

INSPECTION REPORT

FLYING BULL PRIMARY SCHOOL

Buckland, Portsmouth

LEA area: Portsmouth

Unique reference number: 131210

Headteacher: Mr D Hewett

Lead inspector: Malcolm J Weaver

Dates of inspection: 15 - 17 March 2004

Inspection number: 256142

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	264
School address:	Flying Bull Lane Buckland Portsmouth Hampshire
Postcode:	P02 7BJ
Telephone number:	023 9269 4313
Fax number:	023 9265 0289
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Jenkins
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in a socially deprived residential suburb close to the centre of Portsmouth. The school has 264 boys and girls of equal number on roll, including 48 children attending the Nursery part time. The majority of pupils are of white British heritage with 18 pupils (seven per cent) from eight other ethnic groups with those of Bangladeshi origin being dominant. Fourteen pupils have English as an additional language with five at an early stage of speaking English. Five other children from minority ethnic origins joined the school during the inspection, most of whom have very limited skills in using English. The attainment of pupils on entry to school is poor. Sixty-four pupils have special educational needs (SEN), which is above average, the majority having social, emotional, behavioural, speech and communication difficulties. Four pupils have statements of SEN that encompass these difficulties, and this is broadly average. The number of pupils joining the school after the normal starting age is below average but those leaving before the end of Year 6 is above average. Inward mobility in Year 6, however, was very low in 2003. The school has received the 'School Achievement Award' and won the 'Portsmouth Tidy School Award' in 2002. It receives funding from Excellence in Cities and has links with other Excellence in Cities schools, comprising three secondary and 14 primary schools. Strong links are held with Portsmouth's School Centred Initial Teacher Training programme and University College, Chichester. The school participates in the 'Leadership Development Strategy in Primary Schools' and is involved in The Children's Fund and Children's University initiatives. The headteacher has been in post for 14 months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	M J Weaver	Lead inspector	
1311	B Wood	Lay inspector	
17757	J Willis	Team inspector	Provision for children in the Foundation Stage Mathematics Art and design Music
3855	D Langton	Team inspector	English English as an additional language Geography History Religious education
31801	Y Bacchetta	Team inspector	Provision for pupils with special educational needs Science Information and communication technology Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that is committed to raising standards of education and providing very effectively for pupils' welfare. Although standards are still below average at Year 6, they are improving under the very good leadership of the new headteacher and are now average at Year 2, and pupils' achievement is good. The quality of teaching is good overall. Leadership and management are also good overall, and the school gives good value for money.

The school's main strengths and weaknesses are:

- The leadership and management are good overall, but the role of some subject co-ordinators and governors needs further development.
- Children in the Foundation Stage achieve very well.
- Teaching is good and standards of work are improving, particularly in reading, mathematics and science in Years 3 to 6.
- Standards in writing and speaking and listening have been slow to improve throughout the school and pupils' achievement in science needs improving in Years 1 and 2.
- Teachers' assessment and marking of pupils' work needs improving in most subjects.
- Pupils' moral, social and cultural development is good, as are pupils' attitudes and relationships throughout the school. Provision for pupils with special educational needs and those for whom English is an additional language is also good.
- The outdoor provision for the Foundation Stage needs improving; the school needs to ensure that its plans for this improvement are implemented without delay.
- Too many pupils arrive late at the start of the school day.

The school has made good improvement since the last inspection because of the significant initiatives introduced by the headteacher. Teaching has improved, with more lessons being of good and very good quality. Although standards are below expectation in the Foundation Stage and below average by the time pupils leave the school, pupils achieve well as the result of the improved teaching. The partnership with parents has been improved significantly and is now good, whereas previously it was weak. The school has successfully addressed eight of the nine key issues since the last inspection and the headteacher is now ensuring that teachers' subject knowledge, the remaining issue, is fully developed in all non-core subjects – that is, subjects other than English, mathematics and science.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E	E
mathematics	E	D	E	E
science	E	E	E*	E*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E is very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good. Children enter the Nursery class with low standards. Although most children are unlikely to attain the goals children are expected to reach by the end of Reception, standards have improved to below average by the time they enter Year 1, and they are above average in personal, social and emotional development. This indicates very good achievement because of very good teaching. Whilst standards are still below average in Year 6, pupils are now achieving well overall because of the effective teaching they receive and the school's drive to raise standards is

already showing an impact in the average standards in Year 2. This is a strong improvement compared to the underachievement previously made by most pupils over recent years. Pupils with SEN and those with English as an additional language also achieve well because of the good and often very good support that they receive.

Pupils' personal qualities, including their moral, social and cultural development, are good. Pupils' behaviour and relationships with classmates and adults are good. Attendance is satisfactory but too many pupils arrive late at school. Despite the school's hard work, several families are not ensuring their children attend regularly.

QUALITY OF EDUCATION

The quality of education now provided by the school is good. The quality of teaching throughout the school is now good because of very recent improvements. The quality of pupils' learning, including that of pupils with SEN and those with limited skills in speaking English, is also good. More could be done, however, to raise standards in writing. More could also be achieved in science and all non-core subjects, where the assessment of pupils' work is underdeveloped and where teachers' marking does not always ensure that pupils know how to improve their work. The curriculum is satisfactory but good provision is made for after-school clubs and activities such as the Children's University, which is very well attended. Provision for pupils' academic guidance is good in English, mathematics and the Foundation Stage but is underdeveloped in most other subjects. The care for pupils' welfare, health and safety is very good and links with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership and management of the headteacher are very good. He has brought a clear strategic direction to the school in using and developing the strengths present, particularly in teaching, and has clear plans for further development. He and senior managers have begun the practice of effective self-evaluation and has ensured a higher quality of teaching, particularly in Years 3 to 6. He has delegated well to staff, several of whom have only recently taken on new areas of responsibility. He is supported very well in each of these areas by the effective deputy headteacher. Leadership and management of key staff are good although some do not have clear knowledge of the standards and teaching in their subject. Governors fulfil their role satisfactorily but have yet to become effectively involved with setting the direction for the school. Statutory requirements are met apart from some minor issues relating to documents to parents, which are easily remedied.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the provision made by the school, and value the support and care shown to their children. Pupils value the school; they enjoy the wide range of activities available to them and speak highly of the Children's University 'Master class' that is held in school on Saturday mornings. Inspectors agree with this perception based on discussions with pupils.

IMPROVEMENTS NEEDED

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

- Continue to raise standards further in writing, speaking and listening and science.
- Ensure that all teachers use marking and assessment information effectively to give pupils clear guidance on how they might improve.
- Further develop the role of governors and subject co-ordinators.
- Improve the outdoor play area for children in the Foundation Stage.
- Continue to improve pupils' punctuality.

and, to meet statutory requirements:

- Ensure the prospectus and governors' annual report contain all required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is now good overall. Children achieve very well in the Nursery and Reception. Although standards are below average in nearly all subjects in Year 6, pupils achieve well in Years 1 to 6 because of the improved teaching now present.

Main strengths and weaknesses

- Standards in English and mathematics at Year 6 have improved since the national tests in 2003, when they were well below average; science has improved very well since the tests in 2003 when standards were very low.
- Much improved strategies, although only implemented over the last twelve months, are ensuring that standards rise and achievement is consistently good throughout the school.
- All pupils, including those with SEN and English as an additional language, now achieve well.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003¹

Standards in:	School results	National results
English	23.9 (24.4)	26.8 (27.0)
mathematics	23.5 (26.4)	26.8 (26.7)
science	24.5 (26.7)	28.6 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

1. The results for Year 6 pupils in the 2003 national tests were well below average in English and mathematics, and science results were in the lowest five per cent nationally. The standards attained since 2000 had been generally well below average with no clear development or improvement evident in English, mathematics or science. Standards in mathematics and science both fell in 2003 compared to 2002. Year 6 pupils' rate of improvement over the last five years, however, has been broadly in line with the national improvement trend. When compared to schools with similar numbers of free school meals, standards were well below average in English and mathematics and very low in science. When compared to their attainment in Year 2 their progress was poor. School information clearly shows that most pupils, including higher attainers, have been underachieving during recent years. This trend of underachievement has now been addressed effectively and pupils are achieving well.
2. Inspection findings show that much improvement has taken place since 2003 in all three core subjects, where standards have now improved to below average. Significant initiatives implemented in Years 3 to 6 since the headteacher's arrival have been effective, and the good teaching evident in Years 1 and 2 has been used effectively to develop teaching in Years 3 to 6. This has led to a major improvement in pupils' achievement, which is now good, and standards that are now clearly rising in English and mathematics. Standards in science, although having improved and now only below average, are developing at a slower rate than English and mathematics as assessment information and the way teachers use it are underdeveloped. Standards are below average in religious education and just below average in information and communication technology (ICT).

¹ **Average points score.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

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

Standards in:	School results	National results
reading	16.2 (15.7)	15.7 (15.8)
writing	15.2 (13.8)	14.6 (14.4)
mathematics	17.0 (16.9)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. The results of the Year 2 national tests and tasks in 2003 were average in reading and writing, and above average in mathematics. This indicates that standards in reading and mathematics have been sustained since 2002, but improvement in standards in writing has been achieved. Year 2 pupils' rate of improvement over the last five years has been rising at a faster rate than the national improvement trend. When compared to schools with similar numbers of pupils claiming free school meals, standards were well above average in reading, writing and mathematics.
4. Current standards in Year 2 in reading, writing, religious education and mathematics are average and pupils' achievement, since their below average starting point on entering Year 1, is good. This indicates that the previously reported good teaching is being sustained and builds well on the standards achieved in the Foundation Stage. Pupils' speaking and listening skills and standards in ICT are, however, below average. Standards in science are presently well below average and reflect the teacher assessment in 2003 at the expected level, mainly because of the underdeveloped use of assessment.
5. Since the appointment of the current headteacher, successful initiatives have been implemented to raise standards in English, particularly to improve pupils' oral language, which was poorly developed at the last inspection, and writing. Standards are improving but more work is required to develop pupils' skills further. The national numeracy strategy has been implemented well and has successfully addressed pupils' underachievement, with pupils now achieving well. Pupils develop their skills, knowledge and understanding satisfactorily in science but more focus is required in teachers' use of assessment to drive standards up further, particularly in Years 1 and 2. In ICT, pupils achieve well because of the good leadership given by the subject manager that has successfully influenced teachers' planning and ensures that pupils use computers to support their work in all other subjects.
6. Standards in the Foundation Stage are below national expectations by the time children enter Year 1 in all areas of learning except personal, social and emotional development, where they are above expectation. Because of the very good teaching, children's achievement in their personal, social and emotional development, communication, language and literacy and mathematical development is very good. This demonstrates very good provision and achievement overall as children entry the Nursery with poor standards of attainment.
7. All pupils, including those with SEN and English as an additional language, achieve well overall because of the good provision and support that they individually receive. This is particularly effective as the school continues to receive applications for entry from a widening range of minority ethnic families, with five children joining the school during the inspection. The school is effective in ensuring it gains the necessary support from the local education authority and external agencies to help teachers by providing support in pupils' home language.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and learning are good. Behaviour is good and the rate of exclusions is falling. Pupils' moral and social development is very good; their cultural development is good but their

spiritual development is only satisfactory. Attendance is satisfactory but pupils' punctuality is unsatisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage make a very positive start to their school lives and have very good attitudes and behaviour.
- Pupils' attitudes and behaviour continues to be good in Years 1 to 6, and this contributes well to their learning.
- Pupils' good relationships with the staff support their confidence.
- The good overall provision for moral, social and cultural education motivates pupils to try hard and enjoy school, but pupils' spiritual awareness is less well developed.
- Too many pupils arrive late to school.

Commentary

8. Teachers in the Foundation Stage place emphasis on developing children's personal, social and emotional development. Children settle quickly, understand the expectations and routines and develop very good attitudes and behaviour, throughout their time in the Foundation stage. They listen well to their teachers and each other, and are keen to become involved with the many activities provided. As a result of the support they receive, they develop their social and emotional skills very well, exceeding the goal expected at this age by the time they leave Reception, and are well prepared for the entry into Year 1.
9. Pupils enjoy school. They gain an increasingly good understanding of the school's expectations for their behaviour and respond well, including those with challenging behaviour. Pupils are enthusiastic, respond well to questions and instructions and want to do their best. Lessons flow with only occasional interruptions, even when classes have a high proportion of pupils with challenging behaviour or emotional problems. In many lessons the teachers' good behaviour management and motivational approach enable pupils of all abilities, including those with limited skills in using English and those with SEN, to show interest and involvement in their learning. Pupils' good behaviour and developing effectiveness in interacting with adults ensure they develop their social skills and tolerance for one another.
10. Pupils build good relationships with their classmates that enable them to work well in pairs or groups. They feel secure and say that they are able to talk to a member of staff if they have a personal concern. Their good behaviour and attitudes result in freedom from bullying, racial disharmony and harassment. Pupils learn to develop their teamwork and value each other's contributions. Pupils readily accept roles of responsibility, and eagerly await implementation of the school council. The school's good ethos is effective in reducing any anti-social behaviour and improving pupils' self-esteem and confidence. Lunchtimes are happy and relaxed social occasions, where pupils mix easily with each other.
11. Pupils' moral and social development is very good. Pupils have good understanding of right from wrong and show respect for people and property. Vandalism has reduced, because all adults in school help pupils to understand what is acceptable. Staff show respect for pupils and the resulting good relationships reflect the good role modelling by teachers and non-teaching staff and their emphasis on working together. All lessons are strong in their reinforcement of moral and social education and this results in a harmonious working environment that includes all pupils of all abilities, irrespective of their background or origin.
12. Whilst staff take opportunities during assemblies and acts of collective worship to develop pupils' spiritual awareness through, for instance, music played during their entry to the hall, and in their work in art and design, teachers' planning does not include enough opportunities across the curriculum. Pupils' cultural development, however, is good because they develop good knowledge of and respect for the celebrations and beliefs of the various religious faiths and traditions of their classmates. Staff take every opportunity to develop this theme and have added a wide range of traditional celebrations that represent the children's backgrounds. After-

school activities enhance pupils' opportunities to develop their social, moral and cultural development. The school's good links with the dockyard promote pupils' awareness and understanding of British heritage during their annual opportunity to work in their school teams aboard Portsmouth's famous ships.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	1.7
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.

13. Attendance has improved since the last inspection and is now broadly average. The school's very good procedures to promote attendance include telephoning parents on the first day of their child's absence and inter-class attendance league tables. Unauthorised absence remains high, but is reducing. Holidays taken during term time are well controlled and are not a significant reason for absence. The education welfare officer gives very good support in assisting the school to help focus parents' support to reduce their children's poor attendance and the adverse impact it has on their learning. Lessons begin on time, but the punctuality of many pupils is unsatisfactory at the start of the day.

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	261	68	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Bangladeshi	12	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – African	1	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

14. One in ten pupils has emotional and behavioural difficulties, and the school has needed to exclude a large number of pupils whose challenging behaviour was unsatisfactory. During the last six months, however, the school has become a calmer place and exclusions have reduced markedly as staff have become more skilful in alerting pupils to the choices they have and the consequences of their actions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall quality of teaching is good, with often very good or better teaching being seen. Assessment is satisfactory overall but requires further development. The school provides a sound curriculum with a good variety of enrichment activities. Staff provide a very good quality of care for all pupils and links with parents are good.

Teaching and learning

The quality of teaching and learning is good overall. Assessment is good in the Foundation Stage and satisfactory in Years 1 to 6.

Main strengths and weaknesses

- Teaching is good and often very good, particularly in the Foundation Stage, and is having a positive impact on raising standards.
- Teachers have good subject knowledge and plan lessons effectively.
- Assessment in English and mathematics is effective in raising standards but assessment is underdeveloped in all other subjects.
- Teachers encourage pupils' learning very well and teachers' management of pupils is very good.
- Teachers' marking is broadly satisfactory but more needs to be done to ensure pupils receive clear guidance in how they might improve their work.

Commentary

15. The quality of teaching has improved since the last inspection, with a high percentage of high quality lessons being seen. This good quality of provision is having a positive impact on pupils' learning in that pupils are now achieving well and the earlier underachievement is no longer a concern. The headteacher has effectively drawn upon the strengths in teaching from Years 1 and 2 by deploying these strengths into Years 3 to 6. This has been very effective and has transformed the profile of teaching in Years 3 to 6 without detriment to Years 1 and 2, and so teaching is now good throughout Years 1 to 6. This improvement has also ensured that the high proportion of unsatisfactory teaching seen in the last inspection has been significantly reduced.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (20%)	17 (38%)	16 (36%)	2 (4%)	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.

16. The good quality of teaching is particularly evident in teachers' good subject knowledge and planning, although there are some relative weaknesses in subjects like design and technology and music. Pupils are challenged appropriately as work is largely matched to their abilities and they enjoy the work they are given. The work set for English and mathematics is handled well in that in Years 5 and 6, pupils are taught in smaller groups with work that is well matched to their individual ability. This is supported by the school's effective planning for pupils of lower ability, enabling those with limited skills in using English to develop their learning well. Pupils with SEN receive well-focused support in small groups when withdrawn from classes. Teaching in the Foundation Stage is of a consistently high standard and leads to very good achievement.
17. Particular strengths are evident in teachers' expectations for children's learning in the Foundation Stage and Years 1 and 2. The development of assessment information is good in English and mathematics and is used well by all teachers. This has enabled the school to identify those pupils who exceeded expectations and those who previously were underachieving. The use of assessment has improved in English and mathematics in that all teachers now plan effective lessons with tasks well matched to the specific needs of most pupils. Teachers' planning has been further developed as a result of the clear focus that is brought from their analyses of the strengths and weaknesses in pupils' learning based on the outcomes of the national tests and optional tests. This has led to a marked improvement in raising standards. Assessment in all other subjects, however, is underdeveloped.

18. Where teaching was less than good and occasionally unsatisfactory, the common weaknesses included slow pace, too few opportunities for pupils to make their own decisions and weaknesses in subject knowledge.
19. Teachers now place a strong emphasis on encouraging and engaging pupils in their work. This has been possible because of the strategies initiated by the headteacher to improve pupils' attitudes and behaviour. These initiatives have been successful and have led to a substantial improvement in pupils' attentiveness and response to teachers, both of which are now good. Provision for pupils with limited concentration has enabled lessons to be more effective in that interruptions by some pupils are now dealt with very effectively, and this has a positive impact on all pupils' concentration.
20. Teachers' marking is generally satisfactory overall. Some good examples are evident that help pupils to improve their work, although this is not consistent in all classes and does not ensure that pupils know how to improve their work.

Example of outstanding practice

An excellent Year 3/4 religious education lesson developed a mature understanding of symbolism and the meaning of the Easter story, and contributed in an outstanding way to pupils' spiritual development.

The teacher captured pupils' imagination and interest by leading a discussion about which aspects of the story were happy and which were sad. She used questioning very well to draw out and develop their ideas, valuing and considering every pupil's response, with the result that they were all confident and eager to join in the discussion. Her enthusiasm, careful explanations and inspirational style of teaching encouraged pupils to reflect thoughtfully on the subject, producing responses that were extremely mature for their age. She developed the lesson further with excellent use of role-play in which two boys played the roles of Jesus and Mary Magdalene and the rest of the class questioned them about their feelings. Pupils' responses were outstanding. They reflected on the feelings of people in the story and the impact of their actions on others and related this to the original theme of the juxtaposition of happiness and sorrow in the Easter story. The teacher produced a print of a carving by Tidjani Angona entitled 'Christ on the cross/The tree of Life' and pupils were able to understand the symbolism and recognise the contrasting elements of life and death in the carving. They were so inspired by the carving that they asked if they could produce their own drawings and some chose to write poems on the subject. The teacher allowed the lesson to continue in this direction and offered stimulating support for their creative efforts.

The curriculum

The curriculum is satisfactory overall. It is enriched well by a good range of extra-curricular activities. The accommodation and resources provided for pupils are good. Daily collective worship meets statutory requirements and assemblies reflect on world events.

Main strengths and weaknesses

- The curriculum is broad with a recent emphasis on raising standards in the English and mathematics in Years 3 to 6, but there are weaknesses in provision for creative, physical and aesthetic development and humanities.
- The planning for pupils' personal, social and health education is very good and contributes significantly to pupils' achievement.
- Provision for pupils with SEN and English as an additional language is good.
- The curriculum is enriched well by visits and a wide range of extra-curricular clubs, including the Children's University and visitors to school.
- The accommodation and resources mostly support learning well but there are some areas where deficiencies in accommodation limit learning opportunities.

Commentary

21. Curriculum planning has improved since the last inspection and there is now a whole-school overview of the curriculum in place. It is well balanced in Years 1 and 2, with an appropriate emphasis on developing learning in English and mathematics. The current emphasis in Years 3 to 6 is focusing strongly on the need to raise standards in English. The initiatives introduced are having a positive impact on achievement and most pupils, including higher attainers, are now challenged appropriately. However, in order to sustain this focus, some foundation subjects are timetabled in blocks and some arts subjects are not due to be taught again until the second half of the summer term. Although curriculum coverage is sufficiently broad, this type of organisation does not provide a satisfactory balance in the curriculum to interest and stimulate pupils' overall development. The headteacher is aware of this and has sound plans to develop the curriculum in a more creative and meaningful way in the future, linking different subject areas where appropriate within a theme, to provide good breadth and balance.
22. The planning for pupils' personal, social and health education is strength of the school. Teachers' planning takes account of pupils' needs, and difficult issues such as drug awareness and sex education are addressed well for older pupils. From an early age pupils are taught how to deal with situations that make them angry and upset, and the very good relationships established between pupils and adults, along with high expectations of appropriate social behaviour, have a positive impact on pupils' achievement.
23. Provision for the above average number of pupils with SEN and for those with limited skills in using English is good. Pupils are supported very well and work is carefully matched to their needs in class and when withdrawn for specific support. As a result, they achieve well and often very well in their literacy, the good systems ensuring that pupils who are withdrawn from lessons, particularly in literacy, do not miss their learning in other subjects. Learning mentors work well with pupils and their families to ensure they have full access to the curriculum. The national Code of Practice is implemented well and is supported well by the very effective arrangements in gaining advice and support from external agencies, from which parents are effectively involved and informed.
24. The weekly Saturday Children's University provides well for the large number of pupils who attend to develop a wide range of new skills; pupils say they learn well and speak enthusiastically about it, many having attained their Bronze Award and working towards Silver. Visits out of school, such as to the naval dockyard, stimulate pupils' interest in history and geography while visitors to school further enhance the curriculum. The range of extra-curricular clubs is good, including sports, a language club and choir. During the inspection a Karate club was well attended by boys and girls and a rehearsal for the forthcoming school production of 'Joseph and his amazing Technicolor dream-coat' took place.
25. Accommodation is bright and spacious with good quality displays to stimulate learning. However, the open layout means that noise from other classes and movement around the school sometimes distract pupils in lessons. There is limited space for outdoor play for children in the Foundation Stage and Reception children use the infant playground, but this limits opportunities for ongoing exploratory and role-play activities to be set up. Subjects are mostly well resourced and provision for ICT has improved since the last inspection but the hardware offers little scope for updating. An above-average level of minor bumps occurs because of the hard playground surface and lack of grassed areas for pupils to play. Discussions are being held to provide more suitable play areas.

Care, guidance and support

The provision for ensuring pupils' care, welfare and health and safety is very good. The school provides them with good support, advice and guidance. Pupils' involvement in the school is good.

Main strengths and weaknesses

- Staff have very good knowledge of the pupils in their care that enables them to support pupils very well, ensuring that they do their best.
- Child protection and health and safety procedures are very good.
- Pupils settle happily into the school and feel part of the school family.
- The school listens to pupils and involves them well in its work and development.
- Support for pupils with SEN and EAL is good.

Commentary

26. The care of pupils has been strengthened since the last inspection and the key issues regarding attendance and behaviour have been fully addressed. Well-written policies are implemented in a consistent way by well-trained staff, supported by a governor in many cases. The headteacher has placed a high priority on improving pupils' behaviour and this has been successful in making a fundamental contribution to pupils' ability to benefit from the school's provision. He is very dedicated to his pastoral duties and all staff are committed to supporting pupils and providing a stable and caring environment. They have very good knowledge of all their pupils. This high level of care and support is greatly appreciated by all parents, who feel comfortable in approaching the headteacher and staff with any concerns or problems that they might have.
27. The school welcomes external professional agencies to assist in supporting pupils. Child protection procedures conform to local statutory guidelines. All staff have received 'refresher' training in the past year, and are very vigilant to the potential risks to pupils. Health and safety procedures are thorough with termly site audits carried out by governors leading to completion of risk assessments.
28. Effective implementation of the behaviour policy is the cornerstone of teachers' support for pupils. Most pupils have good behaviour, but one in ten has challenging behaviour and emotional problems. The very good level of teachers' understanding of how to motivate pupils enables most lessons to flow without interruption, even when classes have a high proportion of pupils with challenging behaviour. They are consistently well included in all classroom activities and make good progress. Pupils' behaviour is well tracked by the learning support assistants, and records show that incidents of challenging behaviour have reduced sharply over the last six months. Vulnerable pupils are well supported by learning mentors in formal anger management lessons and informal "drop-in" conversations.
29. Guidance for pupils with SEN is good. Individual educational plans are realistic and discussed with pupils and parents. Support for pupils with English as an additional language is also good. The high quality monitoring of pupils' progress and resetting of targets for pupils with SEN contribute well to their achievement. Vigilant collection of evidence of effective provision and pupils' outcomes ensures that pupils who have statements of SEN receive the extra support they need to be fully included in the school. The school draws effectively upon skilled external agencies to support and advise teachers' on their work with specific individuals. Monitoring of pupils' personal development is mostly informal, but good for that of children in Reception and for pupils with SEN and behaviour problems. Good feedback and discussion of issues are clearly evident at staff meetings, but these discussions do not always benefit from recorded information or analysis of data.
30. The induction of pupils new to the school is very good. Nursery and Reception class parents and pupils enjoy a home visit from the staff and parents feel welcome in the school and knowledgeable about routines. A number of pupils join the school later in the year and the headteacher is very caring with both pupils and parents so as to integrate them into school life quickly and sensitively. Parents appreciate the school's efforts in giving their child a successful fresh start when there have been problems at another school.
31. Staff treat pupils with respect and most pupils feel that teachers want to listen to them. Staff seek pupils' ideas in classroom discussions and gain their views through questionnaires and a

worry box. Pupils are enthusiastic in preparing election manifestos for the imminent school council. Pupils are well aware of their individual targets in English and maths and feel that they can influence their own performance.

Partnership with parents, other schools and the community

Parents are very pleased with the school and the education it provides. Links with parents are good. Links with the community are also good. Links with other schools and colleges are very productive.

Main strengths and weaknesses

- Parents have a very high level of trust in the headteacher and staff and in their efforts to provide good quality education and care for their children.
- The partnership with parents supports the school well and makes a significant contribution to the achievement of pupils, although information for parents is only satisfactory.
- Good adult education is enabling some parents to improve their involvement in their children's education.

Commentary

32. Links with parents are given a very high priority and the school is a welcoming place for parents and their children. The headteacher has been very successful in achieving this goal and has gained the trust of parents in a short time through his considerate and outward-going manner. Staff have gained confidence from his good role model and the school has greatly improved its relationships with all parents. The level of parents' satisfaction has significantly increased since the last inspection.
33. Parents say they feel valued and respected, and most are supportive of the school. Many parents of younger pupils support their children's homework. Some parents voluntarily help in classes or listen to pupils read. Parental attendance at teacher consultation evenings and school events is good, including the annual governors meeting. The strong parent teacher association is energetic in fund-raising for the school and in supporting a hospitalised pupil. Most parents have signed the home-school agreement and support the school well, ensuring their children's good attendance and punctuality. However, one quarter of parents have not signed the agreement and the attendance and punctuality of their children is poor.
34. The school's prospectus and the governors' annual report to parents do not contain all the statutory test results information required. School information is, however, presented in a friendly and informative style. Pupils' end-of-year reports are good and give informative statements of what children can do in all subjects and include future targets in the English and mathematics. Pupils and parents contribute to the reports, and most parents feel comfortable with the opportunities they have to meet with staff to review their child's progress.
35. The school has worked hard in the last year to break down the barriers between the parents and the school. It has held curriculum link mornings in English, mathematics and science, to enable parents to work with teachers before working alongside their children. These are increasingly successful and have involved one in ten parents so far. Plans are in place to hold similar mornings in personal social and health education and ICT later this term. Staff regularly attend the staff-parent socials at the adjacent community centre, which successfully enhances links with parents. The school has assessed parents' views through questionnaires on clubs and homework and uses parent forums to develop a dialogue on behaviour and relevant issues. As a result of its good strategies, complaints from parents are minimal. The school uses the Family Learning Project to engage small groups of parents in City and Guilds Courses for Literacy and Numeracy. The professional tuition and qualification enables parents to work confidently alongside their children in the Reception class and at home.

36. The school has a high profile in the community through its singing productions. A wide variety of visitors enter school including pensioners, grandparents, a karate coach and staff from Portsmouth and Brighton Football Clubs. The adjacent community centre, early excellence centre and Portsmouth 'Chat' organisations co-operate with the school to support many current and future parents and children. The school is beginning to develop relationships with businesses for pupils' visits.
37. Very good links with other schools ensure that pupils transfer smoothly to the secondary schools. Learning mentors have developed a "Transition without Fear" project that enables vulnerable pupils in the school to successfully allay their anxieties, both when transferring and occasionally between classes in the school. High quality relationships with the Excellence in Cities cluster schools have enabled the joint observations of lessons, with subject managers working together on the development of policies and provision for pupils with SEN.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very effective leadership and management and is well supported by the effective deputy headteacher. This is an improvement since the last inspection. The leadership and management of other key staff are good overall. The work of governors is satisfactory.

Main strengths and weaknesses

- The headteacher has introduced a number of effective initiatives since his appointment 14 months ago and has ensured that the evident strengths in teaching have been implemented across the whole school.
- The school improvement plan is an effective mechanism for ensuring standards continue to rise and that whole-school provision is developed effectively.
- Leadership and management are very good in the Foundation Stage and English and good in mathematics, and are having a significant impact on raising standards.
- Other subject managers are keen to develop their leadership and management roles, a number of which are new to them.
- Staff have good opportunities for professional development.
- Governors are becoming more involved in the work of the school.

Commentary

38. The headteacher, who has been in post for only 14 months, has been very effective in raising standards in English and mathematics in particular, reducing the high level of unsatisfactory teaching and bringing very good leadership and management to bear throughout the school. He has introduced a number of essential initiatives to improve whole-school provision such as behaviour management, and has redeployed some good quality teaching staff from Reception into Years 3 to 6 to improve standards. This has been effective and has also contributed well to the sharing of good practice on a number of occasions.
39. The school improvement plan is an effective mechanism for taking the school forwards and for driving up standards. It is effective in planning for the short term and clearly sets out the headteacher's vision for the school's development with the chief intent on raising standards, particularly in English and mathematics. It is comprehensive with a good overview of many aspects of the school's work and provision, and identifies appropriate monitoring of the school's work, although there is a lack of costing and planning for the long term to cover maintenance and development of curriculum provision. This is due to be available during the forthcoming summer term. The plan is supported very well by a governors' four-year plan that organises the school's reporting to governors.
40. In subjects and areas where leadership and management are particularly good, good practice is shared and lessons monitored by the headteacher, deputy and subject managers, leading to

feedback that has further developed teachers' skills. Several subject managers are new to their roles of responsibility but are keen to see their subjects develop. Most have been involved in sampling and moderating pupils' work, but have yet to relate their findings to National Curriculum levels in order to establish standards at the end of Years 2 and 6. Very good practice is evident by the SEN co-ordinator who effectively deploys a team of trained teaching assistants throughout the school. She has well-trained learning assistants who have a very good understanding of the complex needs of these pupils, including those with statements, that enables pupils to fully access all subjects. Leadership by the Foundation Stage co-ordinator is very good and ensures that provision for children's learning is of high quality, leading to children making a good start in their learning.

41. The substantial planning for the professional development of all staff is firmly linked to the school improvement plan. This has very effectively fulfilled the key issue of the last inspection, but needs to be developed further to include the implementation of assessment, monitoring and teaching in all subjects. All new staff, newly qualified teachers and those on initial teacher training secondment report that they are fully included in all of the school's activities including planning. Overall, staff are inducted very well.
42. Governors are much more closely involved in monitoring the financial status of the school and are fully aware of the negative budget during the 2003/04 academic year that has arisen from a clerical fault involving a 'clawback' from the local education authority of £26,000, and are aware as to when this anomaly will be rectified. The finance officer is effective in her work and ensures that governors receive full financial reviews. Governors, however, have yet to become fully involved in helping to set the school's strategic direction. They ensure that all statutory requirements are met apart from some minor omissions from statutory information for parents.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,080,501	Balance from previous year	22,680
Total expenditure	1,052,850	Balance carried forward to the next	27,651
Expenditure per pupil	3,220		

43. The principles of best value are debated appropriately, with governors taking account of the funding and opportunities such as to increase the number of learning support assistants. The leadership and senior management team review the principles of challenge and comparison well and ensure purchases are competitive.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the Foundation Stage is very good. This is an improvement on the findings of the last inspection. Children's standards on entry to school are poor. They start school on a part-time basis in the Nursery and move into the full-time Reception class at the beginning of the year in which they are five. All children achieve very well overall because teaching is very good.
45. The provision is very well managed. Robust planning systems ensure continuity and progression in learning from Nursery through to the start of Year 1. A strong focus on the development of speaking and listening skills across all areas of learning has a very positive impact on children's achievements and standards by the end of the Foundation Stage. Good assessment procedures are used well to track children's progress and to inform teachers' planning. The indoor accommodation is carefully planned in the Nursery and Reception to provide working areas, quiet corners and role-play areas. Accommodation for the Reception classes is very good but the main Nursery room is fairly cramped and some activities take place in a second room, which is empty, overheated and lacks the welcoming ambience of the main room. The outdoor accommodation is limited. The Nursery has use of a small fenced-off area and although there are appropriate wheeled toys and climbing apparatus there is little potential for stimulating creative play because of the lack of space. Reception children use the infant playground and climbing area but this limits opportunities for setting up ongoing investigative and exploratory activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children are on course to exceed the standards expected for their age by the end of Reception because of the very good teaching and well-planned systems for development of these skills.
- Children respond very well to teachers' high expectations of behaviour and rise well to the challenge of taking on responsibility from an early age.

Commentary

46. The well-planned routines, the very good teaching and the welcoming ethos of the Nursery and Reception classes ensure that pupils feel safe and cared for, and as a result they settle well to their work and their achievement is very good. Children quickly learn to choose activities appropriately and to carry them out sensibly, playing alongside each other at first and gradually learning to share and co-operate well. The balance between guided and free-choice activities is very well planned and literacy and numeracy sessions are gradually introduced in the Reception class that prepare children well for Year 1. From an early age children take turns to carry out jobs around the classroom and are encouraged to take responsibility for tidying up and looking after their classroom.
47. 'Turtle time' is used very well to help children understand appropriate ways to behave and how to cope with situations that upset or anger them. In one very good lesson, the Reception teacher encouraged children to discuss their feelings using carefully focused questions. She used the turtle puppets and story very well to reinforce children's understanding of the need to withdraw from a situation causing conflict and seek the support of an adult. Very good relationships between adults and children are established from the start and teachers constantly reinforce high expectations of behaviour and consideration for the feelings of others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching staff take every opportunity to develop speaking and listening skills and, as a result, children achieve very well in this area.
- Children make very good progress in acquiring early reading and writing skills because of the well-planned, interesting activities and the high quality of teaching and support.

Commentary

48. Most children enter the Nursery with poor speaking and listening skills, but because of the very good teaching they receive, they achieve very well and attain below average standards by the end of Reception. Teachers encourage discussion in all areas of learning, such as when children playing 'ice hockey' on a table top with ice cubes were encouraged to talk about how the ice felt and moved and to notice that it was melting.
49. Children enjoy sharing books with their teachers and develop an enthusiasm for reading from an early age. Teachers read with expression and encourage discussion of the pictures and the stories very well, using questioning well to develop children's understanding and observational skills. The Nursery teacher read 'Don't put your fingers in the jelly, Nelly' to the great delight of a group of children and used the text very skilfully to develop their understanding of rhyme and word structure while still making the most of all the fun in the story. Reception children made good progress in understanding the difference between information and storybooks and, with very good support, most were able to write simple captions to label the models they had made. Because of the very good teaching and learning, children reach standards in early reading and writing skills that are only just below average for their age by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers use assessment well to identify where children need the most support and focus teaching accordingly.
- Children achieve very well because of the well focused teaching that meets their needs.

Commentary

50. Children enter the Nursery with poor mathematical skills but, as a result of the very good and well-focused teaching, they achieve very well and attain standards that are just below average for their age at the end of the Foundation Stage. Children learn quickly to count and to recognise numbers through number games and songs. However, assessment records show that many children have difficulty in counting objects by matching one-to-one and in recognising and repeating patterns with more than two elements. In one very good lesson, the teacher developed pattern recognition skills very well through patient repetition and focused questioning so that children made very good progress in their understanding. Many activities across different areas of learning focus on pattern to address and develop this area of children's understanding. Teaching and support staff develop mathematical language well, for example a Nursery Nurse helped children to sort objects into 'heavy' and 'light' sets and reinforced their understanding of these terms very well by encouraging children to repeat the words and describe their sorting. Children can recognise and name common two-dimensional shapes including hexagons because these are regularly used in their activities and groups in the Reception class are named after the shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of opportunities is planned to provide children with first-hand experiences to find out about the world around them and they achieve well.

Commentary

51. Children enjoy the interesting experiences planned for them and make good progress in learning about the world around them. Although they are unlikely to achieve the early learning goals in this area before they enter Year 1, the good teaching and learning help children to achieve well. During the inspection children explored activities related to spring. They studied frogspawn in the classroom and knew that that it would turn into tadpoles and then into frogs. They have planted seeds in pots and watched them grow and they proudly and confidently showed their work about spring to the rest of the school in an assembly. Nursery children explored the taste of different fillings when they made sandwiches and discovered that ice became more slippery and moved faster across a surface when it began to melt. Reception children use the mouse well to operate various programs on the computer and know how to drag and drop items when moving them to different parts of the screen. ICT is used well in the classroom to support learning, such as when children made good progress in their understanding of patterns in mathematics by using an interactive program and when they used a paint program to produce patterns. Skills in ICT are average for their age. Children also learn about festivals in Christianity and other religions.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Despite the limitations of the outdoor play area the school makes every effort to ensure that children have sufficient opportunities to develop their skills with apparatus and wheeled toys.
- Children's spatial awareness is below that expected for their age and teaching does not focus sufficiently on developing awareness.

Commentary

52. There has been an improvement in the provision of wheeled toys and climbing equipment since the last inspection and resources are now adequate. Children climb and move with confidence and co-ordination in outdoor play activities and in physical education. However, they are not sufficiently aware of others as they run around and, in the lesson seen, opportunities were not planned to develop their spatial awareness. In one lesson, well-established routines ensured that children warmed up well and behaved very well when using the apparatus. Well-planned teaching ensures that they make good progress in their understanding of how to move using different parts of their body and how to vary the speed and direction of their movements but most do not yet apply and combine this understanding imaginatively when using the apparatus and mats.

53. Good individual support by teachers and Nursery Nurses ensures that children achieve well in developing their use of pencils, paintbrushes and tools such as scissors, glue sticks and plastic knives for cutting food. For example, Nursery children made good progress in developing their skill in drawing a person because of the good support given by the Nursery

Nurse. On entry to Nursery, children's skills are poor but by the end of the Foundation Stage children attain standards that are just below average in this area because of the good teaching.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities are planned to develop children's creative skills in different areas and, as a result, they achieve well.

Commentary

54. Displays in the Nursery and Reception classes indicate a good range of creative activities including painting, drawing, collage and model making. During the inspection Reception children worked well with the Nursery Nurse to solve a problem of how to stick legs and eyes on to their pebble insect. They cut out circles and legs with accuracy appropriate for their age to make cardboard puppets of ladybirds. In a very good music lesson they made very good progress in their understanding of 'fast and slow' because of the interesting and effective strategies used by the teacher, and enjoyed applying their knowledge in playing percussion instruments. Teachers provide good opportunities for role-play, changing the themes of the role-play areas on a regular basis to link to ongoing work. By the end of Reception, children achieve well and reach standards that are below average because of good teaching.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well across the school and very well in reading and writing by the end of Year 2, but there are not enough opportunities for pupils' writing across the curriculum and pupils do not always take sufficient pride in the presentation of their work.
- The quality of teaching is good and effective action has been taken to improve pupils' speaking skills.
- There is good provision for pupils with SEN and those for whom English is an additional language.
- Leadership and management are very good and have had a very positive impact on improvements and pupils' achievement.
- Assessment procedures and analysis of data are good and are used well to identify areas of concern.

Commentary

55. Standards at Year 6 are below average. This is an improvement since the last inspection, because of the many good, recently introduced initiatives for driving up standards in Years 3 to 6. Although these have yet to fully impact on pupils' learning, they are already showing that the previous underachievement has been addressed effectively. Pupils join the school with poor standards. Most pupils, including those with SEN and those for whom English is an additional language, are achieving very well in Years 1 and 2 and by Year 2 they reach average standards, particularly in reading and writing. They achieve well in Years 3 to 6. Standards in speaking and listening are below average across the school, but are improving and pupils are now achieving well.

56. New initiatives have been effective in raising standards of pupils' speaking skills, a key issue from the last inspection, such as teachers' increased use of focused open-ended questioning and planned discussion times with "Talking partners" in groups and with adults. Drama, assemblies, circle time and a newly formed school council give good opportunity for pupils to develop their speaking skills more formally and to a wider range of audiences. Provision for writing is broadly satisfactory. In one class pupils are encouraged to use a writing table labelled in three languages, but such good practice is inconsistent and there is insufficient opportunities to extend pupils' writing around the school. Standards of spelling, punctuation and handwriting are generally below average but are improving because of well focused teaching and the increased emphasis on raising the quality of pupils' writing. Despite this focus, pupils' progress with the written word is slower than in reading and pupils generally do not take pride in the presentation of their written work. Further development of pupils' skills is required. Teachers have gone some way to improving pupils' use of accurate spelling and to increase their use of a wider vocabulary; spelling lists effectively match pupils' different attainment levels and are now positively reinforced by the greater support given by parents to consolidate their children's learning at home.
57. Teaching and learning are good overall but range from satisfactory to very good. Teachers have good subject knowledge and plan well, using various and sometimes imaginative methods to stimulate pupils to develop their skills in explaining what they have learned. Pupils' attitudes, attention and behaviour are very good, and pupils' attitudes generally, which have improved since the previous inspection, contribute positively to their learning. Year 6 pupils show the ability to 'enter into character' when giving persuasive presentations. Teachers plan well for pupils of different levels of attainment, but some higher-attaining pupils are not always sufficiently challenged. The above-average number of support staff work closely with teachers and give good support to lower-attaining pupils, those with SEN and those with limited skills in using English.
58. Leadership and management are very good. The subject manager was previously responsible for pupils in Reception and Years 1 and 2, where very good attainment was achieved. She has recently been appointed English manager for all age groups, and has worked very hard in a short time to introduce new initiatives to raise standards for pupils in Years 3 to 6. These will take time to work through and have yet to impact fully on the current Year 6, but the current Year 5 pupils, despite an above-average proportion of pupils with SEN, is likely to attain better standards next year. Assessment is good and is used effectively to track pupils' achievement across the school and to revise targets. Targets set for the next two years are challenging, but the school is confident of success. Resources are good and support learning well. The library is well organised, attractive and well stocked. Its use is restricted however as it also incorporates the computer room.

Language and literacy across the curriculum

59. Satisfactory provision is made across the curriculum for developing pupils' speaking and listening skills. Provision for writing, however, is underdeveloped in subjects such as geography, religious education and science with insufficient examples evident in these subjects. Some good provision was evident in history where the teacher made good use of a class visit to HMS Victory to develop pupils' writing by sequencing a narrative account of the day. Planned provision for pupils to acquire new subject-specific vocabulary is underdeveloped.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are steadily rising because of the effective strategies implemented over the last year.
- Effective learning is evident in the use of number, but skills in handling data and problem solving are underdeveloped.
- Pupils achieve well because good teaching ensures that work is well planned to match their needs.
- Leadership and management are good and have a positive impact on achievement.
- Monitoring of teaching and learning in the subject is not consistent throughout the school to ensure consistency of progress.

Commentary

60. Current Year 6 pupils, when in Year 2, underachieved compared to their standards when they entered the school. The school's own assessment records also show that these pupils continued to underachieve throughout Years 3 to 5, but since the arrival of the current headteacher a good range of effective strategies has been put in place to good effect that address this major concern well. As a result, pupils have achieved very well over the last two terms and are now likely to attain standards that are only just below the national average by the end of Year 6, and their overall achievement is good. Standards at Year 2 are average and pupils are achieving well. Pupils with limited skills in using English and SEN, who are well supported by teachers and classroom assistants, also achieve well.
61. Work in pupils' books shows good progress in pupils' understanding of number and algebra and of the use of different standard measures, including the measurement of angles, perimeter and area of two-dimensional shapes. Most pupils work hard independently, or in pairs and groups, and have good attitudes to mathematics. Lower attaining pupils are particularly well focused and older pupils benefit well from the effective support given them. Pupils' skills in data handling and investigative mathematics are underdeveloped in Years 5 and 6, however, and opportunities to use ICT in Years 3 to 6 to reinforce the skills that pupils are learning are missed. The school is fully aware of the need to improve pupils' skills and use of data-handling.
62. Standards are rising, however, because of the good quality of teaching overall and support strategies that are being employed. Teachers' subject knowledge, quality of planning, expectation and challenge, and teaching methods are all of good quality and have a positive impact on pupils' learning. As a result, pupils respond well and apply themselves productively to the work given them. In the best lessons seen, teachers use questioning skills and explanations very well to develop pupils' learning and match work well to their different abilities, enabling all pupils to achieve well. For example, in a very good lesson pupils in Years 3 and 4 enthusiastically tackled challenging work on fractions and decimals set by the teacher. Her very clear explanations and demonstration helped all pupils develop their understanding well. Year 6 pupils made good progress in learning how to calculate the area and perimeter of right angled triangles and higher attaining pupils solved challenging problems involving irregular shapes because of the very good ongoing support provided by the teacher. There are particular strengths evident in teachers' encouragement and engagement of pupils, and the insistence on high standards of behaviour.
63. The subject manager has a very good understanding of the strengths and weaknesses in learning in Years 3 to 6 but has only just taken on responsibility for the lower part of the school. He has a clear vision for the development of the subject and is aware of the need to build upon the good learning in Years 1 and 2. Analysis of assessment data has been used effectively to identify pupils for extra support and to focus teaching on areas for development and these strategies have had a positive impact on achievement in Year 6. Appropriate systems for monitoring teaching and learning and their impact on standards are in place but are not yet applied consistently throughout the whole school. These need to be implemented as a priority to ensure that the standard of teaching and learning is consistently good throughout the school.

Mathematics across the curriculum

64. Satisfactory use is made of mathematics in other subjects, such as in data collection in science and presentation of block graphs and bar charts in geography. However, opportunities are missed to use mathematics creatively and to develop mathematical skills to a higher level through application in other subjects.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Good achievement is now evident in Years 3 to 6 and standards have improved.
- Standards are well below average at Year 2 and pupils' achievement is unsatisfactory.
- Pupils with SEN and those with English as an additional language achieve well because of the good support that they receive, but the lack of effective assessment procedures impedes achievement for all other groups of pupils.
- The quality of practical experiences to develop pupils' enquiry and investigational skills is inconsistent.
- Strengths in teaching are evident in their managing pupils' behaviour and encouraging their interest; ICT is used effectively to help pupils understand cause and effect.
- There are weaknesses in management and the curriculum lacks progression.

Commentary

65. Pupils achieve well in Years 3 to 6 as a result of being given lots of practical opportunities to investigate different aspects of science. This approach is very effective, largely because of the high adult ratio in relation to the below-average personal and social skills of many pupils. As a result, standards at Year 6 have improved since the national tests in 2003 and are now below average overall; but standards have declined since the last inspection. Year 6 pupils' knowledge and understanding are now average and they show good achievement since they were in Year 2, indicating that the school is showing signs of addressing the underachievement evident over the last four years. Pupils' enquiry skills, however, are less well developed than might be expected because teachers do not have an efficient means of matching challenges to pupils' individual capabilities and most pupils find difficulty in using correct science vocabulary when explaining their conclusions.
66. Pupils' work in books shows that pupils in Years 1 and 2 have insufficient opportunities to record how they plan and carry out investigations to test their own ideas or make fair tests to measure and make comparisons. They make satisfactory use of computers, however, to enter and present information from surveys.
67. Teachers have recently begun to carefully assess pupils' work linked to national expectations at the end of each term, but the information is not thorough or used rigorously to focus attention on the attainment of different groups of pupils and the next steps they need to take to maximise their achievement. One of the consequences of this is that teachers do not always give sufficient challenge to the higher attaining pupils. Additionally, insufficient analysis is made of national tests to identify strengths and weaknesses in pupils' attainment to improve provision. Pupils with SEN, however, and those at an early stage of using English receive very good support and achieve well. Although there are some good examples in marking where teachers help pupils to improve their work, this is not consistent in all classes. As a result, although pupils' understanding of how they can improve is satisfactory, it could be better.

68. Teaching and learning are satisfactory overall, although teachers and classroom support staff show strengths in encouraging and engaging pupils in their work and sustain high expectations for pupils' behaviour. As a result, pupils' attitudes and behaviour are good and this has a major impact on their learning. Very good teaching was observed in two mixed age Year 3/4 classes that enabled all pupils to achieve very well, because expectations were high and provided pupils with a framework from which to identify how to control fair testing. Effective management involved pupils of all abilities, including those with statements of SEN, to work in teams with adult support to use equipment to extend their own ideas about how plants grow best. Pupils were keen to find out more information, and worked collaboratively to determine what quantities or materials to use and how to try the test. Planning for the use of computers is effective in enabling pupils to interpret patterns in data to understand the cause and effect of different amounts of light on plant growth. They have an insecure understanding, however, of how to control factors when planning an investigation. Pupils do not use enough scientific language when offering explanations.
69. Leadership is satisfactory. The subject manager correctly recognises the need to emphasise practical and investigative activities and to improve the use of assessment to raise standards, and the school has begun to improve its practice. There are weaknesses in management, where the manager has not yet monitored teaching and learning in lessons or individual pupils' work to establish standards being attained in each year group. This means that achievement by the average and higher attaining pupils has not been fully analysed. Curriculum planning is based upon units of work from national guidelines, but these have been not sequenced well enough to help teachers plan to build upon pupils' previous achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and standards have improved due to good leadership, although more focus is required to develop and use an effective assessment system.
- Pupils have access to good quality resources including computers linked to the Internet.
- Teaching and learning are good overall, with effective challenge to promote learning.
- Computers are used effectively for data handling in several subjects.

Commentary

70. Standards in the last inspection were below average at Year 6. Standards are still below average but there has been satisfactory improvement as national expectations are higher than at the time of the last inspection. Standards in Year 2 are below average, but pupils are now achieving well. Leadership is good and has impacted well on how teachers plan to include the subject across the curriculum. This has led to effective teaching that enables pupils to achieve well. Assessment systems are at an early stage but the subject manager has begun to monitor standards of pupils' work against expectations for each year group. An effective programme of staff training, the good use made of support staff and the development of the computer room have all made a major contribution to the pupils' good achievement and improvement in provision since the previous inspection.
71. The quality of resources available to pupils now enables them to experience all aspects of the subject. However, the use of computers in the suite is not planned well enough to improve or promote pupils' word processing skills, with much of the work seen in all year groups confined to construction of minor sentences. More focus has been given since the headteacher's appointment and by Year 6 pupils attain expected standards in how they research, present and organise information by combining pictures, text and sound and handle information. Pupils' standards in control technology and their ability to send and retrieve email are, however, below those expected.

72. Teaching is good overall and is having a positive impact on pupils' learning, such as in Year 5 and 6 where pupils were challenged to locate formulae on spreadsheets to calculate totals and to present data in interesting ways, and devised ways of checking how well formulae work. Pupils confidently and independently evaluated and critically reflected on how clear the information was to an intended audience. The good quality of teaching has now created better opportunities for pupils to make purposeful use of monitoring equipment than at the last inspection. Teachers' planning, encouragement and engagement of pupils and the level of expectation and challenge for most pupils are good and contribute to the good achievement now evident in school, although provision for pupils with limited skills in English and those with SEN is satisfactory. Pupils' attitudes to working with computers are positive; they find the work interesting and stimulating, and remain on task.
73. Teachers enable pupils in Year 1 and 2 to develop adequate computer skills and they are becoming familiar with the keyboard. They successfully use on-screen tools to generate pictures, write sentences and change the colour and style of print. Because of the lack of opportunity, only a small proportion of pupils have adequate skills in using the computer to write and edit their own writing. In a lesson where pupils, including those with SEN, achieved well, they worked in groups with knowledgeable support from the teacher and learning assistant, and pupils wrote their own instructions using a programming language. They confidently explained how they entered information into a programmable toy to direct it along planned pathways.

Information and communication technology across the curriculum

74. Satisfactory opportunities are provided for pupils to develop the data handling skills they have been taught through other subjects. Pupils present mathematical information such as pictograms, pie charts and block graphs, with pupils in Years 1 and 2 presenting symmetrical patterns. Pupils in Years 3 and 4 record and present their measurements of plants, and research historical information from the Internet about ships in Portsmouth Harbour. Pupils in Years 5 and 6 access and use surveys and interpret information in geography and design and technology. They use mathematical programs to calculate profit and loss of hypothetical companies and design logos for their companies. They use a talking program to write questionnaires to ascertain people's points of view and plot and interpret data in science to observe changes in the length of winter days, and of monitors to predict and test sound levels. However, teachers could make better use of programs to support pupils' literacy and numeracy lessons and of programs for those with SEN.

HUMANITIES

Religious education was inspected in full. Geography was not inspected and history was sampled.

75. Only two lessons were seen in **history** and a discussion held with the subject manager. Teachers make good use of their local Portsmouth naval heritage, and visits to places such as the Dorchester museum and D-day museum support the subject well. Pupils from Years 1 and 2 have recently visited HMS Victory in their study of a famous person - Lord Nelson. Pupils spoken to were aware that he died in 1805 after the battle of Trafalgar and knew this had been fought against the French. In a mixed age Year 3/4 lesson, resources were used well to identify the wealth of artefacts in Tutankhamun's tomb, but learning was hampered by pupils' below average ability to discuss and write up their findings. Little written work is recorded in books overall, and especially in Year 6. The subject manager is very new to the post and has not yet had time to make impact on the provision, but has an appropriate action plan for the subject with proposed increasing links with English and geography. Assessment of pupils' work is at an early stage of development. There is good evidence of the use of timelines around the school and this is helping pupils' understanding of chronology.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Despite pupils' achievement previously being unsatisfactory since they were in Year 2, achievement has now improved and is good in all years.
- Teaching and learning are now good and, on occasions, excellent. Effective teaching enables pupils to understand key aspects of various religions.
- Although there is insufficient recorded work in pupils' books at the end of Year 6, where standards are below average, displays of a variety of faiths and cultures feature prominently around the school and are of high quality.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils show good attitudes towards the subject.
- Assessment systems have yet to be fully established and marking does not always help pupils know how to improve.

Commentary

76. Standards at Year 2 are average overall and pupils' achievement is good. Standards at Year 6 are below average but pupils' achievement is now good. Work in pupils books show below average standards due largely to pupils' weak writing skills, too much emphasis placed by teachers on drawing, and very little coverage of recorded written work. Similar standards were reported at the last inspection. Inspection findings indicate a marked change since the headteacher's appointment and an improvement in teaching that has effectively addressed the earlier concern of underachievement in Years 3 to 6. This is supported well by the good displays of pupils' work and depictions of religions around the school that add effectively to pupils' awareness of other faiths, annual celebrations and traditions.
77. Teaching is good overall and ranges from satisfactory to excellent. The strengths in teaching, including teachers' subject knowledge, planning, expectation and challenge, are impacting well on pupils' learning, with pupils developing their awareness and understanding of Christianity effectively. In an excellent lesson in a Year 3 and 4 class, the teacher used an effective method of role-play through "hot-seating" pupils as Jesus and Mary Magdalene, for others to pose questions to. A good link was made with art and design through the use of a painting of Christ enabling pupils to identify symbols relating to the resurrection. Achievement in this lesson was excellent. The teacher expressed her enthusiasm and very good subject knowledge in an outstanding way, involving all pupils, and inspiring them to achieve at a very high level. Very effective planning and use of video resources in a Year 5 and 6 lesson on the topic of "The Empty Cross" in preparation for Easter, enabled the teacher to very effectively develop pupils' knowledge of "The Lion the Witch and the Wardrobe", to compare the death of the character Aslan the lion with Jesus' death on the cross. Pupils' level of insight was very good and contributed well to pupils of all abilities growing in their understanding of spiritual truths behind Jesus' death, although little opportunity was taken to record these good quality insights into pupils' books at the time.
78. Pupils' good attitudes in this and other lessons contribute well to their learning, although on occasions, pupils were too passively involved with the teacher talking for too long. Good strategies are used by teachers, such as when effectively using a Hindu pupil to talk about her own religion and the God, Vishnu; this gave good insight to her classmates and developed her own self-esteem. Planning for pupils in Years 3 and 4 ensured that a visit to a synagogue in Southsea helped them to understand the symbolism of the Jewish faith. Pupils' spiritual, moral, social and cultural development is promoted well as pupils learn to respect and consider one another's beliefs.
79. Leadership is satisfactory although the manager is currently absent through illness. Monitoring of teachers' planning and lessons is underdeveloped, and the retained work for sampling

requires updating. Assessment procedures are similarly underdeveloped. Many quality displays round the school such as for Eid, Holi, the Chinese New Year and the Empty Cross emphasise other religions, cultures, faiths and festivals. Resources have been improved since the previous inspection through the purchase of artefacts but lack effective organisation and labelling. There is a good focus on the subject round the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, physical education and music were sampled.

80. Little work was available in **art and design** by pupils in Year 6 because the subject is not currently being taught but is blocked on the timetable for coverage in the summer term. Work in Years 1 and 2 is mainly linked to topics covered in other subjects, including paintings of HMS Victory which represent a stormy atmosphere well. Pupils' art and design work in Years 3 and 4 is of good quality and covers styles of art from different cultures including Rangoli patterns from India, Aboriginal art from Australia and totem poles from British Columbian and Alaskan tribes. No examples of sculpture were seen but the action plan for the subject includes the development of a specialist art area centring on the pottery area and the kiln, which is currently not in use. Planning is linked to units from a nationally accredited scheme and ensures adequate coverage and progression in the subject but the school is aware of the need to plan for the systematic development of skills, across a variety of media, throughout the school.
81. Only two **design and technology** lessons in Years 5 and 6 were seen. Pupils planned detailed designs for making musical instruments. They collaborated well when making their instrument and a pupil with a statement of SEN was fully involved and enjoyed being part of a group. The teacher used probing questions well to promote pupils' thinking, evaluation of the quality of their work and making decisions as they worked. A very good feature evident from scrutiny of previous work is that pupils carry out surveys to find out the preferences of people to inform their designs. Pupils are encouraged to develop their own ideas to produce well-finished products. Some weaknesses are evident in that teachers do not fully ensure pupils learn effective skills in planning, design or evaluation for improvement. The subject manager does not have an overview of standards and progress and this is an area for improvement.
82. Two dance lessons were observed in **physical education** in Years 1, 2, 3 and 4. In Year 3 and 4 the lack of self-discipline of a significant minority of pupils had an adverse effect upon standards achieved. There was insufficient evaluation for improvement by pupils of their own and each other's performance and standards observed were below average. Two ball handling skills lessons were also observed in Years 5 and 6 where pupils developed satisfactory skills and games techniques, with boys achieving better than girls. An unsatisfactory proportion, 25 percent, of pupils were unable to swim the nationally expected 25 metres unaided last year. The subject manager is new to this role and is keen to raise standards and the profile of the subject by making links with other schools.
83. Two lessons were seen in **music** during the inspection, one in Years 1 and 2 and the other in Years 3 and 4. In both of these, standards were below average but there is insufficient evidence to make an overall judgement on standards and achievement. Both lessons focused on developing pupils' understanding of the difference between pulse and rhythm. Most pupils in Years 1 and 2 achieved well in developing their understanding of pulse but found the idea of rhythm confusing. Pupils in Years 3 and 4 demonstrated satisfactory achievement in understanding the difference between pulse and rhythm. Both teachers demonstrated sound subject knowledge but work was not well matched to pupils' levels of understanding. The school currently offers limited opportunities for pupils to perform music. Pupils take part in annual school concerts and carol singing at the Guildhall and rehearsals for the school production of 'Joseph and his amazing Technicolor dream-coat' are currently underway. Opportunities are given for pupils to take violin lessons with a peripatetic teacher and the school hopes to develop musical instrument tuition further in the future.

84. In all these subjects the role of the co-ordinators is weak overall. They are enthusiastic about their area of responsibility and some are very knowledgeable, but their overview of whole-school strengths and areas for development is limited by a lack of systematic monitoring and evaluation.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is good and includes work on health, sex, drug awareness and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. It is well supported by visits from outside agencies. Pupils are keen to begin the school council and are preparing for the election of council members.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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