupils achieve well in science and physical education so that standards are above average by the age of seven.
- Standards in ICT have improved since the last inspection and are now in line with those expected of most seven year olds.
- Higher attaining pupils do not always make enough progress, particularly in writing.

#### **Commentary**

1. When children join the school in the reception classes, the range of skills demonstrated are broadly average compared to those expected of similar aged children. A sound range of activities ensures that children make satisfactory progress in developing their skills in each area of learning. Most children are on course to reach expected standards by the end of the reception year. However, fewer children than expected achieve higher standards. This is because the balance of learning experiences provided for them does not ensure that children are able to pursue their interests to a deeper or more advanced level. For example, children do not have enough opportunities to work with greater independence from the teacher or to have more choice about what they do. Work planned for these pupils does not extend their learning enough.

2. By the time pupils reach Year 2, standards in most work seen are generally average. This reflects satisfactory achievement from the end of the reception year. Standards in national assessments in 2003 were similar to most schools nationally in reading, writing and mathematics. However, they do not compare well overall with similar types of schools, and trends in national assessment results over the last few years have not improved at the same rate as those nationally. This is because although a good proportion of pupils attain the expected level 2, fewer pupils than average attain higher standards in reading, mathematics and particularly in writing. After a careful analysis of the situation on appointment, the new headteacher has introduced some new strategies to reverse the downward trend. Although the quality of their implementation has varied across the school, early indications from standards observed among current Year 2 pupils and the latest national assessment results show that the strategies are beginning to take effect with improvements in the proportion of pupils attaining higher standards, notably in reading and mathematics. However, there is still scope for further improvement at these higher levels, again primarily in writing. For example, in writing pupils are not given enough opportunities to consider how to improve their work through the process of redrafting and thereby achieve higher levels.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
Reading	16.1 (17.0)	15.7 (15.8)
Writing	14.5 (14.9)	14.6 (14.4)
Mathematics	16.6 (19.1)	16.3 (16.5)

*There were 116 pupils in the year group. Figures in brackets are for the previous year*

3. In science, teacher assessments in 2003 showed that pupils attained good standards at both the expected level 2 and for higher levels of attainment. Current Year 2 pupils' attainment reflects a similar picture. Pupils achieve well in Years 1 and 2 to attain good standards because they are usually provided with a good range of work that is adapted well to cater for the full range of attainment among pupils.

4. Pupils reach standards that are in line with those expected among seven year olds in ICT, and achievement is generally satisfactory. This is a good improvement since the last inspection, when standards were lower than expected, because facilities have been improved as well as teachers' expertise and confidence in teaching the subject. In physical education, standards in swimming are strengths of the school and pupils achieve well. Pupils benefit from regular opportunities to swim as part of the extended curriculum provided for them, supported by the fact that the school has its own swimming pool. In all other subjects, standards are satisfactory and pupils' achievement is sound, maintaining the standards observed during the previous inspection.

5. Additional support ensures that pupils with special educational needs as well as those with English as an additional language achieve well in relation to the targets set for them in their individual learning plans. Pupils are well supported by teaching assistants deployed to aid their learning. In addition, specific sessions with the special needs teacher boost the achievement of those with special educational needs further. As stated earlier, pupils of higher ability are not challenged effectively enough through work more specifically planned to extend their learning. No significant variation was noted between the achievement of boys and girls in lessons.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Their personal qualities are developed well. The attendance rate is good and pupils' punctuality is very good.

### **Main strengths and weaknesses**

- The school's promotion of pupils' personal development is good.
- The school expects high standards of behaviour and the pupils' response to this is good.
- The pupils enjoy lessons that are imaginative and stimulating, but they are less engaged in lessons that lack pace and challenge.
- Pupils do not have enough opportunities for attaining a higher level of involvement in their own learning.
- The school has very good procedures in place to encourage good attendance and parents' responses to these are very positive.

### **Commentary**

6. The school ensures that pupils' personal qualities are developed well overall, an improvement on the satisfactory provision at the last inspection. This results in good standards in behaviour and attitudes to learning, which have both been maintained since the last inspection, and very good relationships, which is an improvement on the last inspection.

7. The school's approach to promoting pupils' moral development is very good and helps them to distinguish right from wrong. The approach to behaviour, for example, is very clearly expressed in the 'Golden Rules', which are well understood by all. Routines are well established when children enter school in the reception classes. Adults have very high expectations of the school's youngest children's behaviour and this results in their very good response. The school expects high standards of courtesy and conduct from all pupils in the school who are happy to do all they can to follow the example set by adults. In the parental questionnaire, parents were very positive about the high standards of behaviour in the school and inspection findings support their view. Behaviour is good at break and lunch times and in the classroom. All adults are alert to addressing any incidents of

misbehaviour or bullying as quickly as possible, confirmed in written responses from parents. As a result there have been no exclusions. Pupils are particularly sensible in swimming lessons and, even though very enthusiastic and excited by these lessons, they respond very quickly to reminders for how to conduct themselves in order to keep safe. There are a small number of pupils in the school who have difficulty in controlling their behaviour. Where teachers employ the school's positive approach to managing behaviour, these pupils do not disrupt the learning of their classmates. However, in one instance this was not the case and a negative approach had an adverse effect on the learning of many other pupils.

8. Pupils have good opportunities to socialise in clubs outside of school hours, and to work together in pairs and small groups in lessons. This helps them to develop very good relationships. Most pupils have positive attitudes to learning and are keen to come to school and apply themselves well, concentrating for significant periods of time. Where learning is made interesting and fun, pupils enjoy their learning. For example in a very good Year 1 art lesson, the pupils were enthralled by the work of the artist, Chagall, his life and love of colour. As a consequence, the pupils explored and experimented with a high degree of concentration and thought resulting in some creative outcomes. 'Golden Time', held on a weekly basis, gives some opportunities for pupils to choose their own learning activities. In physical education in games lessons, some good practice was observed in pupils designing their own team games, formulating rules and strategies. At other times the pupils become listless and do not learn enough because they are not involved effectively enough in making decisions about their own learning. In discussions, for example, pupils are too often talked at rather than being engaged in sharing their views and their responses being sought. Pupils are not given enough opportunity to initiate learning. For example, in the reception classes pupils are often directed to activities rather than making choices for themselves. Across the school too little time is allowed for pupils to explore and find things out for themselves. This was a criticism of the previous inspection report that has not been fully addressed.

9. Provision for pupils' spiritual and cultural development is good. Pupils' self-esteem is promoted well in assemblies where their achievements are recognised and academic and social successes rewarded. They are helped to consider caring for others and their environment. In specific PAtHs (Promoting Alternative Thinking Strategies) sessions, individual pupils are chosen as the focus for attention, and other pupils talk in a complimentary way about them. This has a positive effect on raising their self-esteem. Pupils are made aware of, and helped to value different cultures and traditions. For example, during the inspection pupils in each year group were studying one of the world's main faiths, Islam. Pupils' own backgrounds and experiences were drawn on effectively to learn more about key practices of the religion. In addition, a variety of visitors and school trips to places in the local environment, such as the local seaside and gardens, help pupils to learn about their heritage.

10. The school monitors attendance and punctuality very effectively and as a result attendance is good and the pupils arrive at school on time. Parents are very supportive of the school's attendance policy.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	321	0	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Bangladeshi	10	0	0
No ethnic group recorded	7	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory overall.

**Teaching and learning**

Teaching and learning are satisfactory as is the quality of assessment of pupils' work.

**Main strengths and weaknesses**

- Resources are used effectively to promote learning in some lessons.
- The best lessons are well planned and have high expectations of pupils to achieve well. Too often in some lessons a lack of challenge in tasks and a lack of involvement of pupils slows the pace of learning, particularly by higher attaining pupils.
- Most teachers manage pupils' behaviour well and have developed very good relationships with pupils, although very occasionally negative reprimands affect the quality of learning.
- Assessment is constructive and helpful in English, but ongoing assessment in many other subjects is not always effective enough to let pupils know how they can improve.

**Commentary**

11. Teaching and learning are satisfactory overall, with teaching at least satisfactory in all lessons but one. There were some good and very good features in over one third of lessons, almost all of these in Year 1, that helped the pupils to make good progress during the inspection. However, the good levels of teaching and learning observed in the previous inspection are currently not so widespread across the school. Practice is more variable as teachers are getting to grips with implementing new strategies more focused on pupils' learning to ensure there are higher expectations. Strengths in teaching, such as generally good management of behaviour, support for pupils with special educational needs and, in the best lessons, a good level of challenge, have been maintained. The use of ICT has been improved. While procedures for assessing pupils' achievements have been refined in English, mathematics and science, and new systems introduced in ICT, not enough has been done to consider how pupils' achievements in most subjects might be assessed on an ongoing basis.

12. A good feature in many lessons is the effective use made of resources to support learning. Pupils with special educational needs and English as an additional language are given good and unobtrusive support by teaching assistants to ensure that they are included in activities in the

classroom. These pupils also receive individual and group support from specialist staff related to their needs, which results in good progress in basic skills acquisition. In a religious education lesson, for example, a bilingual support assistant helped a pupil recently returned from overseas to not only access learning on a par with other pupils, but also enabled the pupil to volunteer their own experiences about the Muslim faith and share them with other children in the class. Trained volunteers from the community regularly hear individual pupils read and this contributes to their attainment in the subject. Computer whiteboards have recently been installed in some rooms and teachers are beginning to make good use of this resource as a teaching tool, for example to teach specific ICT skills. In a very good art lesson in Year 1, the teacher used the resource to demonstrate the work of a famous artist and the techniques employed. This was a real asset to the lesson as pupils were able to access detail in the picture, which was then used successfully in their own experimentations. In the reception classes, resources are carefully chosen to support learning. For example, the musical stimuli reflects themes well in 'write-dance' sessions, a good range of media is provided to aid children's experiments with different media, and the opportunity to look at the Qur'an aids their understanding of special books.

13. Lessons are usually planned so that they build on prior learning well. In the best lessons, teachers refer back to previous sessions, which helps pupils to recap on what they have learnt so far and focus on what they are going to do next. This was a strong feature of very effective Year 1 lessons. For example, in a very good science lesson, the teacher asked pupils what they already knew about the body and this not only recapped on previous learning but also confirmed their understanding. On occasion, not enough account is taken of pupils' prior experiences or learning. For example, in an ICT lesson on searching the internet the teacher was unaware until the end of the lesson that several pupils had used different search engines on a regular basis at home already. This constrained their potential learning. Teachers' explanations are usually clear, and techniques are demonstrated well. In swimming lessons, for example, pupils are instructed clearly and concisely so that they develop arm and leg movements successfully to swim through the water. Breathing techniques are taught and developed well which aid pupils' confidence in the water. Good use is made of the time available for swimming to develop skills effectively.

14. Introductions in too many lessons go on for too long and pupils sit for long periods inactive and simply listening to the teachers. There is too much explanation and direction by teachers, which reduces the level of involvement of pupils. This was seen on a number of occasions in the reception classes where children were talked at rather than engaged in discussion or involved in more independent activities. In a reading session, for example, children sat and watched the teacher demonstrate a particular story programme on the computer and had little opportunity to participate themselves. They had already been sitting for a long period in an assembly and singing practice session. In the best lessons, the pace of learning is good, particularly in some physical education lessons, as teachers make good use of all the time available to help pupils gain new skills effectively. Their enthusiasm is infectious and pupils try hard themselves. Sometimes time is not used well enough in lessons. For example, lessons go on much longer than timetabled intentions, and this slows the pace in these lessons and curtails the amount of time for other lessons.

15. Lesson planning is variable in quality. It is usually detailed in terms of the activities presented and there are sometimes different tasks for the pupils to do. In the best planning in some English and science lessons, work is adapted for pupils of all abilities. Higher attainers, in particular, are challenged through direct questioning and in the subsequent activities they are expected to complete. For example, higher attainers in a Year 1 English lesson were encouraged to think of different and more complex words to construct sentences that were questions. This contributed to the good progress that they made in the lesson. In other lessons, there is not enough challenge in the planned activities to cater for the full range of ability, especially for higher attaining pupils, and work can be dull and uninspiring. In writing tasks, for example, specific writing skills are not always clearly identified for different levels of ability and higher attainers do not therefore write at a more advanced level.

16. Teachers and their assistants usually manage pupils' behaviour well and very good relationships are established between adults and pupils. This encourages pupils to apply

themselves well. However, the major contributory factor to an unsatisfactory lesson in Year 2 was the weak management of some minor misbehaviour, which escalated as the reprimands were ineffective in maintaining pupils' attention.

17. Most teachers share intentions for learning at the start of sessions so that pupils are clear about what they are expected to learn, and revisit them at the end to check on learning that has taken place. 'Thumbs up' and 'thumbs down' are effectively employed to gain an overview of pupils' understanding. Again practice is variable and opportunities are missed at the end of sessions to check pupils' gains in learning because objectives for learning are not shared effectively with them at the outset. This happened in a number of English lessons. Good practice is emerging in written assessment of English work. Some good evaluation is taking place and targets are constructed and shared with pupils so that they are more aware of what they need to improve. Some good annotation of work occurs in ICT to inform individual progress records, and regular records are kept in mathematics and science. The assessment of pupils with specific needs is good. Pupils are identified early and regular review of individual learning plans ensures that learning is built on. In most subjects, however, there are few effective systems to assess pupils' achievements on an ongoing basis. Marking is often not constructive enough in helping pupils identify strengths and weaknesses in their work and what they need to do next.

**Summary of teaching observed during the inspection in 58 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (9 %)	17 (29%)	35(60 %)	1(2%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

**The curriculum**

The curriculum provided by the school is satisfactory. There is good enrichment of the curriculum. Accommodation and resources are satisfactory overall.

**Main strengths and weaknesses**

- The extra-curricular activities and a range of visits and visitors make a positive contribution to enriching the curriculum.
- Provision of swimming is a strength of the curriculum, and supported by good facilities.
- The introduction of a number of curricular innovations is helping to raise standards and enliven the curriculum.
- There are some imbalances in the learning experiences provided for pupils in each year group.
- The curriculum is not always sufficiently adapted to meet the needs of all pupils, especially higher attaining pupils.

**Commentary**

18. The school has made satisfactory progress in improving the curriculum since the last inspection, particularly in addressing the need to fulfil statutory requirements in the teaching of ICT. More extra-curricular activity has been introduced and good features, such as the provision for special educational needs, have been maintained. However, the curriculum planned for the school's youngest children still has some features that constrain learning and the school has developed a high priority plan to address these shortcomings.

19. The school provides a broad curriculum that meets statutory requirements. It covers all the recommended areas of learning for children in the reception classes, as well as the National Curriculum and the agreed syllabus for religious education for pupils in Years 1 and 2. The

curriculum for pupils is significantly enhanced by swimming provision. The curriculum for English and mathematics follows National Literacy and Numeracy frameworks and most teachers use these in an appropriate manner to guide their planning in these two areas of work, although there is some variation in their implementation. Other areas of learning and subjects are guided by nationally recommended documentation and other commercial schemes of work that have been adapted to the school needs and provide satisfactory guidance for the development of pupils' knowledge, skills and understanding. Although the majority of lessons are taught as discrete subjects, a whole school curriculum map has been developed that identifies cross-curricular links between subjects through planned themes. ICT is now well used as a teaching resource in other subjects. Pupils also use ICT to support learning in other subjects, although practice is still variable in planning such opportunities on a regular basis. Some innovative practice has been introduced to the curriculum that significantly enhances provision. For example, the PAtHs programme to raise pupils' self esteem, and strategies such as 'Write-Dance' to aid pupils' imaginative responses and physical development to aid handwriting skills.

20. Further review of the curriculum has been planned for this term. This is needed because there is some imbalance in the current curricular provision that has an adverse effect on learning. While the curriculum provided for children in the reception classes is satisfactory overall in providing a range of activities, not enough thought is given to the balance of these learning experiences. For example, children are not provided with enough ongoing opportunities to choose activities for themselves and to work more independently of the teacher. Not enough thought is given to how the outdoor areas can be integrated into the planned curriculum to provide more effective opportunities for learning in this environment. In Years 1 and 2, some sessions that are planned are too long and others are too short to help pupils learn to best effect. Intentions identified in plans are sometimes not implemented in practice so that some learning experiences are missed.

21. The curriculum provided for pupils with special educational needs and those with English as an additional language is good. All have individual learning plans, which clearly identify targets and strategies for improvement. Programmes of support are well planned to give pupils individual and group support in lessons and on a more discrete basis out of lessons. The curriculum is not always adapted so well to meet the needs of higher attaining pupils. There is a list of gifted and talented pupils, with the local authority occasionally providing additional activities to provide for their needs, but the school's curriculum planning does not always identify the different levels of skill expected of pupils with higher ability. 'Setting' pupils in groups according to their ability in mathematics in Years 1 and 2 provides a closer match of work, but not enough attention is given to adapting work within these groups to ensure that the range of ability, particularly in the higher ability groups, is catered for successfully.

22. Pupils benefit from the good personal, social and health education programme that includes PAtHs, which is having a positive effect on pupils' behaviour and personal development. Personal, social and health education is taught as a discrete subject in some sessions but links have been made with other subject areas, such as science, so that all of the required aspects are covered. Drugs, health and sex education are also supported by Health Week, the 'Getting it Right' campaign, and visits from the community police and the fire brigade.

23. The school has good links with a number of its pre-school groups and satisfactory links with its main feeder junior school that aid transition into and out of the school. The curriculum is enriched by a good range of visits to places of educational interest in the area, and a number of visitors to the school, for example local clergy of different denominations, and elderly residents. The school provides pupils with a good range of extra-curricular activities including those of a sporting and musical nature, such as judo, football and 'street' dance, as well as French. All of these contribute to a curriculum that is effectively enriched for pupils.

24. Accommodation is satisfactory, with most of the school having gone through a major refurbishment programme so that a designated administrative area and a small ICT suite have been developed in the main building. Space is still at a premium, particularly outdoors with the school having no grassed areas. However, it has made good use of its grounds to provide interest for

pupils at play times and to provide an attractive environment, for example with play equipment, playground markings, designated quiet areas, flower tubs and, more recently, large tiled mosaics depicting local life. The swimming facility on site is a real asset to extending the curriculum for pupils, and parents actively support its maintenance and upkeep. Staffing is also satisfactory, with a good level of experienced teachers complemented by a small number of comparatively new ones. The number and experience of support staffing is good. Resources to support learning are satisfactory and have significantly improved in ICT.

### **Care, guidance and support**

Procedures to ensure the care and welfare of the pupils are very effective. Support and guidance of pupils is good. The involvement of the pupils in the school's development is good.

### **Main strengths and weaknesses**

- Welfare procedures are very good and ensure that the pupils are safe in school.
- Pupils have very good and trusting relationships with staff, which enables teachers to support their personal development well.
- Monitoring and tracking pupils' academic progress and their personal development are not conducted systematically.
- The pupils have very positive views of their school.

### **Commentary**

25. Pupils' welfare is very well supported, which is a much better picture than in the previous inspection. Health and safety, first aid and other medical support are very good. Procedures are thorough in ensuring that staff and pupils work and play in a safe and secure environment. The previous inspection reported a number of health and safety concerns and these have been successfully addressed. Although the school still does not have a medical room any pupils who are unwell are cared for effectively in an appropriately discrete area. Procedures for linking specific midday staff with specific classes strengthen the relationship between these staff and pupils. Pupils are well supervised at break and lunchtimes and a quieter area has been created in the playground for those who would rather not play boisterously. In swimming, a strong emphasis is placed on ensuring pupils' welfare, for example to ensure the condition of the water and in encouraging children's water safety skills. Child protection procedures are effective, with training updates undertaken as new staff arrive, and the policy is reviewed annually.

26. The very positive relationships between adults and pupils help children to feel safe, secure and happy in school. Support and guidance are good, a similar picture to the last inspection. The effective induction procedures help children to settle quickly into school. The majority of the pupils who completed the pre-inspection questionnaire said that they know of an adult they would go to if they have worries, and this was confirmed in discussion with pupils during the inspection. All staff know the pupils very well and are able to pick up concerns quickly and instigate support if necessary. Pupils with special educational needs and English as an additional language are given good support. The school identifies pupils' special needs at an early stage and individual learning plans contain appropriate targets, which are informed by assessment of pupils' difficulties. The school works closely with other agencies to provide any additional or specialist support, for example the educational psychologist and English as an additional language service. The school has developed sound whole school systems for monitoring pupils' achievements in English, mathematics, science and ICT. Academic monitoring in other subjects and tracking personal development are not as well developed.

27. Parents are correct in their judgement that their children like school; it was obvious during the inspection that the pupils are happy in school. They are kind to each other, play together very well and work co-operatively when asked to. The pupils are very polite to their teachers, to the inspection team and each other and they smile a lot. Responses to the pre-inspection questionnaire also reflect pupils' positive attitudes to school and work. The relatively new headteacher has placed a

strong emphasis on encouraging pupils to share their views, which they do readily in assemblies and through 'posting' their comments in a 'listening box'. Their views are acted on quickly. However, practice is more variable in lessons.

## **Partnership with parents, other schools and the community**

The school has a very good partnership with the parents. Links with the community and other schools are good.

### **Main strengths and weaknesses**

- Parents and carers have very positive views of the school and are happy with all that it offers their children.
- Parents receive good information about what is happening in school.
- Good links with the community enrich pupils' learning experiences well.
- Effective links have been established with other schools.

### **Commentary**

28. The very good partnership with the school has been maintained since the last inspection. Responses to the pre-inspection questionnaire were overwhelmingly supportive of the school. They are very positive about the leadership of the headteacher, which matches the judgement of the inspection team. The school works hard to involve parents as partners in the education of their children. Parents and carers are invited into assemblies, support 'Golden Time' activities and specific activities during Health, Book and Arts weeks. A large number regularly help in classrooms. Parental help is particularly invaluable in prompting children to change for swimming lessons to make the process more time efficient. They also make a significant contribution to swimming either as members of the swimming pool committee or in contributing funds to its upkeep. 'Bring your dad to school day' was very successful, and a 'Family Games' day was attended in high numbers.

29. Information for parents is good. Introductory information is good, and the school is undergoing a review of this material and information to make it even more 'parent friendly'. Parents are sent curriculum information each term; newsletters are written in a friendly style and contain details of what is happening in school and of pupils' achievements. The school translates key material for parents of those pupils with English as an additional language and this encourages these parents' involvement. Parents' views are sought in questionnaires (also made available in translated versions) and this has resulted in more information about homework and how parents can support their children in their learning. Some parents expressed views through the inspection questionnaire that they did not feel they are well informed about the progress their children are making. However, evidence shows that parents are given several opportunities to find out how well their children are progressing. Parents are invited to consultations with their child's teacher in the autumn and spring terms. In the summer they are sent written reports, although these are written in rather a bland and impersonal style and the inspection team supports the parents' view that they do not give enough indication of individual children's achievements or what they need to do next to improve their work. Parents are invited to discuss the reports if they wish and more parents than previous years are taking up this invitation. Teachers are very approachable and willing to talk to them about their children at the end of the school day. Those with special needs also have access to staff who provide more specialist support.

30. The school has a close partnership with many local community groups. These include local churches and the central library. Senior citizens from the local community visit the school to talk to pupils about their lives and experiences, which enriches history and geography lessons. Local residents also form part of a volunteer reading group that works with individual pupils. Local Muslims talk to the pupils about key aspects of their faith, and encourage Muslim pupils to share their views. Members of services, such as the fire brigade and community policeman support the personal, social and health education programme. Pupils also support local charities, such as the Portsmouth

Food Delivery Service. All of these opportunities are valuable in enhancing pupils' personal development.

31. There are good links with local pre-school groups that help the youngest children to settle easily into the reception classes. Arrangements with the junior school are satisfactory, although the school has recognised that curriculum links could be stronger. The relatively new headteacher has sought to establish links with local secondary schools with some success. Secondary school musicians have entertained the infants and also spent time in the school for their work experience placements. Two pupils from a local Special School regularly take part in physical education lessons with a Year 2 class. Through sports and music activities pupils also work closely with other schools and this greatly enriches their curriculum. The school is particularly effective in their representation at swimming events, the only infant school in the locality to do so. All of these experiences provide extra opportunities for the pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership of the headteacher is very good. The leadership of the governing body is good. Management is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has set a very clear vision and agenda for the school's future development.
- The governing body is well led and has a good understanding of the school's strengths and weaknesses.
- The school improvement plan is very well focussed on helping pupils attain higher standards.
- The influence of other key staff with leadership and management responsibility is not yet consistent in its effectiveness.

### **Commentary**

32. The leadership and management of the school have improved satisfactorily since the last inspection, although the very good leadership of the recently appointed headteacher is the impetus behind the school's more recent and much needed developments. She has revitalised the school's high aspirations for the achievement of all the pupils and the quality of their learning, and has adopted a sensitive, timely and pragmatic approach to introducing changes to bring about improvement. She provides a good role model in evaluating where improvement is needed and planning what needs to be done. For example a school priority is to focus on improving writing standards for the more able pupils. A clear and detailed plan of action has been prepared after careful analysis of strengths and weaknesses in practice. New strategies have been introduced to aid pupils' writing, such as extension groups, which have been taken personally by the headteacher. Performance management systems have been reviewed and improved so that all the teachers are encouraged to work towards this objective. Resources have been provided to support teachers and pupils, such as the installation of new computers and computer whiteboards. As a result of these actions the school's aspirations, pupils' achievements and improving standards in writing are a strong focus for the school's work. However, although some improvements have been made to standards, it is still early days and there is still some way to go to ensure practice is consistent across the school to raise standards further.

33. The leadership of the headteacher is exemplified by a determined yet inclusive approach that is promoting more closely the involvement of all staff, parents and governors. The headteacher's sense of purpose and vision is beginning to be shared by staff at all levels including the support staff. At present the leadership of other key staff is satisfactory. They are keen to see the school move forward in its provision of quality learning experiences. However, individuals are at different levels of understanding about their roles and responsibilities. Some are not sufficiently aware of the distinction between what leadership involves and confuse this with day-to-day management in their areas of responsibility. This means that although the headteacher has been instrumental in the more recent

focus on strategic development, other staff have been less proactive and evaluative in identifying where improvement might be made. The leadership of subjects such as science, art, physical education and special needs is better developed because of the experience, knowledge and understanding of the leaders. The most effective leaders are beginning to analyse standards, sample pupils' work and monitor teaching. The headteacher has recognised this inconsistency and has started to resolve it by planning some effective training to help the subject leaders understand their roles, as well as restructuring staff teams to make the best of the expertise that exists. Future plans include enabling leaders to regularly monitor teaching and learning so that the identification of weaknesses can be incorporated more effectively into the school strategic plan.

34. The headteacher has developed a very well constructed school strategic plan that is designed to further improve standards whilst ensuring the school retains its strong ethos of pupils learning in a caring and secure environment. Thorough analysis of performance data, as well as recognition of national and local demands, forms the basis of the appropriately identified school priorities that focus on specific areas of the school's work and particular groups of children. These are clearly identified and planned for carefully, while ongoing development needs in other aspects of the school's work shows an increasing level of involvement of staff.

35. The governing body is ably led and has a good understanding of the strengths and weaknesses of the school. The governors work closely with the school at committee and full governing body level. They have clear terms of reference and carry out their statutory duties effectively. Governors question practice and procedures, as they should. They are aided in the process by detailed information provided by the headteacher in regular, comprehensive reports as well as through a formalised programme of visits. They are beginning to evaluate the outcomes of any changes and consider carefully future plans to ensure that these result in improvements to the quality of education for the pupils. New governors are inducted, trained and supported well by the chair of governors so that they can more quickly perform their role.

36. Financial management of the school is carried out well and supported by efficient day-to-day administration. In partnership with the governors the headteacher considers all information in order to achieve best value and target resources more closely to school priorities and needs. The school is currently providing satisfactory value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	866 797
Total expenditure	873 297
Expenditure per pupil	2538

Balances (£)	
Balance from previous year	10 500
Balance carried forward to the next	4000

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

The overall provision for children in the reception classes is **satisfactory**.

### **Main strengths and weaknesses**

- Good relationships with parents are established through good induction procedures.
- Teaching assistants and teachers work closely together to support children's learning.
- A good range of activities is planned to provide children with different experiences, although curriculum planning is not effective enough to ensure children have a good balance of learning experiences.
- Intentions for learning are not defined clearly enough to provide a good focus for assessment.

### **Commentary**

37. Children are helped to achieve satisfactory standards in each area of learning in the Foundation Stage through provision of a good range of activities that are taught satisfactorily. Effective teamwork between the teaching assistants and teaching staff supports children's learning well. Children are helped to settle into school quickly and happily as a result of carefully planned induction that includes home visits, pre-school visits and visits to the school. However, children do not have a good balance of learning experiences to ensure that they have opportunities for more independent activity during lessons as well as more carefully planned opportunities for learning outdoors, a concern in the last inspection that has not been fully addressed. Since the last inspection, changes have taken place nationally in expectations for young children's learning and it is not possible to fully compare like with like. However, the good quality of provision observed during the previous inspection is now satisfactory, although standards remain in line with national expectations. Leadership and management of the Foundation Stage are satisfactory overall, but are not evaluative enough in identifying exactly what works well and where practice could be improved to ensure it keeps pace with national developments. The school has recognised this and has developed detailed improvement plans and a new staffing structure to address the current shortcomings.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for children's personal, social and emotional development is **satisfactory**.

### **Main strengths and weaknesses**

- All staff have consistent and high expectations that encourage children to behave very well.
- More effective planning is needed to ensure children have the opportunity to work more independently on a more regular basis.

### **Commentary**

38. Sound teaching and learning means that children's achievement is satisfactory so that many are on course to achieve the expected standard at the end of the reception year. Children are building positive relationships with adults and other children. Children are happy to leave their parents and carers at the start of the day and they show good standards of self-care, such as dressing and undressing for gym sessions. Children are very well behaved because all staff consistently reinforce school rules and routines and high expectations for children's conduct are made clear. Children willingly tidy up at the end of sessions. They are keen to learn but sometimes their enthusiasm for learning is dampened by the fact that they sit for too long listening to the teacher. They are given too

little time to explore different activities independently on a more regular basis, as this feature does not always form part of teachers' planning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of experiences is provided to enable children to write for different purposes.
- Sometimes children sit for too long in the class group and have less chance to articulate their thoughts and views.

### **Commentary**

39. Satisfactory teaching overall helps children to make sound progress so that most are on course to achieve expected standards in language by the end of the reception year. Staff encourage children to enjoy books by telling stories well. Teaching assistants and midday staff regularly engage children in stories at particular points of the day to which children respond well and with interest. Different reading formats are used, such as written material and computerised versions of stories to help children to compare different presentations, such as the story of the Gingerbread Man. However, the range of written material for children to browse independently is not set out effectively enough in classrooms to draw children to these resources on a regular basis and develop their love of books further. Children are encouraged to listen attentively to adults. However, the expectation to respond varies between teachers. In the best lessons there are opportunities for children to share their learning effectively at the end of sessions, as seen after a session involving 'choosing' activities. Children constructed simple coherent phrases and sentences to tell others what they have been doing. In other lessons, adults dominate and direct discussion too much so that children do not have as much opportunity to share their thoughts and ideas. In writing, most children are able to form recognisable letters and many are using simple words in their own writing, making good accurate attempts at words using their knowledge of letter sounds. Higher attaining children can construct simple sentences, and some examples of writing at length were seen. Children are given a good range of opportunities to practise writing for different purposes, such as writing in speech bubbles what different characters in the story of the 'Three Little Pigs' might be saying.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Some effective strategies are employed to help children to count more accurately.
- Opportunities are missed to challenge higher attaining children through more carefully planned activities and closer assessment of their achievements.

### **Commentary**

40. Many children are on course to reach the expected standards in this area of learning and achieve satisfactorily since their entry into school. Most children can count aloud together to quite large numbers, and are beginning to use symbols to form and calculate simple addition and subtraction sums. They have a sound understanding of some of the basic properties of shapes, both two and three dimensional, and are gaining an understanding of measures to compare size and weight. Satisfactory teaching helps children to recognise numbers and count accurately. Some good strategies are employed; for example, a quick 'starter' activity pointing to the forehead, nose and chin helped children to keep track of counting aloud at speed using larger numbers, and was fun. Learning intentions are sometimes made clear in class discussions, but not consistently. In

group activities, tasks are not always different enough to provide added challenge for higher attaining children. This is because planning is not precise enough to show how learning is adapted for the different levels of attainment in the class. Teaching assistants are deployed well to support children in group activities but opportunities are missed to make notes of children's achievements during whole class activities to track their attainment more effectively and to use the information to plan and adapt work.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- The school uses visits well to bring learning alive.
- Sometimes whole class activities and more independent work are not well-balanced or organised well enough.

### **Commentary**

41. By the end of the reception year, children's knowledge and understanding of the world has increased satisfactorily since they started school and is supported by sound teaching and learning. Discussion as a class helps children to understand about special books, such as the Qur'an, but sometimes the teacher dominates discussion and opportunities are missed for children's understanding to be extended through more independent activity. On some occasions where a range of activities is planned, teaching assistants are used well, for example, to help children to explore the school environment. However, in the same sessions opportunities are missed to develop children's learning further through better planning of the teacher's intervention with different groups. Visits are used effectively, such as a recent visit to Hilliers Gardens, to learn more about their environment. Children are encouraged to record in different ways what they have found out, which acts as a useful reference point for recall later in the year. In one class, children have created their own 'dream gardens' in two and three dimensional formats that reflect their own ideas. Children are given opportunities to develop their computer skills, for example they use a mouse confidently and accurately to make sentences by choosing different key words.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Some techniques in games skills are taught well.
- Planning is not effective in making the best use of the outdoor area to develop skills further.

### **Commentary**

42. Satisfactory teaching and learning helps children to develop their physical skills, which match the standards expected of similar aged children, demonstrating sound achievement overall. In a games session in the hall, the teacher placed a strong emphasis on ensuring the children understood the effects of exercise on their bodies. They checked each other's 'racing' heartbeats successfully. Techniques in throwing were well taught so the children began to control where beanbags and balls were sent. However, the slow pace of the lesson meant that they were not able to develop their skills further as intended in the planning. Children have some opportunity to develop their physical skills outdoors, using wheeled vehicles, which they are able to use with control and co-ordination at speed. However, insufficient thought is given to planning for regular use of the outdoor area to enable more imaginative use by children or to encourage more adventurous use of their

physical skills. Children show sound finer control of small equipment and tools to write, colour and join small construction material to make models.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Some good strategies are used to develop imaginative thinking through a musical stimulus.
- The role-play areas are not used well enough to encourage imaginative play.
- The timetabling of the reception year singing session slows the pace of learning.

### **Commentary**

43. Standards match those expected for children of this age and children are achieving satisfactorily as a result of sound teaching and learning. Some good strategies are employed to enable children to respond to different types of music in 'Write Dance' sessions. In the best of these sessions, children are encouraged to share their imagined situations with the rest of the group both in oral and drawn form using crayons on large sheets of paper. On some occasions, opportunities are missed to explore children's views more fully. In classes, role-play areas have been designed as florists' shops but are not used frequently enough to develop children's imaginative play. Children are helped to explore different media to experiment successfully with colour mixing, printing techniques, blending techniques and simple observational drawings. They also use a range of materials to represent their ideas based on the work of different artists, such as effective collage work based on the work of Joan Eardley. Their explorations are successfully recorded in an art journal, which acts as a sound record of their experimentation. Children have weekly singing sessions where they make sound attempts at recalling the words of their favourite songs, but the session follows on from an assembly and slows the pace of learning as not all children are fully engaged nor enthused by the activity.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

The provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Examples of good and very good teaching help pupils to learn well.
- There are good opportunities for pupils to write in different styles and for different purposes, although not enough opportunity for pupils to improve the quality of their written work through re-drafting.
- The provision and support for pupils with specific needs to improve their English skills is effective.
- Some good practice is emerging in evaluating pupils' written work, although subsequent work is not always matched to the needs of higher ability pupils, particularly in writing.

#### Commentary

44. Pupils' achievement is satisfactory in building on their average attainment at the end of the reception year so that standards by the time pupils are aged seven remain broadly average, which is the same as the previous inspection. Standards in the 2003 national assessment tasks were average for both reading and writing, though below average in reading and well below average in writing when compared with schools with a similar intake. This was due to a smaller than average proportion of pupils attaining higher standards. Evidence from the unconfirmed 2004 assessment tasks, and inspection evidence, show that standards have improved since last year with the large majority of pupils achieving expected standards for their age. Although the proportion attaining higher standards has improved, particularly in reading, only a relatively small proportion of pupils achieved the higher grades for writing and this remains a focus for improvement by the school. Teachers and support staff provide pupils with special educational needs and those with English as an additional language with good support in lessons and additional support outside of lessons on an individual, paired or group basis. This enables them to make the good progress, particularly in their knowledge of letter sounds, to aid their accuracy in reading and writing.

45. Most pupils develop satisfactory oral skills as they move through Years 1 and 2 so that standards are broadly average by the age of seven. This is a better picture than the previous inspection. A small number of pupils are less confident in their ability to express their ideas and opinions within more structured speaking and listening activities. However, bilingual assistants are used well to ensure that those with English as an additional language are helped to understand the flow of discussion and contribute to them. Pupils are given the chance to talk about their work to their 'talking partners' and directly with their teachers, although practice is variable as some teachers tend to dominate discussion. A good example of the development of oral skills was observed in Year 1 as pupils formulated questions they wished to gain answers to in a later lesson on factual information.

46. Phonics are well taught in school, with the structured reading scheme adopted by the school being used in an effective manner to promote pupils' reading skills. Guided reading activities are used well to develop pupils' reading comprehension skills, and with silent reading activities being used to good effect to develop pupils' reading habits. The school operates a good Home/School link scheme, with many parents making a positive contribution to pupils' reading skills. In addition, a community volunteer reading programme gives pupils the opportunity to read regularly in school on an individual basis. As a result of such sound provision standards in reading at seven are average, with a number of pupils being good readers.

47. Pupils develop a satisfactory range of basic written skills in Years 1 and 2 and use them in an imaginative and interesting range of writing activities, which allow them to write for different purposes and in different styles. Pupils write descriptively about events in their own lives, such as *My Holiday*.

They accurately re-write stories read to them in class, such as *This is the Bear*, recalling main events and characters. They write well-structured letters to Father Christmas and produce simple acrostic poems based on their own names. They also engage in instructional writing, such as *How to make a Sandwich*, and produce sound character studies, for example to write about *My Grandad*. Although pupils plan their written work well, there are too few chances for them to re-draft their work in order to improve it in terms of content, structure, style and the use of more imaginative and descriptive language to reach higher standards. Standards in written work by the time pupils are seven are average.

48. The quality of teaching is satisfactory, with some good and very good teaching being observed during the inspection. Teachers plan their work well and use resources, such as an interactive whiteboard, to exemplify concepts, for example in a Year 1 lesson to help pupils to count the number of different sounds in words. Although the scrutiny of pupils' written work indicates that the English strand of the National Strategy is making a positive contribution to improvement in standards, a number of teachers implement it in an inconsistent manner with, for example, not all teachers informing pupils of the objectives for the lesson or checking them at the end to see if they have been achieved. This led to missed opportunities for assessing pupils' understanding and the progress that they had made in some lessons. During the inspection pupils were generally involved in the same activity and with the same planned outcome immaterial of their ability, notably in writing, so that pupils with higher attainment were not being challenged enough. Where teaching was good and better, teachers had high expectations of all pupils, ensuring that work matched the full range of abilities, and they set timed targets for activities, which increased the pace of learning. In a Year 1 lesson summary, for example, pupils were challenged to explain quickly what features in a piece of text indicated that it was a poem. Pupils responded well to identify rhyming words, which summed up their learning effectively.

49. Improvement since the last inspection has been satisfactory. Leadership in the subject is good, and management is satisfactory. The subject manager has put into place an imaginative scheme of work based on national frameworks. A good range of assessment procedures assesses pupils' strengths and weaknesses and provides them with targets for improvement. This newly established practice is helping pupils to identify what they need to do to improve, although subsequent plans are not always adapted to take account of these needs. Inconsistencies in practice have yet to be rigorously evaluated to ensure that planned intentions are fulfilled in practice.

### **English across the curriculum**

50. The use of English skills in other subjects is satisfactory. Some structured opportunities are provided to enable pupils to develop their speaking and listening skills. For example, in a history lesson in Year 1, pupils were encouraged to ask questions of some elderly visitors to increase their understanding of life in the past. In too many other lessons, teachers dominate discussion and this diminishes the opportunity for pupils to talk for a more varied range of purposes. Pupils use reading skills to find out information and, in ICT, to label objects, for example as part of science work. Opportunities again are sometimes missed to use writing skills to best effect in subjects such as religious education, geography and history to write about what they have learned. In displays, for example, there is little representation of pupils' writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- The manager's subject knowledge and level of skill in teaching the subject provides a good role model for others, but could be used more effectively to influence the practice of others in this respect.
- Pupils enjoy mathematics lessons.
- Teachers make good use of teaching assistants to support learning.

- Setting pupils according to ability is helpful in matching work more closely to individual needs but information from assessment and marking is not used well enough to adapt planned work within these sets.

## **Commentary**

51. Pupils' achievement in mathematics is satisfactory in Years 1 and 2 so that standards by Year 2 are average, which was the same finding at the last inspection. In the 2003 national tests, results were in line with the national average, although below those of similar schools because not enough pupils achieved the higher level 3. However, early analysis of results this year indicate a significant improvement, with most pupils reaching at least the expected level and over a quarter achieving higher levels, which is much more in line with the national picture. Inspection evidence reflects these standards.

52. Teaching is satisfactory with some good features in a small proportion of lessons that help pupils to learn well. In good lessons, effective strategies are used to involve pupils in their own learning. In a good Year 1 lesson, for example, the teacher's use of the interactive whiteboard engaged, involved and challenged all pupils to extend their understanding of place value in 3-digit numbers whilst capturing pupils' interest and enthusiasm. Carefully planned lessons have clear learning objectives that are shared with the pupils at the start of the lesson and revisited at the end of lessons using 'thumbs up' or 'thumbs down' to check understanding. Structured and relevant questioning targeted at the needs of different pupils consolidates and extends understanding. Not all teachers plan effectively for different groups of pupils within their teaching sets, which are organised according to ability across each year group, but still have a range of attainment within them. For example, for some pupils in a higher ability Year 2 class the lesson progressed too quickly for them and they became confused about the criteria to sort common three-dimensional shapes. However, teaching assistants and other adult helpers provide good support to pupils with specific needs enabling them to cope well with new concepts and, particularly for those with English as an additional language, mathematical vocabulary. In lower attaining sets, for example, where tasks are differentiated by the degree of difficulty as well as level of support, those with special needs achieve well because the good level of support boosts their learning. In Year 1, these pupils are able to double single digits and are beginning to choose appropriate methods for adding and subtracting. In Year 2, they are applying their knowledge of number successfully to solve money problems.

53. The National Numeracy Strategy is securely in place and all pupils in Years 1 and 2 are placed in sets at the start of the school year after careful analysis of their attainment. Assessment procedures are linked to the areas of study and teachers keep brief records of pupils' progress. However, currently there are few opportunities for pupils to discuss their own progress and set short-term targets. Examples of children's work show that teachers' marking is inconsistent and does not often indicate to pupils how they can improve. There is good emphasis on the correct use of mathematical vocabulary but there is little effective display of key words in classrooms to reinforce their use and meaning.

54. Improvement since the last inspection has been satisfactory. Leadership of the subject is good and management satisfactory. The subject manager is committed to improvement and has very good knowledge and understanding of the subject, having leading maths teacher status. However, although the manager sets a good role model for staff for teaching mathematics through effective personal practice, this has yet to influence the practice of other staff sufficiently to create greater consistency in provision. For example, current planning is variable in quality and does not systematically cater for pupils of different ability by offering tasks that are well matched to their different levels of attainment within their sets. Neither do teachers involve pupils in their own learning sufficiently, for example by sharing realistic targets. In some lessons the pace of learning is slowed because lessons go on much longer than planned, and pupils sit for too long listening to the teacher rather than being more involved in practical activity.

## **Mathematics across the curriculum**

55. There are limited occasions when pupils use mathematics as part of their work in other subjects. For example, they use graphs and tables to record data in geography, and use ICT to produce these graphs. However, opportunities tend to occur coincidentally rather than as part of systematic planning.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average and most pupils achieve well.
- Teaching is good with clear learning objectives that are shared with pupils.
- The curriculum is well planned with good coverage of national curriculum requirements, although investigation activities, which develop scientific skills and independent learning, are better developed in Year 1 than Year 2.
- Information and communication technology is not sufficiently used in lessons in Year 2

### **Commentary**

56. Inspection evidence and assessment data indicates that standards in science at the end of Year 2 are above average. High standards have been maintained since the last inspection and the school has effectively adapted curriculum plans to meet changes in the national curriculum when required. All pupils, including those with special educational needs, achieve the national standard; the higher attaining pupils achieved above the national average in the 2003 assessments. Standards among current pupils reflect a slightly better picture than last year's assessment results, and indicate an improvement.

57. Teaching and learning are good. Analysis of pupils' work, discussions with teachers and lesson observations show that there is good coverage of the science curriculum and work is adapted usually by outcome for the different abilities of the pupils. Correct scientific language is used and the pupils present their work neatly. Marking acknowledges what the pupils know, understand and can do. Often there are written comments to help the pupils improve their work. Though the higher attaining pupils progress well they could achieve even more if they were given more challenging activities in their science lessons. However, most teachers plan lessons well and at the beginning of lessons explain to the pupils what they are going to learn. This stimulates pupils' interest and enthusiasm and as a result pupils work hard and progress well to meet these objectives. Occasionally, overlong explanations and too much talking by the class teacher, leads to deterioration in behaviour and pupils do not learn as much as they are capable of. However, in most lessons pupils have good attitudes to science and they work well together. This also helps to promote personal and social development. Relationships between adults and pupils are mostly good.

58. In Year 1 lessons, pupils learn about the five senses through an investigative and practical approach. Pupils listen well to their teachers at the beginning of the lessons. They work co-operatively, make observations and discuss their findings with each other. Teaching assistants, trainee teachers and parent volunteers support the pupils very well helping them to develop confidence in thinking skills. In a very good lesson in Year 1, the student teacher used the interactive whiteboard and a microscope linked to the computer. This helped the pupils understand about the different levels of magnification compared to their own eyes. In the Year 2 lessons, pupils had fewer opportunities for independent investigations, tasks were teacher directed and there was insufficient extension work or challenging questions for higher attaining pupils. Pupils did not have the opportunity to use the computers in the classrooms to record their observations, or for independent research.

59. The leadership and management of the subject are good. The subject leader has very good knowledge of the subject and provides good support to other teachers. A clear action plan identifies

areas of development in a systematic and manageable way. Monitoring takes place through a range of strategies including lesson observations, work sampling and questioning pupils; there is a strong commitment to continue to improve standards in science. The outcomes of the teacher assessment at the end of Year 2 are carefully analysed. As a result the school is aware of strengths and weaknesses in pupils' achievements. However, more regular whole school assessment procedures have not yet been fully developed to monitor pupils' progress throughout the school. The subject leader has already identified this and plans are in hand to improve procedures. A good range of resources are used well to help pupils with their learning in science. ICT resources are not consistently used in science lessons to support the pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy their work with computers.
- Improved resources have contributed to improved standards since the last inspection.
- Organisation and planning for ICT create some constraints to learning.

### **Commentary**

60. Standards are in line with national expectations for ICT by Year 2, an improvement on the previous inspection. This is because the school has invested in more up-to-date computers and hardware, including a bank of several computers in a small computer suite, and increased the level of skill and competence with which the subject is taught.

61. Sound teaching helps pupils to achieve satisfactorily, work well together and collaborate effectively when using the computer. By Year 2 pupils have a sound understanding of how a computer operates. They confidently log on and off, edit, save and print their work. Pupils are also confident in using the mouse to select and move around the screen in different programs. They are able to generate, amend and record words and pictures to share their ideas. They represent data they have collected in graphical format, for example the types of holidays they have taken. Teachers are beginning to use whiteboards to demonstrate their intentions for learning in ICT and this aids their explanations. Sometimes these explanations go on for too long and slow pupils' learning. In spite of this, pupils are usually engaged in learning because they enjoy the subject and this helps them to concentrate and work hard. For example, pupils in Year 1 quickly completed labelling parts of the face using sound mouse control to select and choose words and arrows. However, although some challenge was identified in plans to extend pupils' learning, these were not always carried out in practice. In Year 1, an extension to pupils' learning was to create their own labels but this was not fully realised.

62. Planning shows how learning builds sequentially on prior lessons as well as links with other subjects, but does not always take into account pupils' own experiences at home. In an introductory session to the internet, pupils in Year 2 were shown how to conduct simple searches to find information about minibeasts. However, the teacher did not take into account the fact that several pupils regularly used different search engines at home to retrieve information from the internet. This limited the overall achievement in the session. Teachers give the appropriate amount of support to pupils as they work to enable them to have a degree of independence in their learning, but do not always include them effectively at the end of sessions to evaluate their own learning. However, samples of work are collected and annotated clearly to show pupils' achievement and these inform running records of pupils' progress.

63. Although the subject now meets statutory requirements, an improvement from the last inspection, the way the use of the computer suite is timetabled creates some barriers to ensuring all pupils have the best opportunities to learn and practise new skills. For example, some sessions are

too short to ensure that all intentions for learning are achieved, while others are long and the pace of learning slows. Leadership and management of the subject are satisfactory overall. Further development is planned to continue to update and improve provision in the subject, which is considered a high priority by the school and features clearly in a detailed improvement plan.

### **Information and communication technology across the curriculum**

64. There is sound evidence of ICT skills being used to support learning in other subjects, although there is stronger evidence of its more effective and regular use in Year 1. Teachers are becoming more confident in using computer whiteboards to support pupils' learning in a range of other subjects, for example in Year 1 in art to show pictures of famous paintings, and in English to model writing and gather pupils' responses. A microscope linked to the computer was used in science in Year 1 to provide enlarged views of fingerprints. Pupils use ICT to present work in graphical form, for example from field studies on traffic conducted in geography.

### **HUMANITIES**

65. In humanities, work was sampled in **geography** and **history**. It was only possible to observe one lesson in history in Year 1 and two in geography, both in Year 2. It is therefore not possible to form an overall judgement about provision in either subject. However, evidence based on these lessons, on an analysis of pupils' work and discussions with pupils shows that attainment in both subjects is in line with national expectations by the end of Year 2, which is broadly similar to the last inspection. Looking at teachers' planning and scrutiny of pupils' work shows that there is a suitable range of activities to cover the national curriculum requirements. Samples of work also indicate there is too much emphasis on worksheets that do not do enough to develop pupils' skills. However, a good example of the use of primary source material was observed in a Year 1 history lesson where pupils were able to question two elderly visitors about their lives in the 1930s. In geography, pupils in Year 1 use the local area well to carry out traffic surveys. Teachers display some pupils' work as a record of their investigations, but opportunities are missed to represent pupils' geographical skills and understanding. For example, in Year 2, pupils compare the different features in their own locality with those in a nearby village but the wall displays do not reflect these similarities or differences from the pupils' perspective. In lessons following a visit to a local harbour, teachers made good use of ICT to display photographs taken on the visit, but missed opportunities to develop pupils' knowledge and understanding through carefully considered questioning and tasks. Both year groups make use of a commercially produced project to locate worldwide holiday destinations, but again there are missed opportunities to develop pupils' knowledge and understanding.

66. The geography manager is quite new to the post and has already revised the policy and scheme of work. Plans are in place to further develop field trips and to strengthen literacy and numeracy links to enable pupils to represent their understanding. The history manager has started to assess pupils' skills, but this data is not yet being used to inform planning. Both managers are conscientious and plan to raise the profile of the subjects further. Overall, the subjects are led and managed satisfactorily.

### **Religious Education**

The provision for Religious Education is **satisfactory**.

#### **Main strengths and weaknesses**

- Support staff are used effectively to support learning.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- There are missed opportunities for pupils to develop their literacy skills in the subject.

#### **Commentary**

67. Pupils make satisfactory progress in the subject and achieve standards in line with the expectations and demands of the agreed syllabus used by the school. Standards in the subject have been maintained since the last inspection. Pupils in Year 1 are developing a satisfactory understanding of the Islamic faith as they consider the Hajj, the pilgrimage to Mecca, the festival of Eid, and their importance within the Muslim faith. Pupils in Year 2 are extending their knowledge of the Islamic faith as they consider Ramadan and the celebrations that follow on from it. A scrutiny of pupils' written work indicates that pupils explore both the Christian and Islamic faiths. They consider the stories and events in the life of both Jesus and Mohammed and compare and contrast the festivals, celebrations, special books and places of worship of the two faiths and come to appreciate in a simple yet effective manner the common features they share and how they influence their followers' lives.

68. The quality of teaching and learning in the subject is satisfactory overall. Lessons are usually well planned and organised with resources being used in an effective manner to promote pupils' learning, knowledge and understanding. For example, support staff are used well to enable pupils with English as an additional language to access the curriculum. In a Year 1 lesson, a bilingual assistant was used effectively to translate a book about the Muslim faith into Bengali for one pupil who had recently returned from overseas. The pupil was then sensitively encouraged to contribute experiences about the faith with classmates. This increased the pupil's level of self-confidence immensely and pupils were keen to ask questions. Much of the work in religious education lessons is of an oral nature, with limited chances for pupils to write about what they have learned to consolidate or extend their learning further. On occasion, discussions go on for too long and do not involve the pupils effectively enough as teachers dominate discussion.

69. School assemblies make a good contribution to the subject, with leaders from both the Christian and Islamic faiths being involved. With the chance for pupils to consider two major world faiths the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development. Leadership and management in the subject are satisfactory, with the agreed syllabus used by the school being interpreted by teachers in a satisfactory manner.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

70. No lessons in **design and technology** were observed during the inspection and therefore no judgement on provision in the subject can be made. Evidence from teachers' plans indicates that the national requirements are met. Some examples displayed around the school showed sound standards, for example designing and making hand puppets, patchwork quilts and go-karts.

### **Art and Design**

Provision in art and design is **satisfactory**.

#### **Main strengths and weaknesses**

- The leadership of the subject is good.
- Well-planned opportunities are provided for the pupils to investigate and experiment.
- Assessment is underdeveloped.

### **Commentary**

71. In addition to the lessons seen, displays and pupils' work in sketchbooks show that achievement is satisfactory overall in developing different art skills and techniques and in using a range of materials and different media. Sound standards in art and design have been maintained since the last inspection and pupils' achievement is satisfactory in building on their skills at the end of the reception year. However, the subject leader has good skills and knowledge, leads by example and gives other teachers confidence and support to teach in a more effective way. The profile of art

and design is being raised in the school through the encouragement of the headteacher and the school working with other local schools. As a result, teachers' expertise has been gradually improving in the planning and teaching of art lessons. A new scheme of work has recently been introduced to ensure there is a coherent development of pupils' skills as they move through the school. This bodes well for future standards in enabling a larger proportion of pupils to attain higher standards, although it is not yet fully realised in the current standards being attained in Year 2 which are average. Assessment of art and design is underdeveloped. There is a small amount of moderation of pupils' work by teachers. Teachers acknowledge pupils' achievements in the art journals but practice is not consistent in providing an effective record of progress.

72. The quality of teaching and learning is good overall in the small number of lessons seen but ranged from satisfactory to very good. The good and very good lessons were well planned and taught enthusiastically. Clear explanations, good classroom management and good quality resources motivated pupils to work hard and achieve well. For example in a Year 1 lesson, the interactive whiteboard displayed a Chagall painting. Pupils were challenged to identify the colours that were blended together in the painting. They then experimented with pastels themselves and at the end of the lesson were able to explain that two colours blended together created a different colour. This is good learning. On occasion, lessons are fragmented as pupils go to and return from swimming. In a Year 2 lesson, for example, a teaching assistant was deployed to support learning and techniques were explained and demonstrated well, but learning is disjointed as a result of pupils moving from place to place.

73. Analysis of pupils' work and classroom displays accurately reflect the satisfactory standards seen in lessons. The art journals show that pupils revisit skills and improve them year on year. Some of the higher attaining pupils evaluate their work and are able to use designs for a real purpose. Displays show that pupils study famous artists such as Paul Klee and are able to represent his paintings themselves using line and pattern successfully. This helps to promote pupils' cultural awareness. Pupils have some opportunity to use computers in art independently to work in an alternative medium, for example for simple graphic pictures, but not enough thought is given to its planned use by pupils in lessons.

## **Music**

The provision for music is **satisfactory**.

### **Main strengths and weaknesses**

- There are examples of good teaching in the subject that contribute effectively to learning.
- The subject makes a good contribution to pupils' social and cultural development.

### **Commentary**

74. Discrete music lessons were observed during the period of the inspection, along with listening to pupils sing during assemblies and singing practices. Evidence from these activities indicates that pupils make satisfactory progress in the subject and achieve standards in line with expectations for their age. Standards in the subject have been maintained since the last inspection.

75. The quality of teaching is satisfactory overall, with some good teaching being observed during the week of the inspection. Lessons are well planned and organised with teachers giving pupils regular access to a good range of musical instruments. Teachers help pupils to develop a musical vocabulary and to recognise the names and sounds of various instruments. Chances are given for pupils to fulfil both elements of the national curriculum for music - listening and appraising and composing and performing. Pupils in Year 1 showed good progress in developing their musical skills as they produced a 'sound story' based on a story read out to them by the teacher. The good progress made in this lesson was enhanced by the pupils' enthusiasm for their work and their sensible approach to selecting appropriate instruments for the pieces they created that reflected the

main themes in the story well. In Year 2, pupils worked in groups to successfully create a musical representation of a weather forecast, each group using untuned percussion instruments to create a piece of work based on rain, snow, wind, sun etc. The satisfactory progress in this lesson owed much to pupils' good self-discipline as they listened to and valued each other's ideas before finally agreeing on a structure for their musical composition.

76. There are chances both within lessons, singing practices and assemblies for pupils to develop their singing skills. Teachers place appropriate emphasis on pupils singing from the diaphragm, necessary breathing techniques and clarity of lyrics so that they sing with reasonable harmony, attention to pitch and sound recall of words.

77. Leadership and management in the subject are satisfactory. There is a policy for the subject with teachers using a commercial scheme of work in an effective manner. Provision supports pupils' social and cultural awareness well. Pupils are given the chance to form a school choir when the occasion arises with pupils having performed in the Portsmouth Infant Schools Music Festival. The school has also hosted a number of musical groups, including a string quartet and a woodwind group. Music is well-chosen in assemblies to reflect key themes and represents a range of music from around the world.

## **Physical Education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The opportunity to swim and the standards attained are strengths of the school.
- Good opportunities are provided for pupils to devise their own rules for games activities.
- Pupils are not so involved in evaluating and sharing their achievements in swimming.
- Parental assistance is invaluable in supporting swimming provision.

### **Commentary**

78. Improvement in physical education has been good since the last inspection in maintaining the good standards observed in swimming and improving standards in other aspects of physical education. Pupils achieve well because of the good quality of teaching and learning. In all lessons, teachers plan their work in detail, showing how learning develops during the lesson and from lesson to lesson. Plans in swimming show clearly how expectations are adapted for different levels of ability so that there is a close match to different pupils' needs but also is a good level of challenge in the tasks provided. For example, in a Year 1 lesson, pupils were asked to move across the surface of the pool kicking with their legs and resting their chins on floats but without using their arms. The pupils responded well, showing increased confidence and skill after they had practised. Pupils are developing good levels of skill for their ages in both swimming techniques and water confidence. By the time they leave the school, many pupils are able to swim at least 25 metres unaided.

79. In games sessions, teachers place a good emphasis during warm up sessions on making pupils aware of the effects of exercise on their bodies. Teachers' explanations and instructions are clear and some techniques are modelled well, for example in Year 1 to show pupils how to dodge and get round their partners. As a result pupils were attentive to controlling their movements to sidestep and dodge around each other. Pupils respond well to teachers' high expectations for effort and persistence in extending their skills to devise their own games. Pupils apply their skills well to use basic tactics and formulate simple rules for games involving dodging each other to reach a target in Year 1, and in Year 2 to create a 'tag' game. A good feature in games lessons was the way in which teachers used demonstrations by the pupils effectively so that other pupils gained a clear understanding of what they could achieve. Opportunities were sometimes missed to use pupils' accomplishments to act as an incentive to others in swimming. However, pupils really value each other's efforts. In Year 2, for example, when some pupils were attempting to gain the next skills level

certificate in swimming, other pupils provided strong encouragement and cheered each pupil's attempts to swim the full length of the pool. This inspired pupils' efforts so that all were successful.

80. Leadership and management of the subject are good. Guidelines for planning have been developed and are used by all year groups, which aids progression in learning. Teachers' and their assistants' competence in teaching swimming has been regularly updated. There are some extra-curricular activities to develop pupils' interests in physical activities, such as football, judo and a street dance club, which is an improvement since the previous inspection. Good links have also been established to promote community sports. For example, the school takes part in inter-school competitions in football, rugby and swimming. It is the only Infant school in the area to participate in the latter. The school benefits from its own swimming pool. Parents fund its upkeep and they also play a good role in prompting children to change their clothing in swimming sessions, which speeds up the process.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal and social education is **good**.

### **Main strengths and weaknesses**

- A good programme supports personal development but systems for tracking most pupils' personal development have yet to be developed.
- The school has introduced new strategies that help to raise pupils' self-esteem.
- Assemblies are well planned to explore different themes related to pupils' personal and social experiences.

### **Commentary**

81. All of the pupils benefit from the good personal, social and health education programme that the school has developed. This is embedded in specifically defined and taught lessons and well-planned themes in assemblies, as well as woven into other parts of the curriculum, such as science and physical education, when pupils consider health related issues. A specific focus is placed on some aspects during special themed activities, such as 'Health Week' and the 'Getting it Right' campaign involving local services.

82. Specific lessons are well planned to enable pupils to share their thoughts and feelings. Teaching and learning are satisfactory overall, with some good features that help to establish very good relationships and a supportive climate where pupils are willing to share their views. For example, in Year 1, pupils were able to explore angry feelings. The teacher successfully modelled anger about a broken cup and asked pupils what they could do to help to control anger. Although initially slow to share their views, pupils' confidence grew in volunteering responses and sharing their experiences. New strategies have been introduced, such as the PAtHS approach, which are having a positive effect on pupils' behaviour and personal development. Pupils are chosen for others in the class to make complimentary comments about. This helps to raise their self-esteem and self-confidence.

83. Assemblies are well planned to focus on a particular theme over the course of a week and these relate to an overall theme over a longer period. Currently the theme is about caring, and during the week of the inspection it was about caring for the world. This enables pupils across the school to explore issues together initially as a whole school and subsequently in year groups and in individual classes to deepen their understanding. In the initial assembly, for example, the head teacher focused on a creation story, which was built on successfully in year group assemblies to explore further how we look after the environment. Pupils responded well to some of the questions raised by the theme. In the reception year, for example, pupils were 'shocked' by the rubbish strewn on the floor as they entered the hall and were keen to share their views.

84. The headteacher takes the views expressed by pupils seriously and is keen to involve pupils in school developments, such as environmental improvements. Pupils have the opportunity to share their concerns in a confidential way through posting them in a 'listening box'. These good opportunities contribute to the good personal qualities demonstrated by pupils by the time they leave the school. However, the school has yet to develop ways of tracking pupils' personal development as a means of developing their skills still further.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*