

INSPECTION REPORT

HORNDEAN INFANT SCHOOL

Horndean

LEA area: Hampshire

Unique reference number: 102969

Headteacher: Mrs. B. Greenhalgh

Lead inspector: Mrs. J. Cousins

Dates of inspection: 20 - 24 October 2003

Inspection number: 256506

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community School
Age range of pupils:	4 –7 years
Gender of pupils:	Boys and girls
Number on roll:	265
School address:	Merchistoun Road Horndean Waterlooville
Postcode:	PO8 9LS
Telephone number:	023 9259 3453
Fax number:	023 9278 7399
Appropriate authority:	Governing Body
Name of chair of governors:	Mike Glanville
Date of previous inspection:	30/6/1997

CHARACTERISTICS OF THE SCHOOL

Horndean is a large infant school which serves the local population of Horndean to the north of Portsmouth, and is a valued part of the community. Most pupils live in privately owned homes and average numbers of them live in high social class households. Pupils come from a variety of social backgrounds. Most pupils originate from England but a few come from Bangladesh and other parts of Asia. A very small proportion of pupils (less than 1 per cent) are in the early stages of learning to speak English. No pupils are refugees, come from travelling communities or are in public care. Pupils' attainment on entry is average and average numbers (16 per cent) are identified as having special needs. Three of the pupils have statements of special educational needs. Pupils' special needs range from physical needs, autism or speech and communication difficulties to social and emotional needs. There is an average (12 per cent) turnover of pupils. A below average number of pupils (under 8 per cent) qualify for free school meals. The school has no problems filling teaching posts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Foundation stage Mathematics History Physical education Music Personal, social and health education
9712	Jan Barber	Lay inspector	
20534	N Perry	Team inspector	English Art and design Design and technology Special educational needs English as an additional language
20444	D Hughes	Team inspector	Science Geography Information and communication technology (ICT) Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Horndean Infant School is a very good school which provides very good value for money. Pupils make very good progress and achieve very well in relation to their abilities because of very good teaching. The school is led and managed very effectively, with energy and vision by the headteacher, with the invaluable assistance of the deputy headteacher and senior management team. Teachers and learning support assistants are dedicated, and work hard for the benefit of the pupils.

The school's main strengths and weaknesses are:

- By Year 2 pupils achieve well above average standards in reading, writing, mathematics, science, art, design and technology and music.
- By Year 2 pupils attain above average standards in geography, history, information and communication technology (ICT), physical education and religious education.
- Children under five years of age achieve well and work at above average levels of attainment.
- The very effective leadership of the school by the headteacher and the very good teamwork amongst all who work in it.
- The senior management team set excellent role models for staff and pupils.
- Teaching and learning are very good and so pupils achieve very well overall.
- The warm, very caring ethos in which each individual is valued ensures that pupils' welfare and guidance and relationships between pupils and staff are excellent.
- The school has a very well-planned curriculum for all year groups.
- Pupils have very good attitudes to their learning and behave very well.
- The very good provision for pupils' personal, social and health education enables them to become mature members of the community.
- Resources for creative play in outside areas could be better in the Foundation Stage.

The school has maintained its strengths and made good improvements since the last inspection. In particular, provision for and standards in mathematics, art, geography and history have improved. The key issues from the last inspection have been well addressed. Subject managers and staff have assisted in developing assessment activities for all subjects other than English, mathematics and science which were already well developed. Staff expertise, pupils' research skills and resources for ICT have been improved.

Standards Achieved

Results in National Curriculum teacher assessments at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	B
Writing	A	B	A	A
Mathematics	B	B	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those with similar percentages of pupils eligible for free school meals.

Pupils' attainment on entry is average overall, and most pupils make **very good progress** and **achieve very well** in relation to their abilities. Children under five years of age attain standards that are **above average** and the majority of children reach the expected goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. In children's first year at school they **achieve well** and make good progress. The school has an average proportion of pupils identified as having special educational needs

compared with the national average. Overall standards by Year 2 are well above national expectations. Standards in 2002 were lower because of above average numbers of pupils with special educational needs. Standards by Year 2 are **well above average** in reading, writing, mathematics and science which matches National Curriculum tests for 2003. Overall standards have risen in the last three years. There is no significant difference between the performance of boys and girls, or in the achievement of pupils learning English as an additional language.

Pupils' personal development is **very good**. The pupils' spiritual, moral, social and cultural development is **very good** overall, and their cultural development is good. Pupils really enjoy coming to, and are proud of, their school. They have very good attitudes to school, behave very well. Pupils arrive punctually in the morning and their attendance is above average.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is **very good** overall, and was **very good** or better in over half of lessons seen. **Teaching is very good throughout the school.** At this stage of the year, as teachers introduce new topics, the quality of learning is very effective. Experienced teachers are adept at ensuring all pupils are given work which is challenging and interesting, so that the quality of learning is very good in these lessons. All teachers encourage pupils to do their very best. Teachers set very high standards of behaviour and spend time engaging with pupils. This means that pupils behave very well in lessons and develop excellent relationships with other children and adults. Learning support assistants provide valuable support, particularly for pupils with special educational needs and those learning English as an additional language, during the practical part of lessons. They are often used effectively to assess pupils' attainment at the beginnings or ends of sessions.

The curriculum is very broad and relevant, and enriched by very good provision for pupils' personal development and a good range of extra-curricular activities, especially art and music. Care, support and guidance of pupils are excellent. Very good partnerships with parents and other schools and good links with the community make an invaluable contribution to the very good quality of the school's provision. The school works very hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The headteacher leads with tremendous energy and very clear vision. All those who work in the school share the goal to create a great school which is very effective. The headteacher receives invaluable support from the deputy headteacher and senior management team. All staff with management responsibilities take these seriously and fulfil these well. Governors are very supportive, take a keen interest in the work of the school and fulfil their responsibilities very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a **very good** opinion of the school. Parents are very supportive of the school and pleased with all it does for their children. Some parents had concerns about the information they received on how their child was progressing. The inspection evidence did not support this concern and showed that the monthly opportunity to see pupils' work and talk to staff was ample for parents to find out about their child's progress. A few parents expressed concerns over how the school seeks their views and acts on them, but inspection findings were that the school works hard in this area. Pupils are **very proud** of their school and fiercely loyal. They feel their views and opinions are valued and acted upon.

IMPROVEMENTS NEEDED

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

- Resources for creative outside play activities in the Foundation Stage, which has already been identified by the school as an area for development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school pupils achieve very well. In the Foundation Stage children attain above average standards. By Year 2 pupils achieve well above average standards overall.

Main strengths and weaknesses

- Standards of personal, social and emotional development are well above average in the Foundation Stage.
- Pupils with special educational needs achieve well and some attain average standards.
- Those pupils for whom English is not their mother tongue achieve well and work at above average levels.
- By Year 2 standards in reading, writing, mathematics, science, art and design, design and technology and music are well above those expected nationally.
- Standards by Year 2 are above average in ICT, geography, history, physical education and religious education.

Commentary

1. When children join the school their attainment is average overall. They make good progress as a result of good teaching. In the Foundation Stage children settle very quickly and achieve well above average standards in personal, social and emotional development by the end of their first term in school. Children learn to think for themselves and work very co-operatively with others. Most children in the Foundation Stage are likely to achieve the goals for five years olds. Last year the majority of children met expectations for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Standards are above average by the time children leave the Foundation Stage because a large number of children exceed the national goals for five year olds.
2. Throughout the school there are average numbers of pupils with special educational needs. These pupils are identified early, and the school provides well for them, enabling them to achieve well in relation to their abilities. Some of these pupils achieve average standards in reading and writing as well as in mathematics and science. The few pupils from minority ethnic groups and those who are learning to speak English as an additional language make good progress and attain similar standards to other pupils. Some of these pupils work at above levels of attainment in English and mathematics.
3. In 2003, results for Year 2 pupils compared to all schools are well above average in reading, writing, mathematics and science. When compared to similar schools, standards are above average in reading and mathematics and well above average in writing. The proportion of more able pupils attaining the higher level 3 is well above average in reading, writing, mathematics and science. In 2002 results were above average for reading, writing and mathematics compared to all schools. Standards in reading, writing, mathematics and science are higher than last year due to the school's extra emphasis on the teaching of key skills, and fewer pupils with special educational needs in the year group. Over the last three years standards have risen in writing and mathematics and good standards in reading have been maintained. The school has set challenging targets for next year and is making good progress towards achieving them. There is no significant difference between the achievement of boys and girls.

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

Standards in:	School results	National results
reading	17.2 (17.0)	15.9 (15.8)
writing	16.6 (15.2)	14.8 (14.4)
mathematics	17.9 (17.4)	16.4 (16.5)

There were 89 pupils in the year group. Figures in brackets are for the previous year

4. An analysis of pupils' work and teacher assessments in Year 2 from last year demonstrates that standards of speaking and listening, art and design, design and technology and music are well above those expected nationally. A high number of pupils attain above average levels in planning, making and evaluating design and technology projects. Standards of art and design are well above average because pupils use their observational skills particularly effectively to draw and paint. Many Year 2 pupils sing, play tuned percussion instruments and appreciate music well. Inspection findings are that standards in Year 2 for ICT, geography, history and physical education are above average and in religious education are above the expectations of the locally agreed syllabus. Since the last inspection high standards have been maintained in all subjects and standards of mathematics and art and design have risen to be well above average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' attitudes to learning help them to make good progress because they enter lessons wanting to learn. Pupils' personal development is very good. The opportunities to promote pupils' spiritual, moral and social development are very good. The provision for pupils' cultural development is good. Attendance and punctuality are good.

Main strengths and weaknesses

- Attendance is good, with very good monitoring procedures.
- Minimal unauthorised absence.
- Behaviour in lessons and around the school is very good.
- Staff praise pupils and ensure that many opportunities exist to help build their self-esteem and confidence.
- The school has high expectations of its pupils' conduct.
- Very good provision for spiritual, moral and social development.

Commentary

5. Children under the age of five settle happily into school and quickly learn essential routines and expectations of behaviour. They establish very good relationships with each other and the adults with whom they come into contact. They respond positively in work and play activities.
6. As pupils progress through the school they show very good attitudes towards their work and the people around them. They ask and answer questions appropriately from an early age and join in discussions eagerly offering their own ideas and listening to those expressed by others. The pupils are enthusiastic and work hard to produce neat, careful work of which they are justifiably proud. Pupils from minority ethnic groups and those whose mother tongue is not English are very well integrated into school life and have very positive attitudes to their work.
7. Behaviour in classes and around the school is very good. Pupils respond very well to the school's caring ethos and there is much evidence that this leads to greater maturity in pupils as they move through the school. Pupils with special educational needs behave well because staff consistently have very high expectations of pupils' behaviour. Where a pupil occasionally

displays inappropriate behaviour, teachers continue to insist on high standards and remain very calm throughout their negotiations with pupils. This results in improved behaviour patterns. Playtimes and lunchtimes are pleasant and well-supervised. There have been no exclusions in the year prior to the inspection. The school has established a clear code of behaviour. Pupils work in an environment free from oppressive behaviour such as racism and sexism.

8. Provision for the spiritual development of pupils is very good. Religious education and assemblies play a major part in this, but spiritual development is also fostered in many other curriculum areas. Teachers encourage pupils not only to express their own feelings, but also to consider and respect those of others. Pupils are encouraged to reflect on their own lives and to develop self-knowledge and spiritual awareness. Pupils have the opportunities to learn about the traditions of major world religions. This equips them to have respect for people of different faiths and traditions as well as to acquire a moral code for themselves.
9. The provision for pupils' moral development is also very good. Pupils are very clearly taught the difference between right and wrong in a variety of ways including through stories, assemblies and in discussions with teachers. This happens as soon as the pupils start school, and all members of the staff expect pupils to behave responsibly and are kind and understanding in their dealing with each other. These expectations are reinforced by praise and positive example from teachers and staff.
10. The provision for pupils' social development is very good. Relationships between staff and pupils are excellent and promote caring attitudes, together with courtesy and mutual respect. This is an improvement since the last inspection when relationships were very good. Social development is encouraged by the expectation that pupils will take responsibility for a variety of tasks within the classroom and around the school. These include tidying away equipment, participating in team games and looking after visitors. The school also helps to develop a caring attitude towards others through its support for various charities. The pupils are also encouraged to consider other people's disabilities, for example, by learning sign language in one of the school's clubs.
11. The provision for pupils' cultural development is good. The school organises various educational visits and visitors to promote this. Within the curriculum, pupils gain an insight into their own cultural heritage in history, learn about other countries in geography and explore other cultures in religious education, music and art. Opportunities exist for pupils to take part in various events, for example, the Guy Fawkes Day, when Year 2 pupils dress up as either Guy Fawkes or plotters from the story. The school prepares pupils for life in a multi-cultural world well. Signs around the school are in different languages. Displays in the hall celebrate a range of festivals from many different cultures. Visitors help to develop pupils' understanding of other faiths and cultures. For instance, a visitor of Chinese origin talked to pupils about the Chinese New Year.
12. The level of attendance for the academic year 2002-2003 is above average. The pupils are keen to come to school, and unauthorised absence is minimal. The school follows up any concerns over attendance or lateness. Parents are aware of their responsibilities in telephoning the school to explain that a pupil is absent, and following this with a letter on their return. Pupils are punctual and the registers are completed in accordance with statutory requirements. The low level of unauthorised absence can be attributed to the support of the parents and the school's good monitoring procedures.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very effective mainly because pupils receive consistently good teaching in the Foundation Stage, good teaching with very good features seen throughout the school. A significant strength is in the school’s use of assessment by teachers. This enables most pupils to make very good progress in their learning and achieve well above average standards even when they have started from an average level of knowledge and understanding in many subject areas.

Teaching and learning

The quality of teaching is very good overall, with over half of lessons being judged very good or better. Nearly all teaching is effective or better. One in ten lessons were judged to be excellent. This is a good improvement since the last inspection when one third of lessons were judged to be very good or better. Teaching in the Foundation Stage is good with very good features. No unsatisfactory teaching took place during the inspection.

Main strengths and weaknesses

- Consistently good teaching of the youngest children leads to them making effective progress.
- The teachers use planning and assessment very well to raise standards.
- Teachers use very effective learning methods because they have very good levels of knowledge and understanding of how children learn.
- Teachers insist on high standards of behaviour and encourage pupils to do their best.
- Pupils make very good progress in their learning of basic skills, knowledge and understanding of reading, writing, numeracy and science because of teachers’ very high expectations.
- Teachers do not always give specific spoken feedback about what pupils have done well.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (10%)	19 (45%)	16 (38%)	3 (7%)	0(0%)	0 (0%)	0 (0%)

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

Commentary

13. The teaching of the Foundation Stage is good overall. Some very good teaching was observed and it contained significant strengths. For instance, teachers’ knowledge and understanding inspire their use of very imaginative learning methods such as when children go into a dark tent to explore how light affects certain types of surfaces. Successful teaching methods are used when children learn to order images because of teachers’ good use of questioning skills. Teachers set very high expectations of children such as when they ask them to predict what will happen next in stories. The teachers’ management skills and enthusiasm for learning mean that children behave, concentrate and co-operate very well. Assessment is utilised very usefully to determine children’s understanding when they enter the school. Throughout the year children are assessed and detailed record sheets are used to track their achievements very effectively. However, although teachers plan lessons well they do not always display the learning objectives on or near activities so adults who work in the classroom are not as clear as they could be about the learning focus. This means that they do not consistently emphasise this learning when they work with the children.
14. Teaching is good in Years 1 and 2 for all subjects except for art and design and design and technology where it is very good overall. Very effective lesson planning allows teachers to

concentrate very well on what specific skills pupils should be learning. For example, the lesson planning for all Year 2 writing sessions focused on a main objective of adding adjectives to pupils' writing. This enabled pupils to learn to write poetry which used adventurous vocabulary about an autumn harvest scene. Teachers use assessment very well to set pupils targets for writing and reading which will enable pupils to work at above average levels of attainment in relation to the National Curriculum. Assessment is used very well in all subjects to enable pupils to work independently and confidently on set tasks. Teaching assistants are often used well to assess pupils on a formal basis at the beginning and throughout lessons formally on a class list. This means that teachers receive detailed information about which pupils are exceeding their expectation and which need further support. Management from the headteacher and senior management team is responsible for developing teaching so that it is very good overall.

15. Many teachers use particularly successful teaching methods which means that all pupils learn to use their numeracy and literacy skills in a variety of ways. Pupils apply their literacy skills in all subjects such as in history, geography and design and technology activities. Numeracy skills are used well when pupils measure materials accurately for a crown they are making. Teachers' very good understanding of how pupils learn means that a variety of methods are used. For instance, teachers encourage pupils to visualise the one hundred square and look for patterns between numbers and teach pupils strategies for problem solving. Displays in classrooms remind pupils about these many strategies that you can use to logically and accurately solve challenges.
16. Teachers are very supportive of pupils. They encourage them and develop their self-esteem very effectively. This means that pupils confidently approach topics and are happy to speak out about links they have found between their studies. For instance, one Year 2 pupil points out a connection he has made between numbers on a one hundred square. Teachers value every comment pupils make and do not use negative replies, but gently ask them to explain their answers. This enables teachers to learn about ways pupils think. Teachers use open-ended questioning to develop pupils' thought processes including those who are gifted and talented and allow them to achieve well. Pupils whose mother tongue is not English and those from minority ethnic groups are well supported by teachers' high emphasis on explaining and using key vocabulary in all subjects. The teachers' management skills mean that high standards of behaviour are expected. Teachers interest pupils in exciting topics so that they behave very well, concentrate and co-operate very effectively in lessons.
17. Provision for English as an additional language is good. Assessments are carried out to identify pupils' level of English language acquisition and to identify whether they might also have a special educational need. This provides the school with essential information which is included in their whole school assessment procedures. Activities are very well matched to pupils' needs so that pupils are able to have full access to the curriculum and make good progress in their learning of English. Good attention is given to using other pupils who speak the same language and the school uses the telephone translation service well so that parents whose first language is not English are not disadvantaged in helping their children to learn. Pupils are very well integrated into classes and groups so that there are no obvious barriers to learning.
18. Teachers' planning ensures that activities are very well matched to individual pupils' needs and this helps pupils with special educational needs to develop their basic skills well. Support staff are used well by class teachers and as a result they contribute strongly to the progress pupils make by helping them to concentrate fully on their work and contribute to discussions. ICT makes a good contribution to teaching and learning in many subjects. For example, Year 2 pupils draw pictures and add text in a variety of styles when they make computer-generated Christmas cards. Teachers use questioning very successfully to enable pupils with special educational needs to participate fully in lessons and make good progress.

19. Pupils achieve well in all subjects and learn very effectively how to read, write and use mathematics because of teachers' very specific expectations of pupils. Teachers are very clear about what skills pupils need to understand to produce high quality writing and refer to them in other lessons such as in history. When pupils' personal targets are achieved in lessons teachers often discuss this with them. The best teaching asks pupils to reflect about others' strengths and ways to improve their work. Pupils are well integrated into lessons because teachers challenge pupils of all abilities well.
20. Assessment procedures have been well developed since the last inspection when they were an area for improvement other than in English, mathematics and science. The school has a very good tracking system which enables the school to monitor pupils' annual achievements. All subjects are very well assessed and record sheets give teachers valuable information about those pupils who achieve more than they expect and those who need further support. The school's assessment arrangements for pupils with special educational needs are very good and pupils' individual progress is carefully tracked each term. Pupils' individual education plan targets are closely matched to their specific needs. As a result teachers are clear about what pupils need to learn to improve. Involvement of pupils in the process ensures that they also understand how they can improve.
21. Although teachers give pupils positive specific feedback they do not consistently inform them what they have achieved well in. This means that pupils feel good about their work but do not know exactly what they did well. For instance, in a music lesson the teacher did not give pupils specific feedback on their singing and playing.

Excellent links between subjects ensure that teaching is very successful.

Four excellent lessons were observed.

In the excellent lessons seen teachers used very exciting teaching methods, very challenging questioning and amazing understanding of how pupils really learn. For example, in an excellent English lesson pupils are taught from an early age the importance of observation. Teachers refer frequently to pupils' art work or use the work of famous artists to develop observational skills so that pupils are able to transfer these skills to their writing. For example, in a Year 2 poetry lesson pupils were asked to study sections of a painting by Brueghel. With their eyes closed they were encouraged to extend their thinking and recall what they had seen in their minds' eyes; they were also given sheaves of corn to further stimulate their imagination. As a result pupils who are only just six years old are able to produce expression such as *"I feel a rough basket filled with food for a feast"* or *"I see a wig of golden corn"* for their writing. Gasps of delight filled the room and the pupils' pride was almost tangible.

The curriculum

The school provides a very good curriculum, which provides a very good range of learning opportunities, suited to the needs of the pupils. This is enriched by a good range of additional activities which make learning enjoyable and exciting. The school is well staffed by both teachers and teaching assistants and resources are good. The accommodation and resources supporting the curriculum are good.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very good.
- The overall curriculum is very well developed and innovative.
- Planning is very good across the curriculum, with extensive cross-curricular links.
- Provision for pupils with special educational needs is very good.

Commentary

22. The breadth of the curriculum offered to children in the Foundation Stage and in Years 1 and 2 is very good. This demonstrates satisfactory improvement since the last inspection, when a similar judgement was made. Furthermore, the school has created an imaginative curriculum which seeks to make learning truly effective. Teachers and subject managers work hard to

ensure that all aspects of the National Curriculum are covered. The curriculum is planned from detailed schemes of work, where some subjects are taught in blocks or linked themes productively. This ensures very good progress by pupils. The school fulfils all statutory requirements relating to the National Curriculum and to the teaching of religious education well. The school monitors progress through and exposure to the National Curriculum and modifies its curriculum accordingly. The school provides very well for pupils' personal, social and health education within the full curriculum and as a separate subject. Drugs and sex education is covered at a suitable level for pupils under seven years of age.

23. The curriculum for the Foundation Stage is very good. In the Foundation Stage children follow a "six day week" series of lessons that provide a wide variety of experiences to enhance learning. A timetable has been planned which runs for six days before it starts again. Children spend whole days learning about literacy, mathematics and knowledge of the world which means that they develop a deep understanding of these areas. Each area within the Foundation Stage is set up with activities for a particular area of learning. This ensures that resources are very well used. In Years 1 and 2 pupils' learning is planned from a grid of learning areas that allows pupils to experience all aspects of the National Curriculum without the constraints of restrictive outside guidelines. Pupils who are learning to speak English as an additional language are well supported to ensure their attainments are of a high order. The school has identified pupils who are gifted and talented and provides well for them in lessons and extra-curricular activities. By the end of Year 2, when they leave this school, pupils' learning and achievements are very good and they are consequently very well prepared for the next stage of their education.
24. The school provides a wide range of extra-curricular activities within school time and after school to enrich and enliven pupils' experiences. During the inspection, for example, pupils enjoyed club activities in drama, dance, gardening and computers. Further enhancement of the curriculum is provided by visitors to the school, for example, the local vicar and professional drama companies, as well as visits by the school to places such as Hazleton Common and geography trips to Horndean and Southsea.
25. Provision for pupils with special educational needs is very good overall. Assessment is used very effectively to identify these pupils' particular needs. Teaching assistants and the special educational needs co-ordinator provide extra support and teaching which means that they make very good progress overall. Individual education plans are very specific and measurable and are regularly reviewed. Pupils' individual targets are often referred to in lessons. Pupils are fully included in all lessons and contributions are highly valued by class teachers. The school works well with a wide range of external agencies, including specialists, who support pupils with special educational needs.
26. The school has a good staffing level of teachers as well as a team of dedicated and skilled learning support assistants. All adults work as a close and effective unit. This ensures that teaching is very good. The accommodation at the school is good overall, but there is a limited amount of grassed play area. Resources for learning are also good, however there is a limited range of outdoor play equipment for pupils in the Foundation Stage. This means that children do not have rich opportunities to develop creative and physical skills in the open air. The school is aware of the need to develop outside play resources and it is a target in the school development plan.

Care, guidance and support

The pupils' care, welfare, health and safety are a significant strength of the school. The school provides them with excellent support, advice and guidance and involves them in its work and development. The school monitors how well pupils are doing very carefully.

Main strengths and weaknesses:

- The care given to pupils ensures they feel secure so that they can do their best.
- The school monitors how well pupils are doing very carefully and uses all the available monitoring information to support pupils' achievement.
- Staff are very good role models.

Commentary

27. Pupils' care, welfare, health and safety are excellent and strengths of the school in both the Foundation Stage and in Years 1 and 2. This is a significant improvement since the last inspection when these areas were judged to be very good. The pupils have good and trusting relationships with one or more adults in the school. Even before starting school, the Foundation Stage teachers and teaching assistants visit the child's home to smooth the transition. The class teachers, teaching assistants and midday supervisors are all attached to one particular class and have their photographs at the entrance to the classroom. This ensures that pupils have a continuity of care and that there are at least three adults with whom they have a close relationship. This is apparent from when the pupils are welcomed into school in the morning and throughout their lessons. The staff have excellent relationships with pupils and a comprehensive understanding of pupils' achievements and development. Administration staff form an integral part of the school team and pupils benefit from their approachability and friendliness.
28. The school provides very effective support, advice and guidance for all its pupils. This is informed by excellent monitoring of their personal development, behaviour and attendance. Very good systems ensure that children, including those whose mother tongue is not English, settle incredibly quickly into school. Staff very carefully monitor pupils' personal development. Good improvements since the last inspection mean that assessment is now effective in all subjects. For instance, assessment activities in art and design, mathematics, geography and history have been partly responsible for raising standards in these subjects. Assessment is also used very carefully to support those children in their first year of schooling who are more able, so that all pupils are very well challenged. This means that they are very well involved into school life and work. Records of academic progress are very good including those for pupils with special educational needs and enable progress to be monitored closely. This good provision makes a strong contribution to the educational standards achieved. Pupils with special educational needs are well cared for throughout the school. They are fully integrated into all aspects of school life and are able to discuss any concerns they may have with teachers, support staff or lunchtime supervisors. All pupils can also share any problems they might be experiencing in their class 'worry box'.
29. The caring staff and a wide range of sound policies enable pupils to receive excellent support and guidance and to learn in a happy and safe environment. Teachers know their pupils very well, and the school's positive ethos enables teaching and learning to flourish. Although there is no regular system for gathering pupils' views, they were consulted about changes to the playground. Procedures for monitoring discipline and promoting good behaviour are very good. The behaviour policy is effective and pupils understand and appreciate the standards of behaviour expected from them. The special educational needs co-ordinator, in partnership with the school's educational psychologist, runs a support group for parents of children exhibiting challenging behaviour.
30. The liaison between the local playgroups and the school ensures a smooth transition, with sharing of information about both social and academic matters. There are very good practices for getting to know the children and their parents before they start school, and for supporting them throughout their time at the school.
31. Procedures for child protection and health and safety checks are very good. The headteacher undertakes the liaison required for child protection and two other members of staff are undergoing training. The headteacher is trained and well informed. Policy and guidance documentation exists for all staff. All staff are aware of their responsibilities in this area and any incident is managed in accordance with the County Child Protection Procedures.

32. There are sound and effective arrangements for health and safety. Thorough maintenance and vigilant caretaking ensure that the building and equipment are safe. There are very good first aid and medical procedures, which are conducive to the well-being of pupils in all situations. An example of this is the use of photographs of pupils who have various allergies alongside detailed information about the medication required. These are kept in various places around the building. The school nurse runs a termly drop-in session to support any parents in need of advice.
33. The pastoral care is excellent. The excellent relationships between staff and children enable pupils to build trusting relationships with one or more members of staff. This is helped by the continuity of care (teacher, teaching assistant and midday supervisors) on a day-to-day basis, combined with the school's ethos and approachable, friendly nature of all members of staff. The systematic monitoring of the pupils' progress and performance ensures that the school can maximise pupils' learning. Assessment is used very well to group pupils within lessons so that they are challenged to achieve the best results they can.

Partnership with parents, other schools and the community

Links between parents and the school is very good and parents think very highly of the school. Parents make very effective contributions to pupils' learning. The school has good links with the local community. There are positive links with the neighbouring junior school, ensuring a smooth transition when pupils transfer.

Main strengths and weaknesses:

- Information for parents is detailed and informative.
- Good links with the local community.
- Very supportive PTA.
- Very good induction from the local playgroups into the reception class, and good links with the junior school.

Commentary

34. Parents' views as expressed both before and during the inspection and in response to the questionnaires, indicate that they are very pleased with the school's performance. The quality of information provided for parents through reports, weekly newsletters and other leaflets is very good. Parents appreciate the useful information about the school and its activities provided in the prospectus and the many informative induction booklets issued to pupils who start in the Foundation Stage. The teachers for children under five years old and teaching assistants visit the children's homes prior to them starting school to encourage mutual understanding of the education process. A summary of the topics to be covered in each part of the curriculum for each year is sent to parents. The monthly drop-in afternoons for parents to view their children's work is a particularly welcome initiative. There is a comprehensive sharing of information and the school is justifiably proud of its relationship with parents and carers. The school emphasises the importance of working with parents and encouraging them to participate in their children's education. The home-school notebooks are a useful way of involving parents in their children's work. This establishes a very effective partnership between parents and the school. The parents are consulted and their opinions are taken into account. Any complaints are resolved promptly. The school has established good links with the parents of pupils with special educational needs. The views of both parents and their children are actively sought through regular meetings with teachers and the special educational needs co-ordinator, so that parents are kept fully informed about progress their children are making.
35. Good induction procedures are well-established. The school has forged particularly good links with the local playgroups through the Sharing Professional Expertise initiative. Exchange visits with the neighbouring junior school for both teachers and pupils ensure a smooth transition at

Year 3. The staff share training days, and the headteacher of the junior school attends assemblies at Horndean Infants on a regular basis. The transfer of information on pupils moving to the junior school is efficient. Horndean Infants uses the computer suite at the junior school on a weekly basis. These links enhance the range of learning opportunities for pupils and enable staff to share and extend their expertise with others.

36. The school has good links with a wide range of organisations in the local community. These include the local church, police and local businesses. The links that have been established with parents and the community benefit the pupils and make a positive contribution to their progress and standards of achievement.
37. There is a flourishing parent teachers association, which raises substantial sums of money for school projects. Recently they have raised money for computers and for carefully chosen, much-used, main outdoor climbing equipment for the playground. Several parents help in the classrooms on a regular basis, and each class has a cooking parent, a computer parent and a library parent. Others help occasionally for specific events, for example, school trips. The school organises several out of school clubs. The pupils are very enthusiastic and the clubs range from dance and drama to gardening and computing.
38. Many pupils show a growing awareness of the needs of others, partly due to the school's support for various charities. These include Comic Relief, Blue Peter Waterworks Appeal and NSPCC. Current projects are to raise sufficient money to buy two special needs tricycles for the 'Kids' charity and to fill shoe boxes with presents for Albania, aiming to beat last year's magnificent total of two hundred boxes.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The leadership of the headteacher and senior management team is very clearly focused on developing effective teaching. Very good management means that the school is continuously self-evaluating its effectiveness and improving its practices so that pupils can achieve high standards. The governance of the school is fully involved in shaping its future direction and very effectively contributes to managing the school.

Main strengths and weaknesses

- The headteacher and staff are outstanding role models for their pupils and new and inexperienced staff.
- The headteacher provides a clear vision which is shared by all and which underpins all aspects of the school.
- There is very good leadership of English, mathematics, science, ICT, art and design, design technology and of pupils with special educational needs and for pupils whose mother tongue is not English.
- There are very good systems and procedures to ensure highly successful management in all aspects of the school.
- The governing body has a very good understanding of the school's strengths and areas for development and holds the school to account effectively.
- The school is committed to removing any barriers to learning for all pupils and integrates all pupils well into school ensuring they achieve in line with their abilities.
- There are very good relationships between the governing body and school staff.

Commentary

The headteacher and senior management are constantly evaluating their own teaching and share good practice on a daily basis. Every opportunity is taken to find out about successful ways to teach basic and advanced skills.

The leaders set excellent role models to staff and pupils.

The school is an outstanding model of good practice to be shared with other schools and is involved in the training of teachers. The headteacher is very ambitious for her staff and pupils and encourages them to have high expectations of themselves and each other. She demonstrates a very strong sense of mission which ensures that pupils have access to a relevant and innovative curriculum delivered by very good teaching throughout the school. This curriculum ensures that pupils develop their understanding in depth. The headteacher and staff are dedicated to using the most effective teaching methods that they can find. Teaching staff are constantly discussing and researching different learning styles. For example, pupils with special educational needs are taught whole body exercises that develop the left and right side of the brain which enables them to work better in lessons and make very good progress. This contributes strongly to the very good progress and very high standards achieved by pupils. The headteacher's vision underpins all the work of the staff and governors and this is reflected in all decision making. The headteacher, staff and governors are clearly focused on the development of a school where all pupils are very well integrated and can flourish.

39. The school has devised and implemented very good systems for monitoring and evaluating its performance and for diagnosing its strengths and weaknesses. The entire school community including governors, is involved in producing the school development plan so that commitment and understanding are ensured. This provides the school with an effective plan to guide and monitor progress. All identified priorities are linked to teaching and learning and all are reflected in staff annual objectives. This results in very successful teaching and in over half the lessons seen teaching was very good or excellent. The school has a race equality policy and ethnic minority co-ordinator who monitors these pupils' progress very well. Very good use is made of information and communication technology in both school administration and teaching and learning to assist in this process and to monitor all aspects of pupils' progress and attainment throughout the school.
40. The governing body operates very efficiently through its system of committees and as a result governance of the school is very good. Governors regularly discuss standards achieved in Year 2 and holds the school to account for any less successful results. The headteacher and senior staff ensure that the governing body is very well informed so that they have a secure knowledge of how the school is performing. Governors have developed effective links with subject leaders and they work closely with staff to monitor and evaluate all aspects of the school. The school finances are very well managed and the governing body ensures that financial resources, including specific grants and additional funding, are allocated in accordance with the school's identified priorities. The school implements the principles of best value very well through its use of data, its methods of consulting those connected to the school, its challenging aims and its targeted use of the budget. The school provides very good value for money.
41. The headteacher ensures highly successful leadership in many areas of the curriculum by appropriately delegating core responsibilities and supporting staff so that they are able to perform their leadership roles well. She effectively builds on the strengths of individuals, enables staff to support each other in their management roles and perceptively identifies where further support and guidance is required. Continuing professional development and induction of new staff have a high priority and this is appreciated by all staff. There have been good improvements in the leadership and management of the school as the leaders now set excellent role models for staff and pupils. The school has no problems recruiting and retaining staff.
42. Leadership and management of special educational needs are very good. The co-ordinator demonstrates very good knowledge and understanding of how these children learn best. She is very experienced in working with pupils who are in need of additional help and support in their learning. Support staff are well managed and have access to a good range of training. The management of all procedures, including arrangements for reviews and annual reviews,

and the paperwork, are up to date and effectively organised. The governing body is kept fully informed on matters relating to pupils with special educational needs through regular liaison with the headteacher and special educational needs co-ordinator.

43. The Foundation Stage is very well led and managed. Children's achievements are carefully monitored and a very good curriculum is planned for them. The co-ordinator for pupils whose mother tongue is not English and for minority ethnic groups monitors all pupils in these groups very well and supports them well. The co-ordinator liaises effectively with staff to ensure that pupils receive appropriate levels of support so that they can make good progress in their learning.
44. The financial management of the school is very good overall. Money for pupils with special educational needs is used carefully to support their progress. The school's finance officer keeps very good records of spending and provides the governors and headteacher with high quality information to enable them to manage the school's budget well. Best value for money is achieved very effectively through careful analysis of prices and estimates. The headteacher, senior management team and subject managers visit other schools regularly and share ideas particularly well. This means that the school is constantly comparing its standards and approaches to teaching which enable the school to keep developing due to all staff's open minded approach to further improvements.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	666,395
Total expenditure	668,729
Expenditure per pupil	2,549

Balances (£)	
Balance from previous year	21,808
Balance carried forward to the next	19,474

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning in the Foundation Stage is **good**. The leadership and management are very good. Overall, children enter the Foundation Stage with average levels of knowledge and understanding in most areas of learning. Children are very carefully assessed when they start school and teachers and the teaching assistants regularly note their achievements. Good record sheets track children's progress throughout the first year of schooling. An analysis of children's work from last year demonstrates that they make good progress and achieve well in many areas of learning. By the time that children leave the Foundation Stage, standards are above average because a significant number of them exceed expected levels of knowledge for five year olds in all areas except in personal, social and emotional development where standards are well above average. Since the last inspection there have been satisfactory improvements in the provision for the Foundation Stage. The curriculum has been enhanced by developing a more imaginative use of resources, which means that children have deeper opportunities to learn about areas of learning for a whole day. Teaching contains very good aspects which allow children to develop logical thinking and understanding of complex and basic ideas. ICT is used well to teach children many subjects as well as computer skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers have very high expectations of children to be independent in their learning and in decision-making.
- Teachers quickly establish very supportive relationships quickly with children.

Commentary

45. Children attain well above average standards of personal, social and emotional development by the end of their first term in school. Teaching in this area is very good and pupils achieve very well. The children who have only been in school a few weeks are already confident in speaking to adults and other children. Teachers' high expectations of pupils and effective organisation means that children independently select their own play activities and place their name on the activity display board. Teachers work very successfully to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. The majority of children show a good level of interest in their learning. For instance, they are keen to show the teacher a book which includes the 'Incy Wincy Spider' rhyme. They settle quickly to their tasks and concentrate very well for short periods of time. Most children behave very well because of teachers' very high standards of discipline and management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision for language, literacy and communication is **good**.

Main strengths and weaknesses

- Teachers use assessment very effectively to ensure that all children are extended in their learning.

- Teachers have a very good understanding of how children learn and use very effective teaching methods.

Commentary

46. Standards of language, literacy and communication are above average. Evidence for this judgement is based partly on an analysis of children's work from last year and teachers' assessments of their attainment at the end of the Foundation Stage. Children achieve well and make good progress in acquiring these skills because of effective teaching. The teachers plan a wide range of opportunities for children to talk to adults and each other. Teachers take every opportunity to discuss moral issues such as being fair and sharing things. Very good methods are used when children discuss which order pictures should be placed in to demonstrate the sequence of events in the rhyme 'Incy Wincy Spider'. Teachers interest children with 'Big Books' so that they learn to listen and concentrate well on learning to read. Effective learning methods are used when children learn to sort objects by their initial sound. This enables children to learn to recognise the letters 'p,s,a,l' and 'n'. Teachers set high expectations of children, which means that they learn to write magical animal stories.

MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Children attain above average standards and achieve well as a result of good teaching.

Commentary

47. Standards of mathematical development are above average by the end of the Foundation Stage. This judgement is based on analysing children's work and teachers' assessments as well as lesson observations. Children make effective progress in mathematical understanding as a result of good teaching. The teachers plan lots of practical activities to promote children's mathematical development. For instance, children learn to play games that develop their understanding of the names of colours. Every opportunity is taken by the teachers to reinforce children's counting skills and check their mathematical understanding through well-directed questions and assessment activities. Teachers use very effective methods when they ask children to collect and record sets of numbers practically. For example, one teacher used assessment particularly well when she asked children to record sets of numbers from four to fifteen depending on their levels of understanding. Very good use of the ends of lessons means that children learn how to check their work accurately because teachers explain how to do this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's development of knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Very effective use of resources brings learning to life.

Commentary

48. Children's knowledge and understanding of the world develop well because the teaching of these areas is good. By the end of the Foundation Stage standards are above average in these area of learning. Children learn about the properties of materials such as sand, water and paint by handling and working with them regularly. Children learn how to attach materials together due to their experiences with glue and paper. Resources are very effectively utilised

when children investigate how light is reflected from a variety of types of surfaces. This means that children handle a very wide range of materials to discover what effect light has on them in a darkened tent which they adore going into. Good teacher knowledge means that children learn to use the computer mouse and develop their understanding of number recognition. Teachers set high expectations of children when they ask them to describe surfaces in detail, using their observation skills very well.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Teachers set high expectations of children due to their deep understanding of how young pupils learn.
- More imaginative play resources and activities could be developed for the outside play area.

Commentary

49. The majority of children's physical development exceeds national expectations by the end of the Foundation Stage for their age due to good teaching. Children enjoy regular opportunities to be active in physical education lessons. Teachers set high expectations of children to find different ways to walk on their feet. This means that they learn to walk on the balls and sides of their feet. Teachers explain very clearly how to move in a very wide range of ways using your feet. They make good progress when they learn to walk on their heels as a result of teachers' effective use of one child to demonstrate good practice. Children have satisfactory opportunities for outdoor play because there is a fenced playground for those children who are under five years of age. However, the range of equipment they use is rather limited and teachers do not plan imaginative activities for outside play areas.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- A good range of activities is planned for the classroom which enables children to develop their observation skills well.

Commentary

50. Children's creative development is above average. The majority of children are in line to reach nationally expected levels for five year olds by the end of the Foundation Stage as a result of good teaching. Many children will exceed the goals and sing, draw and paint with considerable skill. They enjoy listening to music and learning songs such as "Lullaby". They confidently paint and create models. For instance, children explore combining materials when they make model spiders attaching the legs in a variety of ways. Children learn how to observe visual features when they draw and paint. Teachers' very good knowledge and understanding and use of resources means that children learn to play percussion instruments quietly and loudly. Inside the classroom, teachers ensure that a good range of activities are planned to develop children's creative development and many attain above average standards. Activity corners in the reception classes are used well. For instance, in one classroom a café is set up for children to play at cooking and making set numbers of tarts.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in reading, writing and speaking and listening are well above average.
- Teaching is good overall, with some very good and excellent lessons seen, and as a result pupils make good progress and achieve well.
- Teachers have very high expectations which ensures that pupils behave very well in lessons and demonstrate very positive attitudes to their learning.
- The impact of the very good assessment and pupil tracking systems means that teachers know their pupils very well and as a result planning is very comprehensive and teaching meets the needs of all pupils well.
- Leadership and management of English are very good.
- Resources, including the use of ICT for both teaching and learning, are plentiful and are very effectively used by teachers and pupils – learning is well supported by a range of quality designed worksheets.
- The curriculum, including planning for the development of pupils' literacy skills across all subjects and the wider English curriculum, is very well developed and has a strong impact on pupils' attainment.

Commentary

51. English standards are a significant strength of the school. Consistently good teaching ensures that pupils can achieve well, whatever their level of ability. It is because of this that pupils enjoy learning, make good progress and attain standards that are well above average. The school's commitment to the development of a high quality English curriculum that develops pupils' literacy skills in all subject areas is exemplary. Very good leadership and management by the subject leader are responsible for good improvements since the last inspection. Assessment has been further improved to allow more pupils to work at above average levels of attainment. The curriculum now allows pupils to write for a specific purpose for a whole morning a week. This allows pupils to develop their skills more effectively. Well above average standards have been maintained as a result of expert subject knowledge, good management skills, a secure knowledge of how pupils learn and an open and honest collaborative approach by all staff. The curriculum is planned to ensure that pupils develop an understanding, for example, that writing is used to communicate information in all subjects. This was demonstrated very clearly in a design and technology lesson, where Year 1 pupils were evaluating the results of testing of their boats using language and literacy skills very well.
52. Pupils of all ages and abilities write confidently and enjoy writing because their teachers have very good subject knowledge and share their expertise and enjoyment with their pupils. Work is presented attractively with good attention to detail, such as word processing in different fonts, colours and styles so that work appears varied. Handwriting is taught very effectively. Pupils in all year groups are expected to join letters as they reach the appropriate stage in their learning. They are encouraged and motivated at all times; for example, they can gain a silver pencil award or a writing pen award as they make progress towards a fully joined style of handwriting and they are proud to share which target they are working on.
53. The school places strong emphasis on developing pupils' speaking and listening skills. Significant time is given within lessons or through the daily session of 'talk time' for whole class, group or paired discussions, and this contributes strongly to the very confident attitudes of pupils when speaking, either in lessons or in assemblies. Effective use of drama and use of puppets or toys also helps pupils to develop confidence in using language as a means of

expressing their ideas and feelings. A delightful example of this was seen in a Year 1 lesson where pupils were asking Lollopy questions about his adventure – “*Would Lollopy like to know all our names?*” and “*Would Lollopy like to meet my teddy?*” Teachers value pupils’ contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. As a result of expert teacher demonstrations, pupils listen well to each other and their teachers, and they are always prepared to try hard. Support staff are very skilled in helping lower attaining pupils to develop both their confidence and the language they need.

54. Reading has a high status and the very good strategies for the teaching of reading are well embedded in the school’s practice. There is good emphasis on the teaching of letter sounds so that pupils develop a secure knowledge of their use in reading. This is effectively linked with the teaching of spelling, which the school identified as an area requiring further development, following analysis of last year’s end of year tests. The use of homework supports pupils’ development in reading and spelling well. Most pupils read very well. Higher attaining pupils make good use of expression and tone to bring meaning to their reading and they are able to predict story endings well as a result of the very good teaching of this particular skill. Lower attaining pupils read appropriate texts well and make good use of the strategies they are taught. They show confidence in sounding out unfamiliar words and demonstrate that they are making good progress in learning letter sounds and names.
55. Use of the very good assessment procedures is maximised by class teachers and the management of the school. This enables early identification of specific needs and support as required as well as focused planning and teaching. As a result planned work is very well matched to meet individual needs and higher attaining pupils are appropriately challenged through more advanced work which encourages them to think more deeply. Pupils with special educational needs are very well supported; they make good progress and achieve well and sometimes they work at standards that meet with national expectations. The school makes very good use of setting pupils so that all lessons are sufficiently challenging and supportive according to the range of pupils’ needs. Pupils are encouraged to evaluate their own work regularly and there are opportunities to evaluate each other’s work. Teachers’ marking helps pupils to understand how well they are doing and makes clear how they can improve their work. This and the use of literacy targets, which are referred to in all subjects, ensures that pupils are fully involved in their own learning and parents understand how well their children are achieving.

English across the curriculum

56. Opportunities to develop pupils’ basic literacy skills in other subjects are excellent, and this also contributes to the quality of learning in these subjects. Planning for teaching and application of literacy across the curriculum is very good and teachers in all lessons have very high expectations of their pupils. As a result, pupils read and write extremely well and the practice of these skills maximises achievement. There is very good emphasis within all subjects on teaching vocabulary, and pupils’ understanding and ability to express their ideas is very well developed within all lessons.

MATHEMATICS

The quality of provision is **very good**.

Main strengths and weaknesses

- Pupils attain well above average standards because problem solving and mathematical investigation is very effectively taught.
- Teachers have a very good understanding of how pupils develop numeracy skills.
- The teachers have very high expectations of pupils and teach them very successfully how to calculate accurately.

- Assessment is used very well.
- The leadership and management are very good.
- There are few ICT resources to develop pupils' knowledge of shape, space and measurement.

Commentary

57. Standards of problem solving and investigation, numeracy and shape, space and measurement are well above average because of good teaching. Pupils achieve well in all aspects of mathematics. More able Year 2 pupils carry out complex money problems very well due to teachers' careful development of logical and systematic working. As a result of teachers' good use of resources average and less able pupils learn to investigate very effectively whether nets will create cubes. The majority of Year 2 pupils learn to use multiplication knowledge well when they investigate how many petals they will find on several five petalled flowers. More able Year 2 pupils learn to investigate highly complex problems about the use of fencing around fields very well.
58. Teaching and learning are good overall with many very good features. Teachers have very effective knowledge of how pupils learn and use learning methods well. For example, pupils are asked to find the answer to a question and then hide the number cards until everyone is ready. This allows pupils time to consider their answers very carefully. Teachers use questioning very effectively to challenge all groups of pupils throughout the lesson. Very good opportunities are provided for pupils to discuss ideas before they use mathematical vocabulary in front of the class. Teachers have very high expectations of pupils. For example, a Year 2 teacher discusses with pupils the need to round measurements up to the nearest ten centimetres when measuring a person's head to create a party crown. Very good lesson planning ensures that teaching assistants are used well throughout the lesson. For instance, one particularly well trained teaching assistant leads a separate mental warm up for pupils with special educational needs and this means that they achieve well. Teachers use humour particularly effectively to keep pupils listening and make learning fun. Teachers' good management skills mean that pupils concentrate, co-operate and behave very well in numeracy lessons. However, teachers do not always give pupils specific feedback on what they have done well so they are not clear about their successes.
59. The procedures for assessing pupils' levels of understanding are very good. Pupils undertake regular assessment activities in all aspects of numeracy. Teachers then thoughtfully analyse pupils' knowledge to decide what they need to understand to achieve the next level of the National Curriculum for mathematics. Group targets are set within the classes, which are very closely linked to raising standards to above average levels of attainment. Very good tracking sheets allow the school to monitor pupils' progress. The school ensures that pupils who make less than expected progress are supported.
60. Mathematics is very well led and managed. The co-ordinator is new but a very good subject leader file means that she is very clear about all the activities undertaken in the last few years. National Curriculum tests have been analysed for those who just achieved average grades so that more effective support can be given to these pupils in the future. Improvement since the last inspection is good due to a rise in standards from above average to well above average. Pupils' investigation and problem solving skills are very well developed due to the further training that all teachers undertook last year.
61. Although ICT is used satisfactorily to develop numeracy skills, there are few resources to develop pupils' knowledge of shape, space and measurement.

Mathematics across the curriculum

62. Numeracy skills are used satisfactorily in other subject areas. In Year 2 science work pupils measure the distances accurately when they investigate forces. In Year 1, pupils create an effective graph of their favourite pets. Good links are developed between design and technology and numeracy when Year 2 pupils design and make vehicles using their measuring skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' attainments are well above those to be expected nationally.
- Planning of science within the whole curriculum is very good.
- The subject is well led and managed.

Commentary

63. Standards of work in Year 2 are well above average. Standards are well above average in investigation, life and living processes, materials and physical processes. Nearly half the pupils in Year 2 work at above average standards and use scientific vocabulary well. Teaching is good and this enables pupils to achieve well. Most Year 2 pupils understand how objects are moved using forces. More able pupils can explain why some objects slide easily over the floor while others do not. Teachers use ICT very well to draw graphs using pupils results which mean that they learn how to draw conclusions.
64. A well-planned science curriculum enables teachers to provide pupils with a broad and interesting curriculum. Overall teaching and learning are good. Teachers provide relevant materials for experiments and investigations. They set high expectations of pupils to record and evaluate results effectively. Teachers are good at enabling pupils to arrive at scientific answers by making deductions from the evidence. The lessons are well planned and have activities to meet the needs of pupils of all abilities. This enables pupils not only to learn facts but also to develop skills of learning. Teaching assistants are used well to support pupils who evidence special or extra needs.
65. The subject is well led by the subject manager. Satisfactory improvements have been achieved since the last inspection. For example, a new scheme of work linked to the national guidelines and the structure of assessment and recording of pupils' progress has been developed so that it is more effective. Teachers now plan lessons to meet differing levels of ability and make accurate predictions to inform future planning. The subject is well represented in cross-curricular themes and projects. For example, the study of the conditions needed for living things to survive covered both geography and religious education lessons during the exploration of 'harvest'.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Very good use of ICT to support learning across the curriculum.
- The subject is well led and managed.
- Attainments above national expectations.
- Some hardware is out of date.

Commentary

66. Inspection evidence points to considerable advances in the subject in recent years. Some new computers and visual equipment have been purchased. The curriculum in ICT is well planned with clear assessment and recording of individual pupils' progress. All subjects of the National Curriculum and religious education incorporate ICT in plans for their delivery. The school has a small computer suite and Year 2 pupils are able to access the more sophisticated suite, at the neighbouring junior school. Pupils can use the Internet well and a range of CD Roms to seek information they need and some communicate with e-mail 'buddies' on the Internet. The school has a good Internet policy and it has been shared with parents.
67. Although only one lesson was seen during the inspection, other evidence such as portfolios of work, discussions with teachers, scrutiny of plans and records indicate that overall the teaching of ICT is good. Staff plan and organise lessons well, which means that pupils achieve well and are attaining standards above national expectations. Teachers have a good and increasing command of the subject. As a result, they make good use of a range of equipment including computers, digital cameras, programmable robots and overhead projectors in their lessons and across the full curriculum. Some of the computers are rather out of date. There are few computers in the classrooms.
68. The subject manager has clear plans for the development of the subject and has provided a detailed and comprehensive system of recording and assessing pupils' work. Satisfactory improvements since the last inspection have included the more effective use of assessment and record sheets which assist teachers in analysing standards and resources for researching factual information. The co-ordinator shares her time and expertise well with her colleagues. The school runs a thriving computer club as an extra-curricular activity and this enhances learning. Parents help in lessons and support pupils on the computer bank.

Information and communication technology across the curriculum

69. The use of ICT across the curriculum is very good. Pupils demonstrate a high level of competence and use computers naturally within the projects. Planning in ICT and the use of activities within programmes to teach computer skill are very good. For example, Year 2 pupils use the painting programme "Dazzle" to learn how to alter size and colour and delete objects on computer screens. Older children record their scientific findings on the computer.

HUMANITIES

HISTORY

The provision for history is **good**.

Main strengths and weaknesses

- Objects are used well to develop pupils' understanding of the past.
 - Teachers' assessments of pupils' attainment have not been monitored by the new co-ordinator.
70. Two lessons were seen during the inspection and pupils' work reveals that standards are above average. Standards of work indicate that teaching and learning are good and so pupils achieve well. In one very good lesson seen resources were used very well and this enabled pupils to learn how to recognise old toys. All pupils were fully involved in the session because of the good use of the teaching assistant. Very good use of open-ended questioning such as "*Why do you think it's the oldest?*" means that pupils learn about ways to differentiate between objects using visual features. Teachers design their own very well-planned work sheets that enable pupils to learn to draw and write about differences between old and new objects. Very

effective methods are used when teachers remind pupils about using capital letters and full stops. This means that pupils learn to use their literacy skills well in history work. An analysis of pupils' work revealed that most pupils write well about differences between the ways that we handle fireworks now with the past. More able and average Year 1 pupils write detailed letters to Florence Nightingale's parents telling them about what their daughter was doing in Crimean hospitals. The leadership and management of history are good. Assessment has been developed well since the last inspection. Standards have been improved and are now above average. However, the new co-ordinator has not monitored these assessments to determine how many pupils are working at average and above levels of attainment.

GEOGRAPHY

Provision for geography is **good**.

Main strengths and weaknesses

- The local environment is used well by the school to teach mapping skills.
- Teachers have high expectations of pupils to record work using their literacy skills.

Commentary

71. The work in pupils' books and folders were seen and there were interviews with teachers but no lessons were observed. Teachers use a good variety of resources when they compare Horndean and Southsea. This means that pupils in Year 2 learn to contrast two different locations. Year 2 pupils undertake geography trails on Hazelton Common and map the area well. High expectations of teachers mean that Year 1 pupils study the local area of Horndean and draw simple maps. Most Year 1 pupils develop their knowledge of the world by taking a cuddly toy away on holiday. Pupils talk effectively about where the toy has been when they return to school. Marking, assessment and recording processes are carried out systematically and the planning of what is taught is thorough. The subject is well integrated into the whole school curriculum. Standards by Year 2 are above national expectations, a good improvement since the last inspection. The subject is well led by the subject manager, who ensures clear guidance for development.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- The programmes of work and assessment are good.
- The co-ordination of the subject is good.

Commentary

72. Standards by Year 2 exceed expectations of the locally agreed syllabus and pupils achieve well. Since the last inspection there have been satisfactory improvements and good standards have been maintained. The introduction of the new scheme of work and the development of systematic planning and assessment has been significant in maintaining above average standards. Although only one lesson was seen during the inspection, this and other evidence indicate that teaching and learning was good overall. The subject is well planned in Years 1 and 2.
73. The subject provides an important dimension to the whole school curriculum and it features in many cross-curricular themes. For instance, a harvest festival assembly included the study of bread in art, science, design and technology, geography and English. In Year 1, teachers link

religious education lessons to harvest, considering where food comes from and how it is transported. The school provides an extensive range of resources relating to religious education.

74. The subject is well led and managed by the knowledgeable and conscientious subject manager. Religious education is an integral part of general school life impinging on pupils' spiritual, moral, social and cultural development, and is incorporated into the school's acts of worship. Religious education places an effective emphasis on Christianity and the teachings of Jesus. A study of Hinduism is introduced in pupils' first year at the school and this topic is taught throughout all year groups.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards in art and design are well above average which is an improvement since the previous inspection.
- Art has a high status across the school and pupils show great enjoyment of the subject.
- The curriculum is very effectively planned and supported by a wide range of resources.
- Teaching is very good and as a result pupils achieve very well.
- Leadership and management of art and design are very good.

Commentary

75. Art and design has a high profile throughout the school and pupils clearly enjoy the practical nature of the subject and participate very well. Displays around the school are outstanding; they are well annotated and stimulate pupils' imagination. They demonstrate the wide range of skills and techniques which are systematically taught and show how well pupils apply this knowledge when working in different media. Pupils achieve well in all aspects of art.
76. Since the previous inspection good improvements have occurred. For instance, assessment procedures and their use have been well developed. The subject leader has worked very effectively on developing an extremely well planned curriculum for art and design. It ensures that pupils are systematically taught the necessary skills in all areas across the school to enable them to make good progress year on year and achieve standards that are well above average. Links with other subjects are excellent; they are carefully planned into the curriculum so that learning in art is well developed within the subject whilst at the same time contributing to learning and achievement in other subjects. Writing is also well developed in art and design through evaluations and annotations in sketchbooks. Pupils' basic skills in information and communication technology are being well developed through use of packages which support the planned curriculum. For example, good designing programmes are available to all pupils.
77. Lesson observations, scrutiny of pupils' work and displays around the school show that teaching is very good and that teachers have very high expectations of their pupils. Planning is detailed and well matched to pupils' different abilities. Assessment procedures are very effective and used well by teachers so that they understand very clearly how well pupils are performing.
78. Teaching shows very good subject knowledge, confidence and a clear understanding of how pupils learn. Much time is given to teaching pupils how to observe detail; for example, the shapes of fruit and vegetables or the range of colours they can see. As a result they are able to mix and match colours very effectively using a range of media and with great confidence. Good attention is given to evaluations; pupils are encouraged to think carefully and plan what

they are going say or write when evaluating their own or others' work or that of famous artists. Teachers develop pupils' literacy skills well by emphasising the need for correct punctuation, even though this is not a literacy lesson. As a result pupils' writing is well supported and they make good progress in their learning.

79. Sketchbooks are well used. Pupils are given good opportunities to plan their work and experiment with different media imaginatively. Presentation is good and work is generally dated and with some annotation as appropriate. Marking in sketchbooks is developing well which helps pupils to understand how they can improve. Sketchbooks are therefore providing an accurate and valuable record of work covered over time and demonstrate the progress pupils are making.

DESIGN AND TECHNOLOGY

Provision in design and technology is **very good**.

Main strengths and weaknesses

- Pupils make good progress in their learning and achieve standards that are well above average, which maintains the position at the previous inspection.
- Teaching is very good so that pupils are highly motivated to do well.
- Leadership and management of design and technology have been very effective over time.
- The curriculum is creatively designed so that all aspects of the subject are well covered, including maintaining its former emphasis on cooking.

Commentary

80. The delightful displays of pupils' design and technology work in classrooms and around the school show how the school places strong emphasis on developing pupils' creative and practical skills. Teaching observed during the inspection was very good, with one lesson judged to be excellent. Teachers demonstrate very secure subject knowledge and have extremely high expectations of pupils. This inspires pupils and they show great enjoyment of the subject and talk excitedly about the work they are doing and are proud to say which model is theirs. During an excellent Year 1 design and technology lesson where pupils were testing the success of their boats, 'across a washing up bowl ocean' and using their own collaboratively agreed criteria, the quality of discussion between the three adults and the pupils was excellent and all pervading, especially given that pupils were only just five years old. Language such as *"My boat sank because it had a hole in the side but the hole in the top didn't matter because the water couldn't get in until it sank,"* and *"My boat balanced because it was square and didn't fall over"* are two particularly good examples. However, the highlight of the lesson was the little boy who was just about to place his boat in the 'ocean' when he jumped up and down and cried out, clapping his hands, *"I'm so excited!"* Such a spontaneous demonstration of pure joy stopped the lesson in a way rarely seen in a classroom. He then carried on testing his boat whilst the rest of us recovered our composure.
81. The design of the curriculum contributes strongly to the good progress pupils make in their learning. Pupils are given plenty of opportunities to gain experience of working with a range of materials and techniques through designing and making a variety of products. Particularly good emphasis is placed on the teaching of skills so that pupils can build on these effectively over time. Opportunities for cooking are very well planned and contribute well to developing basic numeracy skills through measuring and weighing ingredients. Information and communication technology is also appropriately planned and included in the curriculum. Teaching through topics is maintained where this is meaningful and excellent links are made with other areas of the curriculum, which also enhances learning in these subjects.

82. Basic literacy skills are being well developed through design and technology lessons. Pupils' speaking and listening skills are particularly well developed through group or paired discussion at the planning and evaluation stages, and teachers ensure that these opportunities are maximised in their planning. Teachers' modelling of good listening is exemplary and they value each pupil's contribution highly, even if mistakes are made. They give pupils plenty of time to formulate their responses without being rushed. As a result pupils, including those who have special educational needs and those who lack confidence in speaking English, speak confidently make good progress and are prepared to express their ideas. Writing is used very well to plan and record evaluations. Well designed worksheets which provide opportunities for labelling diagrams, writing instructions and self-evaluation support learning well. Teachers ensure that writing targets and basic punctuation are consistently addressed.
83. Since the last inspection there have been good improvements. The subject manager has invested a lot of time in developing a portfolio covering all aspects of design and technology so that this can be used as a resource for new or inexperienced teachers as well as an ongoing record of work covered over time. All staff use the very well designed assessment procedures so that teachers are fully aware of how well pupils are doing year on year. Marking and annotation of pupils' work is excellent and very supportive for pupils so that they know how well they are performing.

MUSIC

The provision for music is **very good**.

Main strengths and weaknesses

- Standards of singing, music appreciation and performance are well above average overall.
- Resources are very good.

Commentary

84. During the inspection two music lessons were observed and completed assessments for the last Year 2 classes were studied. Standards of work seen indicate that teaching and learning are good overall which enables pupils to achieve well. Standards of singing are well above average. Nearly all Year 2 pupils sing in tune independently using notes in the range of 'C' to 'G' due to very good teacher knowledge and understanding. Standards of performance are well above average. Nearly all Year 1 pupils can play tuned percussion instruments effectively because of teachers' high expectations. A very good number of resources enable most pupils to learn to play xylophones and glockenspiels well. Teaching assistants are used very effectively to carry out assessments of pupils' attainment during sessions. Assessment has been improved since the last inspection. Well-planned lessons ensure that time is used effectively and pupils learn to appreciate various pieces of music. Teachers do not always give pupils specific feedback on what they have successfully achieved in lessons. Many pupils, including the more able have good opportunities to learn to play the recorder and sing in the choir as part of the school's extra-curricular activities. The leadership and management of music are good. Satisfactory improvements have occurred since the last inspection as well above average standards have been maintained.

PHYSICAL EDUCATION

The provision for physical education is **good**.

Main strengths and weaknesses

- Standards are above average because teachers have high expectations of pupils.
- One lessons was judged to be excellent.

Commentary

85. Two lessons were observed during the inspection and completed teacher assessments for the last Year 2 classes were analysed. Standards of work seen indicate that teaching and learning are good and this enables pupils to achieve well. Standards are above average overall. Many Year 2 pupils attain above average standards in gymnastics because of good opportunities for them to evaluate and reflect on others' movements. Very high teacher expectations mean that Year 2 pupils learn to create sequences incorporating turning movements very well. In one excellent lesson seen pupils achieved well above average standards in dance. The teacher's very effective teaching methods mean that pupils create a very good dance about the movements of a combine harvester and a farmer. Excellent planning ensures that time is used very well and all pupils have equal opportunities to perform their dance to the class. The teacher's very specific feedback for pupils allows them to learn what they have done well. Extra-curricular activities give pupils good opportunities to learn to dance, for example pupils learn English country dancing. The leadership and management are good and have brought about satisfactory improvements since the last inspection. Assessment procedures are good and are used effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- Teaching is very effective in developing positive relationships between pupils, and between pupils and staff.
- Lessons develop pupils' citizenship skills and understanding of local issues.

Commentary

86. Standards are well above average because teachers use sessions very well. Weekly lessons are well established. Open-ended questioning is used very well. For instance, a Year 1 teacher uses questioning very effectively when she develops pupils' understanding of the differences and similarities between people. This means that pupils appreciate that people may have different talents. For example, pupils can say what they are good at, successfully highlighting their own individual qualities. Very good lesson planning allows pupils to learn how to make others feel better when they are sad. Teachers have very high expectations of pupils when they ask them to debate what improves a home and the local and natural environment. Sex education and drugs awareness are appropriately covered for pupils in Years 1 and 2. This means that pupils in Year 2 understand what being a good citizen is and develop an awareness of local issues. Social skills groups are held twice a week for pupils with social and emotional needs in each year group.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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