

INSPECTION REPORT

LOVE LANE PRIMARY SCHOOL

Cowes, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118174

Headteacher: Mr S Bartlett

Lead inspector: Mr Philip Schofield

Dates of inspection: 22 - 25 March 2004

Inspection number: 256784

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-------------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 5 - 9 |
| Gender of pupils: | Mixed |
| Number on roll: | 146 |
| School address: | Love Lane Cowes Isle of Wight |
| Postcode: | PO31 7ET |
| Telephone number: | 01983 293233 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs Helen Goddard |
| Date of previous inspection: | 16 November 1998 |

CHARACTERISTICS OF THE SCHOOL

Love Lane Primary School is situated in Cowes on the Isle of Wight. There are 146 pupils on roll aged from four to nine, of whom 93 are boys and 53 are girls. Of these, eight attend a unit for children with Speech and Language difficulties. Overall, the number of children on the register of special educational needs is significantly lower than at the time of the last inspection, but is still higher than average. Most of the children are of white ethnic origin with English as a first language; just over 1% of the pupils do not have English as their first language. Children's attainment on entry to school is well below average.

Overall, most pupils' socio-economic circumstances are below the national average. A quarter of the children are entitled to free school meals, which is higher than the national average. The number of children attending the school has fallen from 201 in 1999 to 146 in 2004. The proportion of pupils who join or leave the school at times other than the beginning of the school year is similar to other schools. There have been two headteachers in post since the last inspection and the current headteacher only took up duties at the beginning of January.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------------|----------------|--|
| 1616 | Mr Philip Schofield | Lead inspector | Science Information communication technology History |
| 32667 | Mr Brian Horley | Lay inspector | |
| 32153 | Mrs Maureen Panichelli | Team inspector | Foundation Stage English Art and design Music Religious education |
| 18199 | Mr David Lindsley | Team inspector | Mathematics Design and technology Geography Physical education Provision for pupils with special educational needs |

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REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 10 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 18 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 29 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school has serious weaknesses in the management and provision of a broad and balanced curriculum and in its provision for pupils who attend the Speech and Language Resource Centre. In the recent past the curriculum has been poorly managed and middle managers are only just beginning to develop and strengthen their roles. Standards in writing are well below average and this impacts on standards in other subjects. Pupils are beginning to achieve higher standards as they benefit from more effective teaching. The newly appointed headteacher is giving strong and effective leadership and has taken significant steps to bring about school improvement. However, as yet the school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in writing are low;
- The new headteacher is giving strong and effective leadership and is supported well by the governing body and staff;
- Curriculum management is unsatisfactory;
- Teaching assistants give good support to pupils and one provides effective teaching in Information and Communication Technology (ICT);
- Insufficient use is made of assessment data to improve the quality of planning and teaching;
- The Speech and Language Resource Centre is managed unsatisfactorily and gives poor value for money;
- The attendance and punctuality of some pupils are poor which adversely affects their performance;
- Resources for some subjects are either insufficient or underused.

The school is less effective than at the time of the last inspection and has not responded well to the issues raised in the inspection report. Standards in reading and writing have not improved sufficiently and assessment is not yet used consistently to improve the quality of teaching and learning. However, weaknesses have been identified and the new headteacher is leading school improvement.

STANDARDS ACHIEVED

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

Achievement is unsatisfactory, but there are clear signs of improvement. The achievements of children in the Reception class, many of whom enter school with poorly developed skills, are unsatisfactory and, although many have come close to achieving the levels expected for five year olds by the time they move to Year 1, most are capable of achieving more. Unsatisfactory curriculum provision slows down the achievements of pupils in Years 1 to 4 and many leave the school with underdeveloped skills, particularly in writing. Standards in Years 1 to 4 are below average overall, but scrutiny of pupils' work and test scores show that they are improving. Pupils in both key stages are underachieving in their writing and standards are low. Standards in reading have improved, but lack of rigour in teaching has led to underachievement. Standards in science remain unsatisfactory although recent improvements in teaching are beginning to improve standards and enable pupils to make better progress. Standards in mathematics throughout the school have

improved and pupils achieve satisfactorily. Standards in ICT, history, art and design throughout the school are average and pupils achieve well.

Pupils' personal qualities are satisfactory, including their spiritual, moral, social and cultural development. The pupils like school and respond well to the opportunities offered, including its wide range of extra-curricular activities and stimulating range of educational visits. Most pupils behave well, but some younger pupils do not always behave well in lessons. Attendance and punctuality are unsatisfactory, and too many parents take their children out of school during term time.

QUALITY OF EDUCATION

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

Teaching and learning are satisfactory in the main school and unsatisfactory in the Speech and Language Resource Centre. Most pupils generally enjoy their lessons and respond well. In the best lessons, teachers plan well and give the pupils interesting and challenging work. However, pupils are not always given sufficient opportunity to build and extend their writing skills and teachers do not always have sufficiently high expectations of them. The teaching in the Speech and Language Resource Centre is not sufficiently focused on the special needs of the children. Throughout the school, insufficient use is made of assessment to improve the quality of planning and teaching.

The curriculum is unsatisfactory because it is narrow and imbalanced. Insufficient time is allocated to some subjects. Co-ordinators have had little opportunity to monitor the quality of subjects, and this has resulted in poor coverage and duplication in some subjects. The specialist teaching of ICT is good, but ICT is not used well in other subjects. Extra-curricular activities add significantly to the quality of provision.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are unsatisfactory because of the ineffectiveness of much of middle management. However, the new headteacher is now providing strong and effective leadership. The roles of middle managers have been redefined and this should make co-ordination more effective. The governing body has been reorganised and is clearly focused on school improvement. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive opinions about the school and generally support it. They have confidence in the new headteacher and staff and appreciate the support their children receive. They appreciate the information they are given, but would like more information about the teaching programme.

Pupils like their school and enjoy the range of activities on offer, both during the school day and after school. They are looking forward to improvements to the playground.

IMPROVEMENTS NEEDED

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

- Raise standards in writing and reading, and extend opportunities for pupils to use and improve their writing and reading skills in other subjects;
- Enhance the roles of middle managers so that they can ensure that the school provides a broad and balanced curriculum for the pupils;
- Improve the quality of provision in the Speech and Language Resource Centre so that pupils with special educational needs receive the specialist support they need to make good progress;
- Improve the quality of assessment arrangements and develop the use of assessment data to enhance the quality of teaching;
- Take action to ensure that pupils attend regularly and on time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards throughout the school are below average overall. The achievements of children in the Reception class, many of whom enter school with poorly developed skills, are unsatisfactory. Many have come close to achieving the levels expected for five year olds in some subjects by the time they move to Year 1, but most could have achieved more. Although the achievement of pupils in Years 1 and 2 in some subjects is satisfactory, it is unsatisfactory in English and science. In Years 3 and 4, pupils' overall achievement is unsatisfactory, although they make good progress in ICT, history and art. Pupils with special educational needs make satisfactory progress and achieve satisfactorily in relation to their starting points, but underachieve when the teaching lacks the precision and rigour needed to help these pupils to overcome their difficulties.

Main strengths and weaknesses

- Standards of spoken and written English are higher in those lessons where teachers use questions effectively and encourage discussions;
- The standard of writing is well below average and this leads to underperformance in other subjects;
- Insufficient attention to Individual Education Plans means that pupils with special educational needs are insufficiently challenged and therefore underachieve;
- Inappropriate behaviour in some Years 1 and 2 lessons distracts pupils and impedes their progress.

Commentary

1. Pupils' results in the 2003 National Curriculum tests at the end of Year 2 were well below average in writing and below average in reading and mathematics. However, results in reading and mathematics were above those of schools in similar contexts. Teachers assessed pupils' performance in science as well below average. No pupils attained Level 3 in writing.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.4 (13.6) | 15.7 (15.8) |
| Writing | 11.4 (12.8) | 14.6 (14.4) |
| Mathematics | 15.9 (15.0) | 16.3 (16.5) |

There were 34 pupils in the year group. Figures in brackets are for the previous year

2. At the end of Year 2, standards are slightly below average in mathematics and pupils' achievement is satisfactory. Standards are below average in science and reading and well below in writing; this represents deterioration since the last inspection. The school did not meet its targets in these areas. Standards in writing are low because pupils are not given sufficient opportunities to use and practise their skills and are not encouraged to produce extended writing using different genres. Standards in reading have improved, but many pupils are underachieving because the school does not have rigorous and systematic approaches to teaching basic skills. Standards in science are unsatisfactory because insufficient time has been allocated to the subject in the past and pupils have not been encouraged to develop their skills of enquiry. There are indications that, because of more effective teaching, standards in science are likely to improve. Nevertheless, pupils are underachieving in English and science.

3. Most children enter the Reception class with communication, social and mathematical skills that are well below average. By the time they move to Year 1, most have made good progress and can work and play with their friends happily and follow the instructions of their teachers. Their ability to speak and listen has improved, but is still below average. Many have early reading and writing skills but are still learning to make sense of what they read and write. They develop satisfactory understanding of early mathematical concepts. Standards are below expectations and, although their achievement is satisfactory overall, many are unlikely to reach the early learning goals.
4. Unsatisfactory curriculum provision slows down the rate of progress in Years 1 to 4 and many pupils leave the school with underdeveloped skills, particularly in reading and writing. By the time they leave the school, their attainment in writing remains low and, although their reading has improved, most pupils are capable of reading at a higher level. They achieve higher standards in lessons where they are encouraged to contribute through responses to questions and discussion. They make satisfactory progress in mathematics and achieve standards that are slightly below average. Standards in science are below average, but are improving as better teaching takes effect. Standards in ICT, art, history and PE are satisfactory. Standards in other subjects are satisfactory, although poor writing skills tend to slow down pupils' progress.
5. There are no significant differences between the performance of boys and girls. Pupils with special educational needs in the mainstream classes make satisfactory progress, but do not achieve as well as they could because insufficient attention is given to the targets set and recorded in their Individual Education Plans. Pupils in the Speech and Language Resource Centre do not receive the quality of specialist teaching they need and this impedes their progress. The behaviour of some pupils in Years 1 and 2 is inappropriate and detracts from their performance and achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The unsatisfactory attendance and punctuality of some pupils adversely affects their performance at school;
- There is good provision for pupils' social development;
- The school operates good procedures for dealing with absence;
- Some inappropriate behaviour in Years 1 and 2 disrupts lessons and adversely affects the learning of other pupils.

Commentary

6. Most pupils enjoy coming to school and have satisfactory attitudes to the school and their learning. Behaviour around the school and in classes is generally satisfactory, which is a decline since the very good behaviour found in the last inspection. In the foundation year, pupils' attitudes and behaviour are good, and most will achieve the early learning goals in personal, social and emotional development. In Years 1 and 2 classes, there were instances of inappropriate behaviour which although dealt with did disrupt the classes and adversely affect the learning of other pupils. The school's behaviour policy has not been effectively disseminated to staff and, as a result, behaviour management is inconsistent across the school. On Fridays, the school holds a Celebration assembly where pupils receive certificates for achievement and good behaviour, which are valued by the pupils. A school council has been started recently with elections taking place in the autumn term. This gives those involved

the opportunity to take on responsibility, but there are few other similar opportunities for other pupils. During the previous year there was one permanent exclusion.

7. The provision for pupils' spiritual, moral, social and cultural development is worse now than at the last inspection, when it was very good. During the inspection few examples were seen where pupils were given opportunities to explore their own beliefs, feelings and emotions. The school offers many ways in which the social development of pupils is encouraged. Pupils take full advantage of the many school clubs and the social activities organised by the parent teacher association. Good use is made of educational visits and a residential week for final year pupils. Additional trips are arranged for pupils in the Speech and Language Resource Centre. Children from the Centre and those with special educational needs are well supported to integrate into the life of the school.
8. There is little ethnic diversity in the school, but the school makes satisfactory arrangements for pupils to consider their own and other faiths and cultures. Many pupils are involved in the wider community through their involvement in the Cowes Shrovetide Carnival. Pupils work with adults enthusiastically to learn dances and produce the uniforms and banners for the parade.

Attendance

9. Attendance has been declining for the last three years and last year was well below the national average. This is a significant change from the last inspection when attendance was rated as good. The majority of this is authorised absence where pupils are taken out of school for family holidays in term time. The effect on pupils' learning is not limited to any one group, but pupils who persistently arrive late or fail to attend do not achieve as well as their peers. The school has good procedures for recording absence and lateness. The school acts quickly to contact parents of any child establishing a pattern of absence or lateness. However, this has not yet been effective in changing the attitudes of a number of parents who do not support the school's efforts to promote good attendance and punctuality.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 9.9 | School data | 0.3 |
| National data | 5.4 | National data | 0.4 |

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

Exclusions

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 138 | 0 | 1 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of curriculum provision is unsatisfactory, although teaching of individual lessons is satisfactory and often good. Pupils receive good levels of care and very good opportunities to take part in a wide range of extra curricular activities.

Teaching and learning

Teaching and learning are satisfactory overall with particular strengths in Year 1, some Year 3/4 classes and in ICT specialist lessons. The use of assessment to improve the quality of teaching and learning is underdeveloped.

Main strengths and weaknesses

- The best lessons are well planned and teachers have good subject knowledge;
- In these lessons, teachers have high expectations of the children and give them interesting and challenging work; this helps pupils to achieve well;
- Teaching assistants make very good contributions to lessons and give individual pupils very constructive support;
- Pupils generally enjoy their learning and respond confidently, especially when they are talking about their work;
- Some boys in Years 1 and 2 do not always behave appropriately and teachers sometimes allow this to get in the way of effective teaching;
- Teaching in the Speech and Communication unit does not always meet the needs of the pupils.

Commentary

Summary of teaching observed during the inspection in 35 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactor y | Poor | Very Poor |
|-----------|-----------|-----------|--------------|--------------------|---------|-----------|
| 0 (0 %) | 2 (6 %) | 17 (49 %) | 13 (37 %) | 3 (8 %) | 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.

10. Pupils enjoy lessons and want to learn, especially when their lessons are interesting and challenging. They particularly enjoy lessons that are practical and involve lively investigation and discussion. They are much less enthusiastic about lessons that involve writing or repetitive and monotonous tasks. Pupils in a Year 3/4 class, for example, enjoyed becoming history detectives and offered plausible ideas about the use of different Tudor artefacts. Pupils with special educational needs worked hard to overcome their communication problems as they excitedly described their visit to the harbour. Year 2 pupils worked with sustained concentration to produce portraits in the style of Picasso.
11. All children are integrated very effectively into the life of the school. However, the withdrawal from lessons of pupils with special educational needs is at the expense of providing them with a broad and balanced education; for example, two pupils missed consecutive English, mathematics and history lessons to receive individual support.
12. Although the quality of teaching seen during the inspection was satisfactory, teaching has suffered from lack of co-ordination and monitoring during the recent past. However, teachers in Years 3 and 4 are beginning to plan together more effectively and this is improving the consistency of provision. There is still some duplication of work between Year 2 and Years 3 and 4. Teachers usually make clear to the pupils what they expect them to learn and this helps them to maintain their focus and review their progress at the end of the lesson. Most of the teaching is lively and is based on secure subject knowledge. The pace of these lessons is brisk and the activities stimulate and challenge the pupils. Work is normally matched well to the needs of the pupils, but more able pupils in some lessons were insufficiently challenged and pupils with communication difficulties were often given easy work rather than work designed to help them overcome their difficulties. In less successful lessons, unsatisfactory management of pupils' behaviour detracted from the effectiveness of the teaching. In some

previous lessons, teachers working from the same plans taught in different ways with some introducing imaginative and exciting tasks for pupils and others using low level, mundane and repetitive worksheets.

13. Pupils with special educational needs have good attitudes to their lessons because they have good relationships and enjoy working with the adults who support them. This gives good opportunities for them to build confidence. Lack of rigour and precision in some aspects of the teaching does not help the pupils to develop sufficiently the knowledge and understanding.
14. The teaching of pupils with special educational needs is unsatisfactory. Teachers organise the pupils into ability groups for most lessons; this provides greater opportunities for pupils with below average ability to benefit from direct teaching, but fails to match the individual needs of pupils with Individual Education Plans (IEPs). Teaching assistants and a speech therapist in the Speech and Language Resource Centre do provide good support through carefully managed sessions that enable children to practise skills. Many of these experiences are practical and lively. However, too often the teacher in charge pitches tasks too low; this is due to having limited experience of specialist strategies.
15. The school has many support staff who often provide very good quality support and teaching for individuals and small groups. One teaching assistant makes a very good contribution by planning and teaching all specialist ICT lessons.
16. The school's arrangements for analysing and using assessment data are unsatisfactory. Pupils are assessed well on entry to school, and at key points such as the end of Year 2, but the data is not used effectively to identify the needs of different groups or to plan appropriate levels of work.
17. Pupils with special educational needs are assessed carefully on entry to the school and their progress is reviewed regularly. Increasingly, teachers are setting realistic and attainable targets for pupils; this is helping them to make better progress. Procedures for writing and maintaining IEPs and reviews are good, but some class teachers do not understand fully their purpose and do not use them or contribute to them effectively.
18. Teachers maintain basic records of pupils' progress. Many of these contain useful information, but insufficient use is made of assessment data to match work to the needs of the pupils. Some teachers build into their lessons very good evaluations of what the pupils have learned. In the best lessons, pupils are encouraged to reflect on and evaluate their own work. An assessment at the end of one mathematics lesson showed that work in the lesson was too easy for many of the pupils. Some teachers are not secure in their assessment of National Curriculum levels and tend to ascribe higher levels than the pupils have actually achieved.
19. Teachers mark pupils' work regularly and often include very helpful comments and realistic targets to help pupils to improve. In a small number of cases, unfinished and untidy work has been marked as being acceptable. There is little evidence of pupils being encouraged to evaluate their own performance and this detracts from their understanding of what they have achieved.

The curriculum

The school provides an unsatisfactory curriculum. It is not broad and balanced and learning opportunities are not always matched to the interests, aptitudes and specific needs of pupils. The curriculum is satisfactorily enriched through a broad range of extra-curricular activities. The accommodation is satisfactory, but resources for some subjects are insufficient or underused.

Main strengths and weaknesses

- Curriculum management is weak;

- Development of the curriculum is poor and there is little evaluation;
- Provision for pupils attending the Speech and Language Resource Centre is unsatisfactory;
- Time allocated to curriculum areas is not consistent and the curriculum has not been monitored effectively to ensure that all aspects are fully covered;
- Planning is not adapted to meet the needs of all pupils and is not monitored or evaluated;
- There are no connections across subject areas of learning;
- Pupils are prepared satisfactorily for entry to Year 1, but do not have the range of knowledge and skills needed to take advantage of the curriculum offered by the receiving middle school.

Commentary

20. The curriculum has not been planned and monitored effectively for some time, although it is based on the National Curriculum and the locally agreed syllabus for religious education. Individual teachers' planning is effective, but there is no curriculum map and links between subjects have not been made to make learning more meaningful for pupils. Joint planning in Years 3 and 4 is beginning to improve the cohesiveness and quality of the teaching programme.
21. National strategies for literacy and numeracy are used and the numeracy curriculum is satisfactory, but the literacy strategy is not always interpreted successfully. Literacy skills are not reinforced effectively in other curriculum areas apart from ICT and this has an adverse effect on standards. Pupils are not prepared adequately for transfer to the receiving Middle school. The co-ordination and monitoring of the curriculum is weak and coordinators do not have the necessary skills that they need to fulfil their roles. The time allocated to curriculum areas is not always sufficient to teach the curriculum content.
22. Provision for pupils in the Speech and Language Resource Centre is unsatisfactory. Withdrawal from main class lessons at regular intervals for specialist support disrupts the pupils' access to important aspects of the curriculum.
23. Provision for personal, social and health education and citizenship, including sex education and drugs awareness is satisfactory. There is not an agreed behaviour policy or emphasis on whole-school rules and, although most pupils behave well, some in Years 1 and 2 have not yet learnt the conventions of appropriate behaviour. Provision for pupils with special educational needs in mainstream classes is unsatisfactory.
24. Pupils' enjoyment of school is enhanced significantly by a good range of extra-curricular activities. The Carnival Club is well attended and the creative activities that are offered are celebrated during participation in the Shrovetide Carnival. Visitors to the school, including a well known author and trainers from local sports clubs, enhance the curriculum.
25. The teachers have a range of experience which is matched to the needs of the curriculum, particularly in art and a newly qualified teacher is lending his musical expertise to whole-school singing sessions. Support staff are effective and contribute very well to pupils' achievement. The accommodation is satisfactory, although many classrooms are cluttered and untidy. Furniture for storing resources is old and poorly maintained. Resources are generally unsatisfactory for most curriculum areas apart from ICT and reading. However, those for reading are not used effectively and this undermines pupils' achievement. The library is adequately resourced, but classroom libraries are inadequate and there are no attractive book displays or shelving. This restricts pupils' opportunities for accessing the resources they need to support their learning.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The school provides satisfactory support and guidance based on good knowledge of pupils' home circumstances and personal

development. Opportunities for pupils to take part in the life and work of the school, for example, through the school council, are satisfactory but are at an early stage of development.

Main strengths and weaknesses

- Arrangements for the induction of pupils are good;
- The procedures for recording medical issues and the control of prescription medicines are very good;
- A time-out room provides support for pupils with behavioural problems;
- There is no formal system for recording of pupils' personal development.

Commentary

26. The headteacher and a school governor carry out health and safety checks regularly. The Local Education Authority has recently completed a full health and safety check and reviewed the good access arrangements for disabled. The school works to local authority procedures for child protection and the headteacher has recently reviewed internal procedures and staff training needs. The school keeps detailed computer records of any pupils' medical issues. Many members of staff are trained in first aid and there is a dedicated first aid room. Any accidents are recorded in a book kept for the purpose. There is a rigorous system for the control and issue of prescription medicines to pupils.
27. The school provides a caring environment where pupils have good relationships with each other and members of the staff. There is a room where pupils can go when having difficulty coping with events. Once pupils have elected to go there, they are encouraged to think about their actions and what caused it, before discussing with an adult how they can avoid any recurrence. This is beginning to help pupils curb inappropriate behaviour.
28. Teachers and other staff who know their children well provide satisfactory support and guidance to pupils. At the time of the last inspection, provision was considered very good. However there is limited assessment of academic progress and no system for recording the personal development of most pupils. Pupils with special educational needs are supported well by teaching assistants who enable them to fully access the curriculum.
29. The induction procedures for new pupils are effective and ensure that they settle into the routines of school quickly and confidently. A home visit is made to every new child to discuss any issues that might affect them and they are invited to visit the school before they transfer.
30. Arrangements for involving pupils in the life of the school are satisfactory overall. A school council has been elected with representatives from each year. Pupils are pleased at the introduction, though it has yet to become effective in influencing the life of the school. In questionnaires most pupils agreed that teachers listened to their ideas.

Partnership with parents, other schools and the community

The partnership between the school and parents is good. Links with the local community are good and those with other schools are satisfactory.

Main strengths and weaknesses

- Parents are generally supportive of the school;
- The school benefits from an active Parent Teacher Association;
- Parents receive good information about the school and about their children's progress, including comprehensive annual reports;
- Parents want more information about the curriculum and homework;
- The local community make good use of the site.

Commentary

31. The school has good links with parents, as at the last inspection. Most parents are supportive of the school and particularly value the ease with which they have access to staff so that any concerns are dealt with quickly. All those who returned questionnaires were satisfied with the way the school is led and managed and, at the parents' meeting, parents recognised the positive changes introduced by the new headteacher. Parents feel that their children are treated fairly and encouraged to become mature and independent. Over 90% say that their children are happy at school. Parents of children with special educational needs are particularly pleased with the support provided. The school benefits from a very active parent teacher association that run fund raising events for adults and are also involved with the children in activities such as the town carnival. The association also successfully bid for Millennium funding which will be used to enhance playground facilities.
32. Parents receive good quality information about the school and the progress of their child. Annual reports provide parents with clear and comprehensive information. Older pupils receive targets and add their own comments to the report. A weekly newsletter gives parents a constant update on school life and many now receive this by e-mail. The school has recently added a website which provides increasing amounts of information about the school. Parents state that they want more information about the school's programmes of learning and the homework policy. This would enable them to better support their children's learning at home.
33. The school works with the local community to maintain the good links reported at the last inspection. The school encourages the use of the school site by the community. Both adult and children's groups use the school. Activities such as ballet and line dancing are particularly well attended and meet a local need. Some parents have benefited from the Family Learning Initiative and others are currently receiving mathematics tuition. Both lead to the adults gaining City & Guilds qualifications.
34. The majority of pupils go on to the adjacent middle school and both work together to ensure a smooth transfer. The school works with other local schools to exchange information and use available funding to best aid pupil learning. Recently, a well known author worked with the group of schools to develop pupils' literacy skills. At the time of the inspection, a student teacher from Chichester College was working effectively in the school.

LEADERSHIP AND MANAGEMENT

Overall, the effectiveness of leadership and management of the school is unsatisfactory because the effectiveness of much of middle management remains poor overall. However, the leadership of the school by the new headteacher is very good. The governance of the school is satisfactory and improving. More effective deployment of staff since January should bring about improvement in middle management. The effective leadership of the new headteacher, together with the clearer focus of the governing body and the determination of middle managers to improve their performance is beginning to bring improvements to curriculum provision and pupils' achievements.

Main strengths and weaknesses

- The newly appointed head teacher has a very clear vision for the school;
- Governors are developing their strategic role well;
- Financial management is good;
- Middle managers are not yet fulfilling their roles effectively enough to ensure that the pupils receive a broad and balanced curriculum and thereby achieve as well as they might;
- Leadership and management of the Speech and Language Centre is unsatisfactory;
- Monitoring, tracking and use of pupil data is poor. It is not being used effectively to improve standards;
- Induction of new staff is unsatisfactory.

Commentary

35. The governors have appointed a headteacher with a strong vision and purpose, who has a clear and accurate picture of the school's strengths and weaknesses. The new headteacher is providing the school with a stabilising influence that is overcoming some of the residual problems caused by a period of turbulence and confrontation. Since his arrival, he has been preparing effective and well-structured plans for sustained school improvement. Key to his reforms are the redefinition of leadership roles and the introduction of a teaching and learning policy that will underpin the quality of education. The staff are very supportive and have confidence in the new headteacher.
36. The governing body has identified the need to become better informed and more sharply focused on school improvement. Governors are improving their role and questioning reasons for actions to ensure benefits for the pupils. They are more aware of the need to develop good working relationships with the staff and to set the strategic direction of the school. They have recently reviewed and revised their terms of reference for the various committees and organised themselves to monitor and provide critical friendship for the school. There are named governors for different areas of the school's work. They have carried out a review to ensure that they comply with all legal requirements. They have put in place good arrangements for training, including an induction programme for new governors. They have a desire to improve the profile of the school within its community.
37. The headteacher is putting in place systems to analyse and use performance data so that patterns and trends can be identified. Previously, lack of information based on reliable data restricted the ability of the governing body to set a strategic direction for the school.
38. Middle managers are just beginning to have opportunities to develop their leadership and management roles. They are beginning to develop an overview of standards across the school and to monitor the quality of teaching and learning. The lack of such a perspective has had a detrimental effect on the quality of provision. There has been limited sharing of strategies to support subject development. The induction of newly appointed staff and arrangements for performance management are not sufficiently developed to be effective. Staff are very realistic and open about this, and know that they need to change. They recognise that their greatest need is to learn how to become co-ordinators and develop an open working relationship through leadership teams.
39. There has been a decline in the effectiveness of the Speech and Language Resource Centre since the last inspection. Leadership and management of the provision for pupils attending the Centre are unsatisfactory. The teacher in charge has little experience of senior management and has not been given the opportunity to develop her management skills. This impedes the progress of pupils with special educational needs. There is a very high staff to pupil ratio of two pupils to every full time equivalent adult. When compared to the achievements of pupils, this represents unsatisfactory value for money. The school is aware of this and has already arranged a meeting with the Education Authority to clarify how the centre should improve provision. The core provision of the Reception class is managed well, but the free flow play lacks focus and structure and does not help children effectively to develop their skills and understanding.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 560,954 | Balance from previous year | 35,136 |
| Total expenditure | 576,209 | Balance carried forward to the next | 19,881 |
| Expenditure per pupil | 3,623 | | |

40. There have been improvements to the financial controls, budget monitoring and strategic overview since the appointment of the new head teacher. Together with the part-time bursar, he has recently developed a three-year budget projection that allows the school to plan and monitor expenditure on resources and staff. The school is using the principles of best value and is in a good position to improve further. The management and administration of finances are good. The Speech and Language Resource Centre is a very expensive facility that does not deliver effective provision to the pupils. It provides poor value for money. The governing body is aware that the school is overstaffed and is planning reduction over time. Taking into consideration the serious weaknesses identified, the school provides unsatisfactory value for money overall.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**. Most children have attended pre-school and there is good liaison between the on-site provision and the school. Children enter Reception class in the September before they are five and attainment on entry is well below average.

The day-to-day management of the Reception class is satisfactory. However, the effectiveness of the sessions in which the children can choose activities is unsatisfactory and takes away valuable curriculum time from other subjects. This impedes the development of the children and their overall achievement is unsatisfactory. The curriculum is planned well although insufficient time is allocated to some curriculum areas. Arrangements for the assessment and monitoring of the children are effective. Resources for creative and physical development are not always managed effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Supportive relationships and high expectations encourage children's development;
- Good opportunities are provided for children to develop independence.

Commentary

41. Some children have poorly developed personal, social and emotional skills on entry and the teacher and support staff work hard to instil confidence and to provide suitable role models for good social skills. The teacher and teaching assistants have good relationships with the children. They use carefully managed interactions and example to help children to learn how to interact together and with adults. Behaviour is carefully monitored and all children are aware of the consequences and reward system. Activities are planned and taught effectively to support independent learning and children show motivation and willingness to learn. They can sustain concentration and take turns in groups. Most children make satisfactory progress and will reach average standards by the time they move to Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and support staff take every opportunity to develop the children's communication skills;
- Insufficient time is allocated to the teaching of early writing and spelling skills.

Commentary

42. Adults give children suitable opportunities to speak and develop their thoughts, thereby developing their communication skills effectively. The children enjoy listening to stories and participate well when answering questions or discussing the story. Some children know some of the initial alphabet sounds and children of higher ability can build words and read high frequency words.

43. Activities planned for reading, writing and spelling are varied and interesting and this helps children to make satisfactory progress. Children of higher ability attempt spellings confidently and can write simple sentences under the direction of the teacher. Most children can write their names and form some letters correctly. However, the achievement of all pupils is slowed down by the lack of time given to language and literacy. This means that they do not have the opportunity to write each day. Many children will reach standards that are below average on entry to Year 1, although some may do better than this and attain higher standards. Teaching is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The teacher plans a range of interesting activities and opportunities to support learning;
- Insufficient time is allocated to mathematical development.

Commentary

44. Teaching and learning are satisfactory and the children enjoy the interesting activities that are provided to help them to count to ten. All children can count to five and most to ten, although average and below average children cannot always recognise numbers or understand their value. In an activity on early addition, the teaching assistant supported children effectively and they were able to record their work accurately. Some children of higher ability were learning more complex subtraction rules using materials that were linked to the current theme on frogs and tadpoles. Resources are chosen well and the children enjoy the practical activities. Children have good opportunities for counting, adding on and ordering numbers which helps them to achieve well and make satisfactory progress. The lack of time allocated to the subject means that many children have difficulty in writing numbers correctly and their achievement is slowed down. Many children will be below average on entry to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of activities are provided within interesting themes;
- Lack of time allocated means that the curriculum cannot be covered in sufficient depth.

Commentary

45. Teaching within structured lessons is good and a range of activities that are designed to stimulate their imagination and promote speaking and listening engages the children's interest and curiosity. This helps them to achieve well and make satisfactory progress. The introduction of a tank of snails promoted both discussion and spiritual awareness as the children were guided towards observing the snails and their habitat. Subsequent activities consolidated the learning and the level of discussion, drawing and modelling was good. Children use the computers with ease and demonstrate good mouse control when working on simple programs. Although activities are further developed through free flow play, the lack of time allocated means that not all areas of the curriculum are covered fully and many children will not reach the expected level on entry to Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A range of structured sessions in the hall are planned regularly;
- The outdoor area and resources are underdeveloped.

Commentary

46. Lessons are planned for hall sessions each day resulting in good achievement in physical development. Children demonstrate good control and co-ordination when using large apparatus and move confidently and safely on climbing frames, forms and boxes. Teaching is good and children are taught to use the hall space well.
47. Manipulative skills are being developed successfully through the use of pencils, scissors and paintbrushes, and children use puzzles and malleable materials such as play-doh well. They enjoy using lego and interlocking links and large bricks, which are used in the outside area. Control of large equipment such as bikes or wheeled toys was not seen during the inspection. By the time they transfer to Year 1, most children will reach the standards expected.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Varied activities are offered which teach creative skills;
- Free flow play is not always structured and guided by effective adult intervention.

Commentary

48. Teaching and learning are satisfactory and children achieve well and make satisfactory progress. Activities are planned well to match the needs of the children and to link with the current theme. The children work confidently with a range of media and new skills are taught in group work. When painting butterflies, for example, the teaching assistant helped children to choose colours and encouraged their designs. Independent activities allow children to explore creatively and to experiment, and they respond well to adult led sessions where they participate in songs and rhymes readily. Some free flow play activities are linked to the theme, such as the water tray with tadpoles and frogs, and the role-play area which has been designated a garden centre. However, children's play is not managed well enough for them to be able to practise and extend their skills and knowledge. The poor organisation of resources and a tendency for adults to supervise rather than teach the children in these sessions restricted opportunities for children to develop new skills and understanding.. Most children will attain average standards by the time they transfer to Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**

Main strengths and weaknesses

- Standards in writing and reading are low and pupils often underachieve in these areas;

- Writing in Years 1 to 4 is underdeveloped, and there are insufficient opportunities for extended writing;
- There are few opportunities for writing across other curriculum areas;
- Presentation is untidy and marking does not follow a common approach;
- The teaching of reading is not rigorous or structured and lacks consistency across the school;
- There is no agreed policy or scheme of work for spelling;
- Speaking and listening skills are not systematically developed or assessed;
- Assessment linked to National Curriculum levels is weak;
- Co-ordination of the subject has been unsatisfactory, but is improving.

Commentary

49. Standards attained by pupils in English are below average and this is evident in national test results, where reading is below average and writing well below average expectations. Scrutiny of past and present work indicates that standards in writing are not improving and pupils are achieving levels which are below average. In some classes where there is good teaching, standards are satisfactory in relation to pupils' prior attainment, but overall standards on entry to both Year 1 and 3 are low. Many pupils are underachieving because teaching methods lack rigour.
50. The teaching of writing in both key stages is underdeveloped and pupils are not given sufficient opportunities to write at length. Presentation of work varies between classes, as does marking which is rarely developmental and does not show pupils what they need to do to improve their work. In Year 1, pupils achieve well when sufficiently challenged, and spelling and story writing skills are developed effectively. The lack of a common programme for spelling impedes the progress of many pupils and approaches to learning to spell, linking sounds to letters and building up words are not consistent.
51. This is also the case with reading, where there is not an agreed structure which ensures the progressive teaching of reading skills. This was evident when listening to pupils read. Higher ability pupils can build up words and read with expression, but others are unsure of which strategies to use and have little knowledge of authors or how to express their opinions on characters or story plots. Pupils read to teachers infrequently and are not guided towards fluency with sufficiently rigorous teaching or the selection of suitable reading material. The library is well stocked with reading books which are underused. Class libraries or book areas are limited and books are not displayed attractively.
52. Standards in speaking and listening are below average and many pupils have a restricted vocabulary. This is being addressed well by some teachers who encourage participation in rhymes, stories, role-play and pair work. There is no scheme of work in place at present or assessment of the development and progression of skills.
53. The quality of teaching ranges from unsatisfactory to very good, and is satisfactory overall. The subject knowledge of the teachers is satisfactory, although the pace of lessons and expectations of what pupils should achieve varied from good to unsatisfactory. Pupils enjoyed learning and made good progress in lessons that were well planned and presented; their progress in less effective lessons was much slower. The achievement of pupils in lessons was satisfactory, but standards were variable and, overall, were unsatisfactory. Planning is linked to the National Literacy Strategy, but is interpreted differently by each teacher. Pupils with special educational needs are supported well by the teaching assistants and satisfactory provision is made for pupils with higher ability. Pupils' concentration in lessons varies in line with the teachers' classroom management. Most pupils work well and their behaviour is good, although in some classes, particularly in Year 1, inappropriate behaviour affected the pupils' achievement.

54. Leadership and management of the subject have been weak. This has led to unsatisfactory co-ordination of the subject which, in turn, has led to fragmentation of curriculum provision and consequent underachievement by pupils. Co-ordination is improving as the newly appointed co-ordinator develops a clear vision of what needs to be done. Although monitoring has taken place in the past, at present there is no monitoring of lessons, planning or pupils' work. There is evidence of some target setting and writing assessments have been undertaken, but these have not been monitored and indicate that teachers are not skilled at assessing pupils' work in line with National Curriculum levels.

Language and literacy across the curriculum

55. Language and literacy skills are not developed well across the curriculum. Some lessons incorporate speaking and listening, but this is not well planned in all lessons. In science lessons in Years 3 and 4, pupils are given the opportunity to share their observations and speaking and listening is developed in the best of the history lessons. Some pupils have produced attractive pieces of writing using their well-developed word processing skills. There are insufficient opportunities for reading and writing in all curriculum areas, although it is evident that some pupils are being encouraged to write in science, history and religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are below the national average;
- In comparison to similar schools results are good, especially for higher attaining pupils;
- Teaching assistants provide good support;
- Lower attaining pupils struggle to make progress;
- Pupils' progress is monitored and tracked, but the information is not used effectively to raise standards;
- Co-ordination of the subject is stronger than in other subjects and this is having a positive effect on pupils' achievement.

Commentary

56. When they first start school, pupils' skills in mathematics are well below expectation. As they pass through the school, they improve their knowledge and understanding and make good gains from their low starting point. Achievement overall is good.
57. The school has maintained steady progress since the last inspection. Results in the 2003 National Curriculum tests indicate that seven year olds were performing just below national expectations for their age group. However, when compared against similar schools, attainment was above average, with higher attaining pupils performing very well. The school is at the early stages of developing systems for monitoring and tracking pupils' performance in every year group. Improvement targets have been set for all pupils that build on previous progress. Inspection evidence, which includes observation of teaching, talking with pupils and looking at their work, shows overall satisfactory gains have been made in pupils' learning. However, lower ability pupils struggle to make satisfactory progress.
58. Teaching assistants give good support to pupils, especially those with special educational needs, and help them make progress and remain on task during lessons. In Years 3 and 4, white boards are provided for pupils to record and display their responses quickly. This ensures that all pupils are involved and gives the teacher the opportunity to check understanding.

59. Teaching is satisfactory overall and this helps pupils to enjoy lessons and make satisfactory progress. In two lessons it was good. Good lessons are planned well. They are structured to meet the needs of the whole class, using direct teaching to develop pupils' confidence. Teachers have clear expectations and objectives that are shared with the pupils to aid and check progress and understanding. Pupils are encouraged to explain their methods to each other in these lessons. However, the effectiveness of teaching is not consistently effective as teachers' expectations vary and work is not always pitched at the appropriate level for the pupils. Unsatisfactory lessons lack challenge and fail to encourage pupils to use appropriate vocabulary or to co-operate.
60. The co-ordinator is developing good systems to plan and monitor the subject and regularly follows up her monitoring with feedback and discussion with colleagues. This helps them to improve their teaching and enables pupils to make better progress. Teaching and learning is being observed across the school, but this has not yet had an impact on inconsistencies in provision. Pupils' progress through the whole school is beginning to be tracked, although the information gained is not yet being used to plan more effectively. Teachers use assessment to group pupils in their classes, but not to assess the challenge and appropriateness of work.

Mathematics across the curriculum

61. There are good links developing with ICT in Years 3 and 4 where pupils are learning to display their results using graphs. Year 3 pupils have used databases to sort and classify information. Year 4 pupils have used spreadsheets to track changes in temperature. Pupils do not have sufficient opportunities to practise and develop their mathematical skills in other subjects.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are below average, but are improving;
- Pupils enjoy the practical aspects of the subject and make good contributions;
- Teachers use explanations, demonstrations and questions effectively to help children understand scientific concepts;
- Joint planning in Years 3 and 4 is helping to improve provision;
- Poor management and co-ordination of the subject has resulted in fragmented provision and coverage.

Commentary

62. Standards are below average, but this is an improvement on results in the most recent key stage tests. Overall pupils are underachieving. Where teaching is practical and varied, pupils achieve well and have good understanding of scientific concepts. Pupils' past work, teachers' planning, timetables and the end of key stage test results show that the pupils did not have sufficient time or opportunity to learn about science. This resulted in a significant fall in standards, particularly in investigative science last year. Better teaching and improved planning, especially at Years 3 and 4 where teachers plan together, has resulted in the pupils attaining higher standards.
63. Pupils in Years 3 and 4 particularly enjoyed their practical science and responded well to investigations about the separation of solids from liquid. They demonstrated sound scientific knowledge and understanding. They could describe what they had done and offered appropriate suggestions to make their experiments fair. In general, however, they have insufficient opportunity to explain why things happen as they do. Pupils in Year 1 worked hard to investigate sounds and could explain the effect of tightening a string on the pitch of the notes

produced. Those in Year 2 made less progress in their study of melting ice because of an undercurrent of inappropriate behaviour.

64. The quality of teaching has improved following a period during which pupils' work shows poor coverage and lack of depth. There is now better planning and more effective use of explanations, demonstrations and questions to help children understand scientific ideas. Overall, the quality of teaching is now satisfactory. This has improved pupils' learning. The evidence from teachers' planning and marking and from pupils' past work is that teachers did not ensure that the curriculum was covered in sufficient depth or breadth and they often provided work that lacked sufficient challenge.. The recent restructuring of Years 3 and 4 has enabled joint planning and sharing of ideas and expertise; this has led to improvement in provision. The behaviour of some children in Years 1 and 2 lessons undermines the teaching and makes it less effective. Poor co-ordination of the subject has resulted in gaps in curriculum provision and some aspects of science have not been covered in sufficient depth. This has been a major factor in the poor performance of pupils. Recent steps to improve curriculum provision through joint planning have begun to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT overall is satisfactory. It is good in specialist lessons, but unsatisfactory in other lessons.

Main strengths and weaknesses

- Effective specialist teaching helps children make good progress;
- Facilities in the ICT suite are good;
- There are good cross-curricular links in specialist lessons, but teachers do not make sufficient use of ICT in other subjects;
- The use of ICT in mainstream classes is underdeveloped;
- The management of the specialist provision is good, but insufficient attention has been given to the co-ordination of the subject across the school.

Commentary

65. Pupils throughout the school enjoy ICT and achieve well in specialist lessons but sometimes underachieve in other lessons. . By the end of Years 2 and 4, pupils attain standards that are close to national expectations. Most can log on, change fonts and letter size to make attractive presentations and save their work. Children in Year 3 are able to make music loops and add their own vocal or instrumental accompaniments. By Year 4, children can handle and interpret simple data from pie charts they have produced. Many contribute attractively presented work to published documents such as the school magazine. Pupils in mainstream classes are withdrawn from group work to use computers and often receive little support or supervision as they are working. This limits their ability to make progress. Some with special educational needs receive good support from teaching assistants or specialist teachers and make good progress.
66. A teaching assistant undertakes specialist teaching under the direction of the school's ICT co-ordinator. The teaching in specialist lessons is good and this helps pupil learn and make good progress. Lessons are planned meticulously and are based on careful assessments of work the pupils have done in the past. Very good use is made of the interactive whiteboard to instruct pupils in the use of programs, set tasks and share the work of individuals and groups. Questions and explanations are used well to ensure that pupils understand what they have to do. Expectations are high both in terms of subject skills and technical skills such as using the mouse or sitting correctly to use the keyboard. There is little direct teaching of ICT in mainstream lessons which restricts pupils' opportunities to develop their ICT skills.

Information and Communication Technology across the curriculum

67. Some good work is done in mainstream classes and with individual children who have special educational needs. In particular, some pupils have produced attractive pieces of writing using word processing programs and some have produced some interesting graphics. However, insufficient use is made of ICT to support other areas of learning. The themes and topics that are taught in specialist lessons add to children's understanding of other subjects, but do not always relate to what is going on in the mainstream classes. Some teachers lack confidence and expertise in this area and do not know how to use programs fully and effectively which detracts from the quality of provision.
68. The management of the subject is sound, but has been focused on setting up the specialist facility. There has been insufficient opportunity for the co-ordinator to monitor work across the school and provide support and training for colleagues which has limited provision across the school. Facilities and specialist teaching have improved significantly since the last inspection and this is beginning to have a positive impact on standards.

HUMANITIES

It was not possible to see any lessons in **geography** during the inspection due to the timetabling of the subject. Evidence about the subject was gained from discussion with the co-ordinator, teachers and pupils, looking at pupil's work and displays, and scrutiny of planning. It was not possible to make a judgement due to the limited evidence available.

69. In Years 1 and 2, pupils have had opportunities to learn about their local area by looking at a building site, doing a simple practical map exercise and studying local shops. . Plans exist for a weather study for Years 3 and 4 in the summer term. A planned residential visit had to be cancelled and the pupils, lost the opportunity to carry out geographical studies.
70. Teachers plan their work using national guidance. The subject is not satisfactorily managed and insufficient time is given to the teaching of the subject. The subject policy needs updating. Resources are inadequate. The co-ordinator took up this post in September 2003 and is aware of the weaknesses, but no time has been allocated for development, monitoring or evaluation.

History

Provision in history is good.

Main strengths and weaknesses

- The quality of teaching is good and this helps children to learn well and make good progress;
- The use of artefacts and visits to places of historical interest adds significantly to the quality of provision;
- The contribution of support staff in organising visits, providing artefacts and offering interesting historical facts adds significantly to pupils' learning;
- Management of the subject has been unsatisfactory.

Commentary

71. Standards in history are satisfactory and pupils' achievement is good. Pupils in Year 1 enjoyed learning about Victorian washday and developed their research and investigation skills well. Pupils in Years 3 and 4 had a good insight into Tudor life as a result of their visit to Carisbrooke castle and their study of Tudor artefacts. Pupils with special needs were able to overcome communication difficulties to describe what they had seen on a visit to a three-masted sailing ship.

72. Teachers plan lessons well and teach in an exciting and interesting way that enables pupils to make progress. They used clear explanations and descriptions to help pupils understand the subject. They used questions well to focus the pupils' observations and explanations. In the best lessons, children were encouraged to become history detectives and use their powers of observation to determine the use of different artefacts. Some work done last term lacked the excitement and challenge of current work, and relied heavily on the completion of low level tasks using worksheets.
73. The contribution of support staff was very effective and helped the pupils to make progress. One brought in artefacts and gave the children interesting facts about the period they were studying. Another organised a visit to the harbour that enabled children with special needs to overcome some of their communication difficulties.
74. The subject has not been managed well and the new co-ordinator is aware that better arrangements are needed to monitor the subject and support staff. Resources are adequate, but need to be organised so that they are more easily accessible. Good use is made of resources provided by local museums.

Religious Education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Pupils' knowledge of Christianity and Christian festivals is good;
- Recording of work is inconsistent and assessment is not in place;
- There are insufficient resources to support the curriculum;
- Co-ordination of the subject is poor.

Commentary

75. By the end of Year 2 and Year 4 standards are in line with the requirements of the locally agreed syllabus, and are the same as seen during the previous inspection. The achievement of all pupils is satisfactory and pupils with special educational needs are supported effectively by teaching assistants. Pupils have a satisfactory knowledge of the beliefs and practices of the religions they study, although this is better in Years 3 and 4 where pupils' recording is appropriate and focused discussion leads to effective learning.
76. Teaching and learning are satisfactory and, in the lesson seen in Years 3 and 4, a range of strategies was used to involve pupils including direct questioning, role-play and reflection while listening to religious music. Pupils demonstrated a growing understanding of the Easter Story and how they thought the disciples felt. Year 4 pupils' work on the diaries of the disciples was good and showed progression in knowledge and opinion. Pupils in Years 3 and 4 can discuss key facts about Christianity and Islam, but pupils in Year 2 are less clear about what they have learnt and they have recorded very little in their books.
77. The co-ordination of the subject is poor and is being managed temporarily. The scheme of work in the agreed syllabus is being followed, although there is no assessment in place and provision is inconsistent between classes. Resources are inadequate and there are few artefacts. At present there is no link with the local church and there are no visits to religious buildings or visitors to the school. This detracts from overall provision and limits opportunities for pupils to broaden their knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. It was only possible to sample subjects in **music, design and technology, art and design and physical education** and as a result a firm judgement on provision cannot be made. Inspectors observed some teaching in each subject and looked at a sample of pupils' work and a range of teachers' planning and records as well as talking to pupils and teachers about each subject.
79. In **music** inspectors observed part of one music lesson and listened to singing practice and singing in assembly. Pupils are learning to sing satisfactorily with an emphasis on tempo and dynamics. In Years 3 and 4 pupils composed and performed jingles and raps using percussion instruments. They lack confidence, but showed satisfactory skills in working together. There is no co-ordinator at present, although a newly qualified teacher who plays the piano very well accompanies singing in assembly and helps to teach singing.
80. Information about **design and technology** was gained from one observed lesson, discussion with teachers and pupils, looking at work on display, and scrutiny of planning. The evidence obtained during the inspection indicates that standards remain satisfactory as at the time of the last inspection.
81. There is some evidence of duplication of work between classes. Cross-curricular links have been planned into the scheme of work, for example, in history. However, it has not been made clear how the work is to be monitored and developed between the classes to ensure continuity and progression. Teachers' planning shows clear objectives, learning activities and assessment opportunities, but shows limited opportunities for pupils to practise and develop their skills. Consequently, opportunities for high attainment are restricted and this means that more able pupils underachieve.
82. In the lesson observed, teaching was good. Teaching assistants provided good support for pupils with special educational needs. Clear expectations and shared learning objectives provided opportunities for the teacher to assess pupils' understanding. Pupils described their tasks well, discussing the qualities of their designs and their reason for choices. They talked enthusiastically about designing, making and evaluating their work and demonstrating their ability to draw a plan of a purse and to evaluate their design.
83. The quality of previous work seen was satisfactory and pupils had worked carefully on building puppets using hinges and moving joints. In Years 3 and 4, pupils had constructed models of Tudor homes and designed and made their own purses which were later evaluated and reported upon in some detail.
84. Leadership and management of the subject are unsatisfactory as the co-ordinator has not yet put into place systems to monitor planning, evaluate pupils' work or ensure consistency. Resources, whilst adequate, are not clearly labelled or easily accessible. This limits the overall effectiveness of provision in the subject.
85. Although only one lesson was seen in **art and design** during the inspection, it is clear from the scrutiny of sketchbooks, portfolios, photographs and work on display that teaching is good and that pupils learn well and achieve average standards. This is reflected in the work from drawing, painting and printing to three-dimensional modelling. Planning is effectively focused on the development of skills and on enabling pupils to build on their previous experiences. Art is used to enhance some other curriculum areas such as history and science.
86. Teaching and learning are good and the co-ordinator who teaches several classes has very good knowledge and understanding of the subject. In the Year 2 lesson seen resources were used appropriately to stimulate pupils and they responded well by producing good portraits in the style of Picasso's "New Year". They were guided towards using space creatively and showed prior knowledge of the use of pastels and charcoal. Pupils demonstrated knowledge

of techniques such as shading when observing artists' work and made critical comments when evaluating their work. Progression of skills and techniques was seen on wall displays which featured fabric crayon designs in Year 1, pastel patterns and masks in Year 2 and batik in Years 3 and 4.

87. The curriculum is planned effectively and co-ordination of the subject is good. This has helped pupils to achieve satisfactory standards. The co-ordinator has organised resource packs which enable teachers to access the work of artists effectively. Assessment, which is carried out on each topic on a termly basis, helps teachers to plan more effectively and provides comments for reporting to parents. The Carnival Club, which meets weekly, is organised by the co-ordinator and the Aboriginal Dreamtime theme was the stimulus for interesting and creative work on patterns and costumes. Resources are limited, although used well.
88. It was only possible to see one lesson in **physical education** in Years 3 and 4 during the inspection due to the timetabling of the subject. Evidence about the subject was gained from discussion with the co-ordinator, teachers and pupils, looking at displays, and scrutiny of planning. From evidence seen there has been no progress since the last inspection.
89. The lesson observed built on tennis skills that the pupils had been developing over the half term. Pupils were very enthusiastic and improved their underarm serve and rally skills. However, the teacher failed to provide a suitable warm up or cool down for the session.
90. Pupils have access to a variety of extra-curricular activities that change regularly. There has been coaching from tennis and netball coaches and Portsmouth football club is presently providing training. Golf coaching is planned for the summer term 2004.
91. The subject has not been monitored and evaluated effectively to improve and develop provision. Storage facilities are poor and this restricts opportunities for pupils to learn how to use and care for equipment. The co-ordinator is aware of this issue and has ideas to develop the store and resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Insufficient evidence was available to make a judgement about the quality of provision in **personal, social and health education**. Co-operative activities and personal, social and health education (PSHE) lessons are included in the timetable for each class every week. Plans and schemes of work show that pupils experience and explore a range of topics and issues, including relationships, behaviour and environmental issues. Pupils said that they enjoyed co-operative activities and that it helped them to share and take turns.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 5 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 5 |
| Value for money provided by the school | 5 |
| Overall standards achieved | 5 |
| Pupils' achievement | 5 |
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 5 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| The quality of education provided by the school | 5 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 5 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 5 |
| The governance of the school | 4 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 6 |
| The effectiveness of management | 5 |

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