

INSPECTION REPORT

PORTSDOWN PRIMARY SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116258

Headteacher: Mrs K Wilcocks

Lead inspector: Mr A Fullwood

Dates of inspection: 7–10 June 2004

Inspection number: 257217

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 346

School address: Sundridge Close
Wymering
Cosham
Portsmouth
Hampshire
Postcode: PO6 3JL

Telephone number: 02392 378991
Fax number: 02392 215922

Appropriate authority: Governing body
Name of chair of governors: Mrs P Ward

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Cosham area of Portsmouth. It is a larger than average sized primary, with 346 pupils taught in eleven classes, a 60 part-time place Nursery and a small Nurture and Assessment Unit currently catering for eight pupils. Currently there are 45 children being taught in the two Reception classes. The school serves an area of high social disadvantage where there is much unemployment and a significant number of single parent families. Most pupils live in rented accommodation in the local authority housing estate. Many pupils are of White-British or other White background origin and 21 pupils are from a variety of other ethnic origins. One pupil is at an early stage in the acquisition of English. The percentage of pupils with special educational needs, 33 per cent, is above the national average, as is the percentage of pupils entitled to free school meals. The school has a higher than usual number of pupils with emotional and behavioural difficulties, particularly in Years 3 to 6. There is a significant amount of movement of pupils in and out of the school in any one year. The attainment of children on entry to the school is well below average, particularly with regard to their language, literacy and communication skills. The school has recently suffered a severe outbreak of tuberculosis, which affected many pupils and staff. At the time of the inspection there were five permanent members of staff absent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	Lead inspector	Science Music Physical education
32667	Mrs E Coleman	Lay inspector	
33201	Mrs M Hardy	Team inspector	English Art and design Design and technology English as an additional language
23482	Mrs D Mackie	Team inspector	Foundation Stage Religious education Personal, social and health education Citizenship
29843	Mr J Seal	Team inspector	Mathematics Information and communication technology Geography History

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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

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 and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Portsmouth Primary has a strong inclusive ethos that provides a sound education for its pupils. Teaching and learning are satisfactory and pupils achieve satisfactorily in relation to their capabilities. Leadership and management are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses:

- Standards in English, mathematics and science are below expected levels by the end of Year 6.
- Teaching in the Nursery, Reception classes and Nurture and Assessment Unit is good and children's achievement is good.
- Teachers' expectations of what pupils can achieve and the use made of assessment information to challenge all pupils are inconsistent and unsatisfactory overall in Years 4 to 6.
- Expectations of how pupils should present their work are unsatisfactory across the school.
- Good provision is made for pupils with special educational needs.
- Teaching assistants and learning mentors support pupils well and this impacts well on pupils' learning.
- Systems and procedures for the rigorous monitoring of teaching and learning are underdeveloped.
- Pupils' levels of attendance are unsatisfactory and well below the national average.

Improvement since the last inspection is satisfactory. Standards at the end of Year 6 in national tests, although showing improvement, are still below average. Standards in English and mathematics improved this year. The curricula for history, music, physical education and, information and communication technology (ICT) in Years 3 to 6, have improved and have led to pupils attaining expected standards in these subjects. Satisfactory progress has been made in addressing the key issues from the last report. Effective assessment procedures have been established but the use made of assessment information is not consistent. Further improvement is also needed in monitoring the quality of teaching and learning, particularly in Years 4 to 6. The governors and senior managers are aware of what the school needs to do to improve and, given the continued good support they receive from the local education authority, the school is well placed to improve further.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory overall. Standards in national tests in 2003 were well below average in mathematics and science and in the lowest five per cent of schools nationally in English. Inspection evidence indicates that standards in the current Year 2 and Year 6 are below average in speaking, listening, reading and science and well below average in writing. Standards in mathematics are average in Year 2 but below average in Year 6. Pupils achieve

appropriately in these subjects. Standards in art and design and the singing aspect of music are good and pupils achieve well in these areas. Standards in other subjects where there is sufficient evidence to make a judgement are average. Pupils with special educational needs achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. Pupils in the Nurture and Assessment Unit are achieving well in relation to the targets in their Individual Education Plans and make good progress.

Overall, children's attainment in the Foundation Stage is on track to reach the goals children are expected to reach by the end of the Reception Year in their personal, social and emotional development and in their creative development and their knowledge and understanding of the world. However, most children will not reach the goals expected in their communication, language and literacy skills, mathematical development or physical skills. Children make good progress and achieve well in all areas of learning.

Overall, pupils' attitudes and their behaviour are satisfactory. Pupils' attendance is unsatisfactory. **The promotion of pupils' values and personal qualities is satisfactory, as is the promotion of pupils' spiritual and cultural development. The promotion of pupils' moral and social development is good.**

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The quality of teaching and learning is satisfactory. The pace of lessons and the challenge of activities provided for pupils of different abilities are often good, particularly in the Foundation Stage, the Nurture and Assessment Unit and in most lessons in Years 1 and 2. However, teachers' expectations of what pupils can achieve and how they should present their work are not high enough. The use made of assessment information to plan work to meet the needs of all pupils is variable in Years 4 to 6 and is unsatisfactory overall.

The curriculum is satisfactory and there are satisfactory opportunities for curriculum enrichment outside of the school day. The curriculum provided for children in the Foundation Stage is good. Across the school, staffing levels and the accommodation and learning resources are good. The school has good links with parents and the community and very good links with other schools. The school provides good care and satisfactory guidance and support for all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The governance of the school is satisfactory and governors meet their statutory requirements. The headteacher promotes a supportive and pastoral ethos for pupils, parents and staff and, together with the governors, has a clear view of what the school needs to do to improve. She is supported well by the senior management team. However, the role of senior staff and core subject managers in monitoring and evaluating teaching and learning, needs further development to ensure an unrelenting focus on raising pupils' achievement. The financial management of the school is satisfactory and best value principles are applied appropriately.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents view the school as satisfactory. Parents feel welcome in the school and are encouraged to take a full part in their children's education. However, few parents work in school or support their children's education at home. Pupils view the school as good and they feel supported well when they need help, and enjoy the practical activities provided for them. They feel they have very good relationships with their teachers and support staff.

IMPROVEMENTS NEEDED

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

- Improve pupils' standards in English, particularly writing, and in mathematics and science.
- Make consistent use of the assessment information available to provide suitably challenging work for all pupils, particularly in Years 4 to 6.
- Develop more effective, systematic and rigorous monitoring and evaluation of teaching, learning and pupils' achievement by senior staff and subject managers.
- Improve the overall level of pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and satisfactory in Years 1 to 6. Standards in Years 2 and 6 are average in mathematics but below average in English and science.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage.
- Standards in English, mathematics and science at the end of Year 6 are below average.
- The percentage of pupils reaching national expectations in mathematics and science at the end of Years 2 and 6 has improved significantly.
- Standards in the writing aspect of English are well below average.
- Standards in art and design and the singing aspect of music are good.

Commentary

1. Children's attainment on entry to the school is well below average, particularly in their language skills. They make good progress in both the Nursery and Reception classes across each area of learning so that most are on course to achieve the goals they are expected to reach by the end of their Reception Year in their personal, social and emotional development and creative development and in their knowledge and understanding of the world. However, despite good progress in developing their communication. Literacy and language skills and in their mathematical development and physical development, these areas of learning remain below average when children move into Year 1. Children achieve well because of the good quality of teaching they receive and the good leadership and management of the Nursery and Reception classes.

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

Standards in:	School results	National results
Reading	13.7 (12.1)	15.7 (15.8)
Writing	12.7 (10.9)	14.6 (14.4)
Mathematics	16.1 (16.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the 2003 national tests at the end of Year 2 were well below average in reading and writing in comparison with those of all schools. In comparison with the results of similar schools, they were average in reading and below average in writing. Standards showed a downward trend until 2003 when they improved significantly. Generally, girls perform better than boys but not significantly so. Inspection evidence indicates that currently pupils in Year 2 are achieving well but that a significant minority of pupils will not reach the expected Level 2 standard in speaking, listening and reading and that standards in writing are well below average. The percentage of pupils reaching the nationally expected Level 2 in reading and writing has improved significantly since the last inspection.
3. The results of 2003 national tests in mathematics at the end of Year 2 were average in comparison with those of all schools and well above average in comparison with those of

similar schools. Standards fell between 1999 and 2001 but have shown an upward trend since then. The percentage of pupils reaching the nationally expected Level 2 has improved significantly since the last inspection. Generally, girls and boys perform similarly. Inspection evidence indicates that standards of attainment in the current group of Year 2 pupils are average and that pupils are achieving well in relation to their attainment on entry to Year 1.

4. Teachers' assessments for Year 2 pupils in science showed their attainment to be well below average in 2003 and the percentage of pupils achieving the higher Level 3 to be also well below average. Inspection evidence indicates that the current group of Year 2 pupils are attaining below average standards but that they achieve satisfactorily in relation to their abilities and their attainment at the end of the Reception Year. The percentage of pupils achieving the nationally expected Level 2 has significantly improved since the last inspection.
5. Standards in art and design are above average and have improved since the last inspection. Pupils achieve well and the subject is led and managed well. Standards in history, music and physical education, although average, have also improved. Standards in information and communication technology, design and technology and religious education are at expected levels and have been maintained since the last inspection.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	23.0 (23.1)	26.8 (27.0)
Mathematics	23.7 (23.7)	24.6 (22.3)
Science	26.8 (25.6)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

6. The results of 2003 national tests in English at the end of Year 6 were in the lowest five per cent of schools nationally. In comparison with those of similar schools, they were well below average. The school's targets for the percentages of pupils who would achieve Level 4 in 2003 were not reached. Standards fell in 2003 but have improved this year. The percentage of pupils reaching the expected Level 4 has improved from 30 per cent to 60 per cent since the last inspection. Generally, girls perform significantly better than boys. Inspection evidence indicates that the current group of Year 6 are making satisfactory progress and that their achievement in relation to their attainment at the end of Year 2 is satisfactory. However, overall, their attainment is below average, and well below average in writing. A significant number of pupils in this year group are listed as having some form of special education needs. The percentage of pupils reaching the nationally expected Level 4 is significantly higher this year than in 2003.
7. The results of 2003 national tests in mathematics at the end of Year 6 were well below average in comparison with those of all and similar schools. The school's target for the percentage of pupils who would achieve Level 4 in 2003 was not reached but was affected by the significant number of pupils, many with learning difficulties, who joined the school in Years 3 to 6. However, although standards are below average, the percentage of pupils reaching the expected Level 4 has improved from 26 per cent to 60 per cent since the last inspection. Generally, girls and boys perform similarly. Inspection evidence indicates that standards in the current group of Year 6 pupils are below average but that they are achieving satisfactorily in relation to their capabilities. Pupils in the Year

3 and Year 5 classes are achieving well owing to the good teaching they receive. Although the senior management team has done much to analyse the information it has received on test results, there is little evidence of the use of this information by the subject manager in raising pupils' achievement.

8. The results of 2003 national tests in science at the end of Year 6 were well below average in comparison with those of all schools and below average in comparison with those of similar schools. However, results in national tests have shown a fairly upward trend since the last inspection. The percentage of pupils reaching national expectations has risen from 19 per cent in 1999 to 77 per cent in 2003. Generally, boys and girls perform similarly. Inspection evidence indicates that standards in the current Year 6 are below average but that pupils are achieving satisfactorily. The work of the subject manager is not having sufficient impact on the quality of teaching and learning at this key stage.
9. Standards of attainment at the end of Year 6 in ICT are average and have improved since the last inspection. Standards in history, music and physical education have improved and are now in line with expectations and pupils achieve satisfactorily in these subjects. This reflects the satisfactory nature of standards of teaching and leadership and management in these subjects. Standards in art and design and the singing aspect of music are good and pupils achieve well. Standards in religious education are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory.
10. Most pupils with special educational needs achieve satisfactorily. Achievement is better in lessons where teachers promote the targets from the Individual Education Plans, particularly those relating to literacy and numeracy skills. The school identifies gifted and talented pupils and in some classes they are taught in separate groups for literacy and achieve well. These higher-attaining pupils are presented with more challenging work. The achievement of pupils for whom English is not their home language is satisfactory.
11. Pupils in the Nurture and Assessment Unit, who have a diverse range of needs, are achieving well against their targets for personal and social development and in the basic skills. Pupils are making good progress as a result of sensitive teaching and support which takes account of their learning difficulties.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are satisfactory. There is satisfactory provision for their spiritual and cultural development and their social and moral development is good. Attendance is well below average.

Main strengths and weaknesses

- Attendance remains well below average despite the school's diligent efforts to promote it.
- Members of staff work hard to ensure satisfactory standards of behaviour throughout the school.
- Unsatisfactory attitudes among a small minority of older pupils and the high number of exclusions can disrupt learning.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	2.9
National data	0.4

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

12. Although attendance rates remain well below average, there has been improvement since the last inspection in that good systems are now in place to monitor and to promote it. Registers are kept up to date and the school tracks non-attendance systematically. Persistent non-attenders are identified and the school employs a variety of well-directed strategies, using both their own in-school welfare resources and outside agencies to ensure their regular presence at school. The importance of good attendance is stressed to parents in handbooks and the message is regularly reinforced in letters and meetings. However, this has not led to sustained improvement and the progress of a number of pupils is adversely affected. Good attendance in school is recognised with an award system for pupils and classes. The school has made good use of the “walking bus” and the breakfast club to ensure pupils arrive at school and on time. The breakfast club was particularly well attended during the week of national tests for Year 6 pupils to ensure that they arrived in plenty of time and had had breakfast. Punctuality is satisfactory. Although a number of pupils do arrive late, the school monitors them and lessons usually start on time.
13. There is a high priority placed on expectations of good standards of behaviour throughout the school. Very good foundations are laid in Reception and younger pupils’ attitudes to school and behaviour are generally good. Throughout the school there are, prominently displayed, rules for behaviour in the classroom and playground and these are enforced consistently with appropriate sanctions and rewards which the pupils know and understand. As a result, the playground, though lively, is well ordered and enjoyable. Volatile incidents in the classroom or corridor are dealt with effectively by support staff, who usually minimise disruption to other pupils. Where lessons lack pace or do not match the needs of all the pupils, they easily become disengaged and standards of behaviour fall.
14. Children in the Nursery soon adapt to routines and gain appropriate social skills so that they interact well with one another and with adults. They develop the ability to share resources willingly and soon form very good relationships with adults. Levels of concentration increase during the time in the Reception classes and children adapt to the brisker pace of lessons. As a consequence, most children are likely to achieve the goals set for them in the Reception Year in their personal, social and emotional development.
15. The school is skilled in pre-empting incidents of bad behaviour and is working with a number of different programmes to improve pupils’ attitudes and self-esteem. These strategies are monitored and evaluated and are beginning to improve the behaviour of a number of pupils. Good use is made of learning mentors and of outside agencies to target individual pupils for support. The good provision for pupils’ social and moral development together with the school’s promotion of good relationships has resulted in an ordered environment for learning. Pupils are encouraged to take responsibility for their own actions and to follow school rules. In assemblies and lessons pupils are given

good opportunities to develop their social and moral skills and to improve their confidence and self-esteem. Pupils consider the needs of others by being regularly involved in raising funds for charities. The school is effective in promoting racial harmony and in dealing with any forms of harassment. Opportunities for spiritual development are provided through prayer in school and class assemblies and in religious education lessons. Pupils' cultural development is satisfactorily provided for through the school curriculum, particularly through work in religious education, art and design and personal, social and health education lessons.

16. The school has been concerned about a small number of pupils in the older year groups who have been showing challenging behaviour. A significant number of these pupils joined the school in years other than reception or Years 1 and 2. The recent high incidence of staff absence due to illness has exacerbated the situation. Although the school has adopted a number of strategies, including operating an inclusion room, to resolve the problem, it has proved largely intractable. This has led to a number of exclusions and has disrupted the learning of these pupils. It also has meant that behaviour management remains a strong focus of the school's work.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	262	32	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	5	0	0
Chinese	1	0	0
No ethnic group recorded	11	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall. The curriculum is satisfactory and levels of staffing, the accommodation and learning resources are good. Links with parents and the community are good and those with other schools are very good. Pupils' care is good and their guidance and support are satisfactory.

Teaching and learning

Teaching and learning are satisfactory. The quality of assessment of pupils' work is satisfactory but the use made of this information, particularly in Years 4 to 6, is unsatisfactory.

Main strengths and weaknesses

- Teaching in the Foundation Stage is good.
- Teaching in English and mathematics, although satisfactory overall, is variable in quality.
- The work of teaching assistants and learning mentors impacts well on pupils' learning.
- The teaching of religious education is good.
- Teaching in the Nurture and Assessment Unit is good.
- The use made of assessment information to plan suitable work to support pupils of differing abilities is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (11%)	20 (35%)	28(49%)	2 (4%)	1 (2%)	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.

17. The quality of teaching in the Nursery and the Reception classes is good overall. The teachers provide a carefully planned programme of stimulating activities that extends and

enhances children's learning. In the Reception class, the teachers introduce literacy and numeracy lessons effectively so that most pupils are ready for the faster pace in Year 1. The teaching assistants play a valuable role in the teaching programme. Regular day-to-day assessments are used effectively to prepare appropriate work for pupils. All staff have a secure understanding of the needs of young children.

18. The teaching of mathematics is satisfactory overall but varies from good to poor. In the good teaching seen, teachers made effective use of the National Numeracy Strategy and planned work to meet the wide range of abilities within classes. However, in a few other lessons, pupils' needs were not always met and teachers did not make use of the information available about pupils' prior attainment in planning work and pupils' progress was unsatisfactory as a result. The teaching of English is satisfactory and varies from good to unsatisfactory. Generally, teachers make use of enjoyable activities in promoting pupils' literacy skills and in the good lessons observed work was matched well to their individual needs. However, in the one unsatisfactory lesson observed, the teacher did not manage pupils' behaviour well and pupils were unclear about what they had to do, affected the progress they made.
19. The teaching of religious education is good. Teachers make use of their secure knowledge and understanding of the subject to plan effective and interesting activities which successfully promote pupils' understanding of a variety of world religions and to recognise the similarities between them. Good use is made of a range of resources to support pupils' learning.
20. Teaching assistants and learning mentors effectively support pupils in their learning and this impacts well on the standards they achieve. Teachers make good use of teaching assistants to support groups of pupils, particularly lower attainers. Learning mentors deal well with the challenging behaviour of pupils with emotional and behavioural difficulties and ensure that the progress made by other pupils is not disrupted.
21. Teaching in ICT and science is satisfactory, as is pupils' learning. However, in science, teachers' planning is variable in quality and does not always provide sufficiently adapted work to meet the needs of all pupils, particularly in Years 4 to 6. There was insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects where lessons were only sampled.
22. Teaching is satisfactory overall for pupils with special educational needs. Skilled support staff work effectively with groups in classes so that pupils understand tasks and they help pupils to sustain their attention and concentration. Clear objectives, a consistent approach and a brisk pace all help to promote pupils' learning, as was seen in Year 1 when pupils worked with a support assistant to develop their knowledge of sounds. Less successful were lessons where tasks did not provide sufficiently adapted work to boost learning and where, as a consequence, pupils did not work well together or independently. Although some year groups have a high percentage of pupils with emotional and behavioural difficulties, teachers manage them well.
23. Teaching in the Nurture and Assessment Unit is good. Focused planning ensures an appropriate level of individual challenge and pupils' social skills are promoted at every opportunity. The teacher and the experienced special needs support assistants have a good understanding of pupils' needs and they work well together as a team. Their consistent approaches to behaviour management, language development and raising pupils' self-esteem all contribute to effective learning.

24. An ethnic minority achievement service (EMAS) support assistant works in the school on a part-time basis to help a pupil in the early stages of learning English as an additional language. The co-ordinator writes a plan for implementation by teachers and support staff, to ensure that the pupil has access to the curriculum. The specialist support assistant works with the school staff in the classroom to extend the pupil's language skills and teach the vocabulary needed for specific subjects.
25. Pupils' work shows that teachers' planning does not make consistent use of assessment information to identify challenging activities for pupils of different abilities within each class, particularly in Years 4 to 6. As a consequence, pupils make satisfactory rather than good progress. Too great a reliance is placed on open-ended tasks which do not always have the structure needed to guide the development of pupils of differing abilities and ages. Teachers' expectations of how pupils present their work are not high enough. Written work is often untidy and poorly presented.
26. The marking of pupils' work is variable in quality. Marking is regular and comments are generally supportive but rarely inform pupils about how they can improve their work.

The curriculum

Curricular provision is satisfactory overall. It is good in the Foundation Stage. The school provides a broad range of worthwhile curricular and extra-curricular opportunities. The accommodation and learning resources are good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is interesting and well organised.
- There is good provision for pupils with special educational needs.
- In personal, social and health education, there is not enough emphasis on encouraging pupils to raise their academic achievement.
- Work is not always sufficiently adapted to meet the needs of all pupils in English and mathematics lessons.
- The good number of teaching assistants provides support of good quality.
- Provision for pupils with special educational needs, including those in the Nurture and Assessment Unit, is good.
- Accommodation is good.

Commentary

27. The curriculum meets all statutory requirements, including provision for religious education and collective worship, and it is available to all pupils. Since the last inspection, schemes of work have been developed to bring continuity to pupils' learning in all subjects. Curricular improvements also include the satisfactory implementation of the National Strategies for Literacy and Numeracy, when pupils are usually taught in groups by ability. However, work is not always sufficiently adapted to meet the needs of all pupils and this has a negative impact on pupils' progress. Although talented pupils achieve satisfactorily, they often need more challenge. The inclusion of pupils from ethnic minority groups is good; their views and ways of life are valued and celebrated. Arrangements for the integration of pupils who speak English as an additional language are good, so that when these pupils join the school they integrate well.
28. The curriculum for the Foundation Stage is interesting and well organised. It closely follows the 'stepping stones' of learning outlined in national guidance. It has been

implemented well because of the effective teamwork between staff in the Nursery and Reception classes. Curricular provision and support for pupils with special educational needs and other minority groups are good. Children have opportunities to choose and explore a wide range of activities independently and to benefit from well-structured teaching, including sessions that introduce them to the early elements of the Literacy Hour and daily numeracy sessions.

29. The senior management team leads curricular development satisfactorily, but further development is hindered by the lack of opportunities for subject managers to monitor how the curriculum is being taught. However, enhancement of the curriculum is emerging as the school responds positively to the national drive for 'Excellence and Enjoyment'. Literacy, numeracy and ICT are planned satisfactorily in all subjects, and links between subjects are planned satisfactorily to bring relevance to pupils' learning, for example, when they use their mathematical skills to organise information in science and to add precision to work in design and technology.
30. A satisfactory range of sporting and cultural visits, chosen carefully to link with the curriculum, is organised to extend and enrich pupils' learning. Farm animals are brought into school to enhance children's learning about life processes and living things, and members of the police force visit to raise pupils' awareness of safety issues throughout the school. Pupils go to museums and participate in field trips to enrich their work in geography and history. There is a fair range of extra-curricular activities so that pupils can extend and enjoy their interests in sport, cookery, music and ICT. The school has close links with the local community and very good links with local schools, and arrangements for the transfer of pupils are good. Pupils are well prepared for the later stages of education.
31. There is a suitable programme for pupils' personal, social and health education, which includes sex and relationships education and drugs and alcohol misuse. The school's participation in the 'Healthy Schools' initiative encourages pupils to eat sensibly and exercise regularly. There are strong programmes to underpin pupils' behavioural and emotional development, but there is not enough emphasis on developing pupils' awareness of the importance of academic achievement. Homework is used satisfactorily to support and enhance pupils' learning. Preparation for life in a modern multicultural society, though developed effectively in religious education, is not sufficiently enhanced through regular contacts with minority ethnic groups in other parts of Britain. The school recognises that pupils need more opportunities to contribute to school life through a School Council.
32. Provision for pupils who have special educational needs is good. Pupils' needs are assessed when they join the school and Individual Education Plans are drawn up with clear targets to address their learning difficulties. Appropriate procedures are in place to assess and track pupils' progress and parents are involved in the review of pupils' achievement, levels of support and ways forward.
33. Provision for pupils in the Nurture and Assessment Unit is good. Each pupil spends approximately a year in the unit. During that time they are carefully assessed and then begin to follow an individual learning programme in preparation for integration into the main school, or other nearby schools, or moving to specialist provision.
34. There are sufficient qualified and experienced teachers for the National Curriculum and religious education to be covered appropriately. The number and quality of teaching

assistants are good, so that pupils are well supported with their learning. The accommodation is good, with suitably sized classrooms, a computer suite, attractive grounds with fenced grassed areas and very good outdoor provision for children in the Nursery and Reception classes. Good use is made of the outside environment to enrich the curriculum; for example, the attractive raised beds and well-stocked pond are used to enhance work in science. Classroom resources are adequate overall, with good provision in science and the Foundation Stage, and very good outdoor provision in the Nursery. In physical education, there are not enough medium-sized balls for younger pupils to practise throwing and catching.

Care, guidance and support

The very high quality of relationships and trust between pupils and members of staff is a strength of the school and ensures a high standard of support and pastoral care. Pupils' care, welfare and safety are good and support, advice and guidance are satisfactory.

Main strengths and weaknesses

- Pupils have very good relationships with members of staff.
- Pupils receive good care and personal support.
- The school has not developed a School Council to involve pupils more in the decision making process in the school.

Commentary

35. The pupils have very good relationships with their teachers and other support staff, who place care at the heart of the ethos of the school. In the pupils' questionnaire almost all pupils valued their support highly and were confident to take their concerns to them. Teachers know their pupils and their circumstances well and are sensitive to their needs, ensuring that their learning is appropriate and that the curriculum can be accessed effectively by all.
36. The medical room is manned regularly by a trained first aider at the busiest times and pupils receive good care promptly when they are feeling unwell or there has been an incident in the playground. The school's support for pupils and teachers in the recent outbreak of TB was said by health professionals to be "exemplary". Teachers are very aware of their child protection responsibilities. Incidents of concern are monitored and followed up by the appropriate agencies. Teachers and support staff are well trained in caring for pupils in the playground.
37. Learning mentors provide an important resource in their care for a limited number of pupils, giving them formal targets for achievement in their personal development and monitoring their progress towards them. They also play an important role in raising the self-esteem of those pupils with whom they are in contact and this has a good effect on their attitudes to learning. They link well with staff and the Nurture Assessment Unit, ensuring continuity in care.
38. As a result of these very good relationships, monitoring of personal development is good, especially for Foundation Stage pupils, for whom the good induction arrangements ensure a smooth confident start to school, and for those pupils who are in receipt of extra support. The development of the school's assessment and monitoring of academic performance has not been as successful and does not therefore inform planning effectively. School reports are, however, satisfactory and pupils are invited to give their

comments on their progress within them. The school has identified gifted and talented pupils and has provided activities to extend their learning.

39. The school has not yet provided a forum for pupils' views to be taken into account in the school's work and development. Although there are opportunities for some older pupils to take responsibilities in school, these are underdeveloped. As a result, opportunities to raise self-esteem among all pupils and to develop a sense of citizenship have been missed.
40. The school supports pupils with special educational needs well in a range of ways. Teaching assistants and learning mentors make a strong contribution to the teaching of these pupils, some of whom achieve and attain standards that exceed what might reasonably be expected. The classroom support staff have undertaken specific training to help pupils acquire the basic skills and they are effective in their role. Good use is made of outside agencies, such as the Behaviour Support Service and the Speech Therapy Service, in helping to address the needs of individual pupils.
41. The staff in the Nurture and Assessment Unit work closely with other professionals to successfully meet the pupils' needs. For example, a bi-lingual support assistant works with a pupil who does not have English as his home language. During the inspection evidence was seen of successful integration taking place. Pupils attended assemblies and joined in the break-times and some regularly attended other classes for numeracy or literacy lessons. Teachers and support staff in the receiving classes work hard to ensure the pupils integrate well and that it is a positive experience for everyone concerned.

Partnerships with parents, other schools and the community

The school has a good partnership with parents. Its good links with the community and very good links with other schools make a good contribution to pupils' learning.

Main strengths and weaknesses

- The school has very good links with other schools to share best practice and ensure a smooth transfer to secondary school.
- The school involves parents very well in the care and support of pupils.
- The school provides good information to parents to support pupils' learning.
- The school makes good use of community resources to enrich provision and support care.

Commentary

42. The school's strong involvement with the excellence cluster and local schools has meant that it has had access to increased provision for care and has been able to share best practice, for example in focusing on writing at Year 2 and Year 5. Resources have been made available to introduce new teaching strategies which reinforce and support behaviour and learning. The school has introduced inter-school sports fixtures and has taken part in a local music festival and dramatic production benefiting pupils' self-esteem. It has been prominent in admitting pupils excluded from other schools and has a good reputation for providing for those with challenging behaviour or special needs.
43. Very good links have been established with the main school to which pupils transfer, with Year 9 pupils receiving training and coming into school to mentor Year 6 pupils. The

schools are increasingly linking their curricula and the secondary schools receive good information about individual prospective pupils, especially those with special needs, to ensure a smooth transition. The pupils have good opportunities to visit their new school on a well-planned induction day and those for whom transfer might cause difficulties are well supported.

44. The school is proactive in involving parents when they have cause for concern. Learning mentors work well with a number of families, involving them in devising action plans and making home visits where needed. The school has called a meeting for parents when there was concern about the behaviour of a particular class. When pupils were excluded, parents were involved and generally supportive in helping their reintroduction. The communication and advice to parents during the TB outbreak was very good and counselling was offered to all. Parents are confident in approaching teachers with their concerns and complaints.
45. Although the school works hard to involve parents in their children's learning, providing well-advertised high quality numeracy and literacy workshops, take-up has been disappointing. Parents who have taken part have appreciated the benefits they have gained both for themselves and for their children. Many parents do not help their children with homework or other learning and the school has not been consistent in setting challenging homework tasks to extend knowledge. Communication with parents through newsletters and information packs is good, and means they are well informed about the ways in which they can support the school. Useful opportunities for development outside school through, for example, The Children's Trust are well promoted.
46. The school has made very good use of outside agencies to support its provision for learning and care. There are very good links with social services and the LEA. It makes good use of local resources, for example the library, to supplement the school provision of books. Pupils appreciate the opportunities to extend learning and skills offered by the Pompey Centre. Community wardens are increasing their links with the school, meeting pupils by accompanying the "walking bus", and they are training to add to provision for citizenship by coming into assemblies. There is a good programme of outside visits, which extends pupils' horizons and enriches their experience.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision.
- The governors understand the strengths and weaknesses of the school.
- Leadership and management in mathematics and science are ineffective.
- The governors do not challenge senior managers sufficiently to maintain a rigorous focus on pupils' achievement.
- The school has improved since the last inspection.

Commentary

47. Leadership and management of the school are satisfactory. The headteacher makes a positive difference to the climate of the school. In addition to bringing a caring touch to its work, her resilience has supported the school through a recent difficult and traumatic

period. Previous to this, she has encouraged all staff to ensure that high standards of achievement for all pupils are at the heart of what the school does. Although pupils are treated with compassion and they feel safe and happy, not all staff have been persuaded that the care and welfare of the pupils should be in conjunction with striving for higher standards of achievement. Therefore, in addition to long-term sickness of some staff, the headteacher has had to tackle unsatisfactory teaching robustly.

48. In addition to the headteacher, the senior management team consists of two deputy headteachers, who have separate key stage responsibilities. Although the team work hard, they have been unable to effectively influence all staff to work as a team with pupils' standards of achievement as a clear and unrelenting focus. The school's strategic plan identifies appropriate priorities but needs to be even more specific about identifying which groups of pupils need to achieve national standards. There is limited demand made of teachers by a few core subject leaders to raise their expectations of pupils' potential and a lack of rigour when measuring pupils' progress and setting challenging targets.
49. The leadership and management of mathematics and science in Years 3 to 6 are unsatisfactory. There is insufficient rigour in the monitoring and evaluation of subject performance and in challenging teachers to constantly focus their planning to the highest expectations of the pupils' progress. The school's performance by the end of Year 2 is broadly in line with national expectations. In Year 6, although results in national tests have not improved in the last two years, during the inspection pupils were seen making satisfactory progress over time and in most lessons.
50. The leadership and management of special educational needs are good. The co-ordinator has clear procedures for identifying pupils' needs, ensuring they have up-to-date Individual Education Plans and that their progress is monitored regularly in consultation with parents and school staff. The co-ordinator deploys support staff appropriately and monitors the implementation of the Code of Practice. Funding for pupils with special educational needs is used effectively.
51. The Foundation Stage is well led and managed so that the curriculum is taught well, children enjoy interesting activities and achievement is good.
52. The newly appointed teacher-in-charge of the Nurture and Assessment Unit is maintaining the effective practices that were identified at the last inspection. Good parental liaison and close contact with other settings and institutions are successful features of this well-resourced unit, which is separately funded by the local education authority.
53. The co-ordinator for those pupils who do not have English as their home language provides good leadership and management. The ethnic minority achievement service (EMAS) budget is being used effectively to raise the achievement of minority ethnic groups through specialist support in the classroom. The policy on ethnic minority achievement accords with the school's commitment to social inclusion and racial equality.
54. The school receives a significant amount of support from a range of local education authority (LEA) personnel. With this, the satisfactory progress against a majority of the

key issues from its previous inspection and suitably rigorous leadership from the headteacher, the school is well placed to improve.

55. The governing body has a satisfactory understanding of the school's strengths and weaknesses. The Governors are supportive of the headteacher's vision and guidance, which is clear and caring for the welfare of the pupils and emphasises raising their standards of achievement. However, although governors are supportive, and have appropriate structures in place to hold the school to account, their work requires a sharper focus to strategically plan the improvement of pupils' standards of achievement, subject leadership and management and the quality of teaching and learning. They do not challenge the headteacher sufficiently to maintain a focus on pupils' achievement. Governors are fully involved in setting performance management targets for the headteacher and ensuring that the school's performance management policy is carried out.
56. The financial management of the school is now satisfactory, thanks to the hard work of the chairman of the finance committee and finance officer, and best value principles are applied appropriately. The finance committee provides strong support and direction for the school in its spending decisions. This has ensured that the huge deficit in March 2003 has been substantially reduced to £13,000 this year. The deficit in March 2003 appears to have resulted from the restructuring of the local education authority's financial procedures and the inaccuracy of the information given to the school. Whatever the cause, the finance committee has ensured that the budget deficit has been substantially reduced this year. Governors are committed to supporting pupils' individual needs and have therefore allocated a higher than average proportion of the budget for the employment of teaching assistants. The school has also invested heavily in the training of support staff to improve their range of skills. Observations throughout the inspection showed that this policy is having a positive impact on pupils' learning. When comparing the average amount of funding per pupil against the progress most pupils make, the school gives satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	899,639
Total expenditure	1,012,159
Expenditure per pupil	2,670

Balances (£)	
Balance from previous year	-22,161
Balance carried forward to the next	-134,681

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good. All children, including those who have special educational needs, make good progress in the six nationally agreed areas of learning for young children and most reach the expected levels in personal, social and emotional development, knowledge and understanding of the world and creative development by the end of the Reception Year. Achievement in communication, language and literacy and in mathematical development is hindered by children's weak language skills when they start school. Children's physical development does not provide them with enough skills for writing and cutting. Teachers plan well for children to follow the 'stepping stones' of the curriculum for the Foundation Stage. There is appropriate emphasis on personal, social and emotional development and communication, language and literacy. Children with special educational needs are supported very well as staff engage with them and ensure that they know what to do; they make good progress. Good leadership and management ensure that children's progress is monitored well and good records are kept and used to inform future planning and to keep parents in touch with how their children are doing. The good quality of teaching has been maintained since the last inspection, with improved management of the children; there is now some very good teaching. Children from minority ethnic backgrounds, and those who speak English as an additional language, make good progress because of the school's inclusive approach and the good quality of teaching and curricular provision. The teaching assistants play a significant role in the teaching programme.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff are welcoming and friendly and relationships are very good.
- There is a strong emphasis on developing children's confidence and concentration.
- Children adapt well to school routines.

Commentary

57. Overall, most children achieve the goals they are expected to reach by the end of the Reception Year, but behaviour is above expectations and there is a purposeful atmosphere in the classrooms. Children achieve well. In all classes, the teaching is good. A significant number of children lack concentration when they start school, but staff engage well with them and help them to concentrate and persevere with tasks. Relationships are very good and most children soon settle into the school's routines. Staff are welcoming and friendly – there is always a smile to encourage the children. In the Nursery, children concentrate for increasing lengths of time and develop greater levels of independence in dressing and personal hygiene. They are guided and supported well and they gradually develop an understanding of what is right and what is wrong. Children become increasingly confident in asking for help when they need it and become more responsible as they help to clear away after activities or get ready for outside play.

58. When children join the Reception classes, they adapt confidently to the brisker pace of lessons and become more independent. Their developing self-esteem and improved levels of attention help them to acquire skills, knowledge and understanding at a good rate. In 'circle time', when they sit in a circle and discuss social issues, children take turns well, speaking only when they hold the teddy bear that is passed from child to child. In a very good lesson, the teacher raised the self-esteem of a child when his name was chosen and the other children said kind things about him.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well from a low start, but standards are below expectations by the end of the Reception Year.
- Staff take every opportunity to develop children's language.
- Letter sounds and shapes are taught and learnt regularly.
- Children develop an early love of literature.

Commentary

59. Despite good teaching and good progress, most children, including those with special educational needs or English as an additional language, because of their low starting point, do not achieve the levels expected by the end of the Nursery and Reception classes. Although few children know any nursery rhymes when they enter the school, children were observed enjoying saying rhymes and joining in the repetitive sections of stories. Throughout the Foundation Stage, staff provide a wide range of opportunities for children to talk, communicate and extend their vocabulary. Children are encouraged to develop language through discussions, stories, writing and role-play. Staff listen to children patiently and help them to express their ideas. By the time they join the Reception classes, most children have gained enough confidence to contribute in mathematics and literacy sessions. The good quality of teaching and learning in all three classes contributes well to the children's good progress in reading; teaching assistants are actively involved in teaching the children. Staff and children enjoy books and reading. Skills are fostered through enthusiastic story telling and well-organised reading areas in the classrooms. Children gradually learn to handle books and turn pages carefully and enjoy reading. In all three classes, children gain increasing understanding of how print carries meaning and that it is read from left to right. Visits to the local library enhance opportunities for children to explore books and become more aware of reading as an everyday activity – all children have library tickets.
60. Very good teaching of letter sounds and shapes begins as soon as children start the Nursery. Parents are encouraged to do homework with the children to reinforce the learning of sounds. Staff develop children's awareness of print by labelling objects and displays, pointing to the text as they read stories and rhymes and teaching the shapes and sounds of letters of the alphabet. In the Reception classes, the teachers introduce elements of the Literacy Hour in a gradual way so that children recognise links between reading and writing as they explore texts together and look for repeated words and patterns of letters. By the end of the Reception Year, most children recognise and name the letters of the alphabet. Able children can put them in order. All children 'read' stories

successfully by referring to the pictures, and more able children read simple books with repetitive texts. In all three classes, staff provide writing areas where children can make marks and practise their writing. In the Nursery, the manipulative skills of writing are developed through practice in painting and drawing and play with construction kits. Most children attempt to write their names before they leave the Nursery, but their control of pencils is weak and they need a great deal of support from staff, through practice of tracing and copying. In the Reception classes, most children begin to form letters correctly. Very few write sentences independently but all illustrate their writing with lively drawings. A few able children do some good work, with letters correctly formed and orientated and a clear sense of narrative as they begin to tell stories and recount what they have done.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Mathematical language is taught and reinforced well.
- Children achieve well but many need a great deal of support to acquire new mathematical ideas.
- Staff engage well with children to promote mathematical learning throughout the day.

Commentary

61. Numeracy lessons are introduced effectively in the Reception classes. Children make good progress and achieve well but most do not reach the expected goals by the end of the Reception Year. Throughout the Foundation Stage, children develop mathematical language and ideas through everyday experiences. They learn about order by lining up to go outside or to go to other rooms, by taking turns in games and carrying out tasks such as measuring ingredients and icing cakes. Teaching is good. Through a wide range of sorting, matching and ordering activities, children in the Nursery develop a growing vocabulary to express number, shape, size and colour. Their understanding of sequence and order grows as children sit in groups to work with adults and play with well-chosen puzzles and games. As they play in the sand and water, children are encouraged to talk about 'more' and 'less', 'full' and 'empty'. The teaching assistants work skilfully with children during social sessions, such as snack time, when they get the children to count and share as they sort out the drinks and the food. In story time, children extend their number skills as they sing counting songs. The staff promote children's mathematical development in outdoor activities, too; for example, when children choose plastic bricks to build walls to form a 'den'.
62. In the Reception classes, the early stages of the National Numeracy Strategy are gradually introduced. The teachers begin these sessions with brisk games and questions that keep children focused and maintain their interest. As a result, children build effectively on what they already know. The children then have time to play with the equipment or work in groups with adults to consolidate their learning. The sessions are very well organised and children enjoy them because of the encouraging and supportive approach of the staff. More able children add numbers together and subtract from ten. The progress of lower-attaining children is hampered by their weak language skills. By the end of the Reception Year, more able children count confidently to 20, and a few children recognise even larger numbers. Most children name simple two-dimensional shapes. Children's understanding of 'heavier' and 'lighter' develops well. Slower-learning children are well supported. They rely heavily on adult support to express their mathematical understanding; for example, when they tried hard to form repeated patterns with coloured bricks and beads. The idea of direction is well taught in the Reception classes through the use of a programmable toy. Children press the appropriate buttons to move the toy a specific distance in a given direction. Able children do this effectively, and others are helped to succeed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are relevant to children's everyday lives.
- The curriculum is well enhanced with interesting activities and visits.
- Children are encouraged to explore independently and to make choices.

Commentary

63. Teaching and learning are of good quality in all classes and, because staff are secure in their knowledge of the curriculum for young children, activities are stimulating and appropriate for the age groups. Children achieve well. By the end of the Reception Year, most children achieve the expected goals in this area of learning. Staff provide interesting activities that help children to develop investigative skills, and learning is based firmly on experiences that are relevant to the children's daily lives. As they make simple models with construction kits, children reflect their knowledge of the real world; they make cars, lorries and houses. In the Nursery, children learn about night and day, and dark and light. They enjoy playing with torches and finding out about different kinds of lights. In all classes, children enjoy cooking. As children in the Reception Year made cakes and iced them, they learnt about utensils and extended their learning in mathematics by measuring ingredients. Children were encouraged to make choices about which things to use, and were able to talk about changes that happened when the cakes were in the oven – 'They went dry'.
64. Visitors to the school include a farmer who brings animals that the children can touch and ask questions about. Teachers organise interesting trips to broaden children's experiences and extend their general knowledge. They visit Porchester Castle and have a trip on the ferry from Portsmouth to Gosport. In all three classes, the school environment is used well to support learning about the natural world. Children develop early investigative skills as they explore the school grounds, learn about seasonal changes during the year and find out about their environment. They sow seeds and learn to care for plants. Because of good levels of adult support, they acquire an increasing vocabulary to express their ideas and explain clearly what they know. Through stories, pictures and celebration of festivals, such as the Chinese New Year, children gain an increasing understanding of different cultures and ways of life. In religious education lessons in the Reception classes, children become familiar with Bible stories such as the Nativity. Good facilities for ICT in the Nursery help children to gain confidence in using the mouse, dragging images across the screen and choosing colours and tools to draw pictures. In the Reception classes, children reinforce and extend these skills as they explore simple programs to support work in other areas of learning. Staff plan work that prepares children effectively for subjects in the National Curriculum, such as science, design and technology and ICT.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- A significant number of children do not develop appropriate levels of manipulative control for writing and cutting.
- There is a very good range of outdoor equipment.
- Staff ensure that new skills are taught effectively.
- Children enjoy physical activity.

Commentary

65. Children throughout the Foundation Stage run, jump, ride, climb and balance with confidence as they play in the well-organised and very well-resourced grass and hard-

surfaced play areas and in the beautifully equipped soft-play area. In the Nursery, most children move around with an awareness of space and are controlled and purposeful. Good teaching ensures that children have opportunities to practise throwing balls and using bats, with adults to encourage them with these activities. Children respond well to the staff's instructions and enjoy playing outside. Playtimes are sensibly arranged so that children in the Reception classes have plenty of space to run about and enjoy themselves without bumping into older pupils.

66. In all classes, children have many opportunities to improve their manipulative skills as they model with dough, use simple craft equipment, construct models from reclaimed materials, play with model vehicles and build with construction kits. This is an area where children do not reach the expected goals by the end of the Reception Year and pupils' physical development is, therefore, below expectations. The school rightly focuses on developing children's finer manipulative control. In the writing areas in all classrooms, children write letters and record messages. Regular opportunities for drawing and painting help children to develop increased levels of pencil and brush control, and scissors are used regularly in craft activities. The quality of teaching is good throughout the Foundation Stage and staff ensure that all children, including those who have special educational needs and those who speak English as an additional language, learn at a good rate and achieve well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given time to explore materials and make choices.
- Children are encouraged to use their imagination.
- Staff plan activities well.

Commentary

67. In the Nursery, staff give children time to explore the use of materials. Children swirl and dab paint and mix colours. More able children paint figures, vehicles and buildings. Early experimentation with a good variety of materials, including paint, crayons and felt tipped pens, leads to bright pictures in the Reception classes. These often link with topics, and help to reinforce and consolidate learning. For example, children created pictures of trains and fire engines during their topic on vehicles. In all classes, children gradually learn to make decisions and choices when selecting materials and equipment. This develops their independence and provides valuable opportunities for them to use their initiative and imagination. Children roll, squeeze and shape malleable materials such as dough and clay, to develop skills and techniques for model making. In music, children acquire a good repertoire of simple songs. Children in all classes sing tunefully and listen well. In the Nursery, children put different objects into containers to make shakers that create different sounds. By the time they leave the Reception Year, children sing confidently with older pupils in the hall during assemblies. In role-play areas such as the 'bedroom', Nursery children interact with one another confidently during imaginative play. Staff extend dramatic play as they ask who the children are pretending to be and what they are doing. In all classes, children benefit from taking part in concerts for their parents.

68. The quality of teaching and learning is good in all classes. Staff organise activities well and children are given opportunities to practise techniques in a purposeful atmosphere, without fear of criticism. Children explore their feelings and develop their imagination. Planning is good and artwork is valued and displayed attractively; this raises children's self-esteem. Because of the good teaching, children, including those who have special educational needs or who speak English as an additional language, learn at a good rate and achieve well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English, in speaking and listening, reading and writing, are below average overall but higher than they were at the time of the last inspection.
- Standards in writing are well below average in Years 2 and 6.
- The quality of teaching is satisfactory overall, with some good teaching and good use of skilled support staff.
- The quality of marking is not consistent and is not helping all pupils to know how to improve their standards.
- The presentation of pupils' written work in their books is often untidy.
- The leadership and management for Years 1 and 2 are good.

Commentary

69. Results of national tests in 2003 show that standards in English at the end of Year 2 were well below the national average. They were in the lowest five per cent of schools nationally at the end of Year 6. Girls achieved better than boys. However, these standards are higher than at the time of the last inspection. The proportion of pupils exceeding the expected levels for their age was also below the national average. The school is addressing this in Year 6 by grouping pupils according to their ability to provide the more capable pupils with greater challenge. Standards at the end of Year 6 are higher this year with, a significant improvement in the percentage of pupils attaining Level 4 and above despite the significant number of pupils with special educational needs.
70. The inspection found that pupils with special educational needs and higher-attaining pupils achieve well, particularly as a result of focused teaching from support staff. Girls perform significantly better than boys. Every effort is made to raise the attainment and self-esteem of pupils with special educational needs, particularly boys, which has resulted in the introduction of a range of initiatives. For example, one teaching assistant is successfully helping to teach letters and sounds to pupils in Year 1 who have been identified as at risk of future literacy difficulties. A specialist-teaching assistant works with the school to ensure that pupils who do not have English as their home language make satisfactory progress.
71. Pupils start Year 1 with below average standards of speaking and listening overall and for some their slow acquisition of language acts as a barrier to learning. There is a structured approach to speaking and listening and the staff work hard to help pupils develop their vocabulary. As part of the 'Talking Partners' programme, in Year 1 the teacher modelled how to 'tell news' and by careful questioning enabled pupils to extend their accounts and provide more detail. She also encouraged pupils to listen to others and respond appropriately. In a Year 6 class the teacher used a picture to engage the group in a discussion about a Victorian seaside scene, explaining words like 'parasol'. Pupils listened to the teacher's lively exposition and were confident when asking questions and speaking in front of the class. By the age of seven and eleven pupils make good progress from entry and achieve well.

72. By Year 2, pupils make satisfactory progress in learning to read and standards are rising to just below the national average. Pupils' achievement is satisfactory. Pupils are taught strategies for tackling unfamiliar words, such as sounding them out, looking for syllables or using the picture and context to work out meaning. This knowledge increases their confidence to tackle new words. Children's interest in reading is promoted by book areas in

classrooms, attractive displays, labels and captions. When parents and carers read regularly with children at home this helps pupils to progress well. Pupils are able to talk about the books and authors they enjoy such as Dick King-Smith and Roald Dahl.

73. By Year 6 standards in reading are below average but pupils achieve satisfactorily. Higher-attaining pupils read with expression and confidence, understand what they read and talk about their preferences for different authors such as J.K. Rowling and Michael Murpurgo. Others are less fluent, but are able to correct themselves when necessary, for example by partitioning words. The books pupils are reading are not always well matched to their ability. The lower-attaining pupils who are involved in the volunteer readers' programme make good progress. The school's library is small but a few classes regularly make good use of nearby Cosham library. Discussions with pupils indicate that most regularly borrow books from there and older pupils know how to locate fiction and non-fiction.
74. The school has identified writing as an area for improvement and inspection evidence confirms that overall standards in writing are well below average in Year 2 and Year 6. To raise standards the school has targeted support staff in all classes to develop pupils' literacy skills and grouped pupils for English across Year 6 to provide the correct level of challenge for pupils of different abilities. More opportunities for extended writing are being provided and pupils' work is celebrated in displays in classrooms and corridors. However, the marking of pupils' work is inconsistent and does not show how they could improve their work. Teachers' expectations of pupils' handwriting and how work is presented are not high enough and unsatisfactory overall.
75. The quality of teaching ranged from good to unsatisfactory and was satisfactory overall. From the lessons seen and the work displayed it is evident that there is an emphasis on helping pupils develop their literacy skills through purposeful and enjoyable activities. In good lessons, teachers planned and prepared thoroughly, with work appropriately matched to pupils' needs. Consequently, pupils worked in a purposeful way and made good progress. In an unsatisfactory lesson, behaviour was not managed well enough and the pupils were not clear about the purpose of their tasks, and did not work effectively together. As a result, they achieved less than would be expected. Teachers make satisfactory use of pupils' ICT skills in drafting and redrafting work.
76. The subject manager for Years 1 and 2 and the acting manager for Years 3 to 6 know what needs to be improved based on their assessment and tracking of each pupil's progress. They are aware of the need for more rigorous monitoring of standards of teaching and learning. The school is making good use of the strategies and initiatives to improve pupils' literacy across the school and also uses the optional national tests in Years 3 to 5. However, lessons and pupils' work have not been monitored closely

enough to address the inconsistencies in teaching and the effects of these on pupils' learning.

Language and literacy across the curriculum

77. Evidence was seen of curricular links between subjects. For example, in Year 1, pupils wrote about the lifecycle of a frog as part of their science work. In a Year 6 class links were made with the history topic when pupils wrote their own versions of Victorian seaside postcards. Pupils are being encouraged to use their literacy skills across the curriculum, but, for a significant number, weak literacy skills affect their progress in other subjects. There are not yet enough opportunities for pupils to develop their writing skills through appropriately challenging activities in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is good by the end of Year 2 owing to the good teaching pupils receive.
- Teaching in Year 3 and 5 is good and pupils achieve well in these classes.
- Standards are below average at the end of Year 6.
- The use made of assessment information is inconsistent in Years 4 to 6.
- Leadership and management of the subject in Years 3 to 6 are unsatisfactory.

Commentary

78. Standards in Years 2 and 6 have improved since the last inspection, particularly in the percentage of pupils achieving the nationally expected level for their ages. At the end of Year 2 standards are in line with national expectations and pupils achieve well, owing to the good quality teaching they receive. However, from the evidence available and in lessons seen, the attainment of Year 6 pupils is below average but pupils' achievement satisfactory. Over half the pupils in this age group have special educational needs and a significant number have emotional and behavioural difficulties. Mathematics has been correctly identified as a priority area for improvement in the school improvement plan.
79. The quality of teaching seen during the inspection was satisfactory overall. Teaching seen in Years 1, 2 and 3 was good. Lessons are well planned and structured and effectively take account of the National Numeracy Strategy framework. In Year 2, the teacher and teaching assistant work well together in supporting pupils' learning of sequencing of numbers and helping pupils use efficient strategies for counting on. In Year 6 the teaching ranged from unsatisfactory to good. Where teachers and teaching assistants took account of the Numeracy Strategy framework, pupils made at least satisfactory progress. In one lesson seen, a teaching assistant worked with a group of Year 6 pupils in the ICT suite evaluating a maths programme for other pupils. The level of questioning and maintaining pupils' interest ensured they all made good progress. However, in other lessons seen, the pupils' needs were not always met effectively because of the ineffective use of information about their level of ability in planning for the lesson. This often had a significantly negative impact on pupils' progress. In lessons seen and in conversations with pupils, mathematics is viewed very positively. However, the standards of presentation are often of poor quality and do not value the pupils' work.
80. From work seen over the course of the last year, and through conversations with teachers and pupils, assessment to inform and raise expectations of pupils' attainment is not yet embedded in an effective and systematic way. Some pupils do understand how well they are doing and how to improve but this is not consistent throughout Years 3 to 6.
81. The leadership and management of the subject are unsatisfactory. Senior management has ensured that monitoring and evaluation of standards of achievement and the quality of teaching and learning are identified in the action plan. However, there is limited evidence of high standards being pursued by the subject leader even before the outbreak of TB early in the spring term 2004. Although the school has done much to analyse the information it has received on test results, this has not been employed consistently to set appropriately challenging work for all pupils.

Mathematics across the curriculum

82. There were some appropriate examples of mathematics being used in ICT, science and geography. There was a good example of learning about interpreting information from graphs in ICT by Year 1 pupils. In some classrooms there were suitable displays demonstrating pupils' understanding of symmetry through paintings of butterflies.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Although pupils achieve satisfactorily, standards across the school are below national expectations.
- Pupils with special educational needs are supported well by teachers and teaching assistants.
- In Years 3 to 6, pupils' scientific enquiry skills are promoted inconsistently.
- The leadership and management of the subject are unsatisfactory.

Commentary

83. Standards of attainment at the end of Years 2 and 6 are below expected levels but pupils achieve satisfactorily in relation to their attainment on entry to Year 1. Standards are similar to those at the time of the last inspection but do show improvement over time, particularly in the percentage of pupils reaching the nationally expected standard for their ages. In Year 2, most pupils are on track to achieve the expected Level 2 but few pupils will achieve the higher Level 3. Good support is given to lower-attaining pupils and those with special educational needs by teachers and teaching assistants. Sufficient challenge is also given to more able pupils through good questioning, which extends their understanding. Standards attained by pupils in the current Year 6 are below average but pupils achieve satisfactorily in relation to their attainment at the end of Year 2.
84. Most year groups across the school have a much higher than average percentage of pupils with special educational needs and this limits overall attainment in comparison with national averages. However, teachers and teaching assistants support lower-attaining pupils well. The adaptation of work to meet the needs of more able pupils is inconsistent in a few classes in Years 4 to 6 and these pupils do not attain as well as they might. A scrutiny of pupils' work indicates that the more able are not always given sufficiently challenging work, particularly with regard to developing their skills of scientific enquiry, as there is little difference in the quality of their work. In discussion, Year 6 pupils have a satisfactory understanding of the curriculum they have covered this year but only higher-attaining pupils are able to draw conclusions from their investigations. Most pupils find it difficult to explain their ideas using scientific vocabulary and to apply their previous knowledge to new learning situations.
85. The quality of teaching and learning is satisfactory. In the lessons seen during the inspection, teaching and learning were good in Years 2 and 5. From a scrutiny of pupils work, it is evident that teachers have a secure knowledge and understanding of the curriculum and provide interesting activities for pupils to complete. However, their expectations of how pupils should present their work are not high enough and much of

their work is untidy and at times unfinished. The quality of planning varies between good and unsatisfactory but is satisfactory overall. Not all teachers plan work to meet the wide range of abilities in their classes. Generally, the marking of pupils' work is satisfactory. It is marked regularly and pupils are praised for their efforts and on a few occasions asked questions to ensure that they have understood it. However, teachers rarely indicate to pupils how they can improve their work.

86. The leadership and management of the subject are unsatisfactory. The subject leader has carried out a detailed analysis of the pupils' performance in national tests and identified areas of weakness. However, although strategies have been identified to improve the curriculum and the teaching of the subject, little has so far been done to ensure these improvements have been carried out. The subject manager does not have a clear idea of teaching and learning in the subject across the school, particularly in Years 3 to 6. Monitoring of teachers' planning does take place but the subject manager admits that this needs to be done on a more regular basis as the quality of this planning is very variable. She has received support from the local education authority's advisor and together they have identified the need to improve the opportunities provided to develop pupils' skills of scientific enquiry. It is not clear how this will be achieved. A new way of planning was trialled last year in Years 1 and 5 and has been adopted by the whole school this year. However, it is too early to judge how effective they will be in raising pupils' achievement. Resources for the subject are good, although there was a shortage of consumable items, such as batteries and bulbs, last year due to the severe financial constraints imposed in response to the school's large budget deficit. Satisfactory use is made of pupils' literacy and numeracy skills in science but there is little evidence of the use of ICT to help pupils present their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The ICT suite is a valuable resource and is contributing to good teaching and effective learning.
- The subject is being given clear direction and enthusiasm by the subject manager.
- Pupils' attitudes to learning are good.
- Pupils' behaviour is good.
- The subject has improved significantly since the time of the last inspection.

Commentary

87. At the end of Years 2 and 6, pupils' attainment is in line with that expected nationally. Standards since the last inspection have been maintained at the end of Year 2 but have improved at the end of Year 6. Pupils demonstrate basic skills and knowledge in word-processing, data-handling and in control technology. The pupils have an appropriate knowledge and understanding of the power of computers in organising and displaying information. All pupils, including those with special educational needs, achieve satisfactorily
88. Overall, the quality of teaching and learning is satisfactory, as was teaching observed during the inspection. Teachers' planning appropriately supports the learning outcomes of lessons. Most pupils have good attitudes to learning, they treat the machines with respect and behave well both individually and in pairs. Pupils are interested in how to access programs and work well on their own and answer questions politely and sensibly. Year 3 pupils were seen being taught to compose a sequence of musical sounds and Year 2 pupils were creating graphs with information about animals. During discussions with Year 5 pupils they were enthusiastic about the subject and were able to effectively demonstrate their understanding of control and modelling using software to control traffic

lights. During their lessons Year 5 pupils were exploring various strategies for controlling and programming using a program to create various two-dimensional shapes. In Year 6, pupils in a lunchtime club were preparing computer presentations using a variety of text and graphics to be shown in an assembly later in the term. The computer suite is used well and all classes are regularly timetabled to use it. Although the suite contains an interactive whiteboard, its position unfortunately impedes effective use other than as a screen for the projector.

89. The leadership and management of the subject are satisfactory. The subject leader is enthusiastic and knows what needs to be done to develop the subject further. There is a strategic plan for developing the equipment, resources and staff training required to support the school's needs. There is an appropriate focus on how these will have a positive impact on pupils' progress. A suitable ICT assessment system to monitor pupils' skills and knowledge has been established but is not yet fully in place.
90. Good improvement has taken place since the last inspection. There is more appropriate hardware, teachers are trained to use it and pupils' skills and knowledge are progressing reasonably and are beginning to be embedded in other areas of the curriculum.

Information and communication technology across the curriculum

91. Opportunities are developing effectively in teachers' planning and in lessons seen during the inspection. Suitable examples of this were seen in Year 1, with pupils' development of pictograms and graphs in mathematics and in Year 2 where pupils were using a simple graphics program in religious education. Year 3 pupils used the electronic microscope to view roots and seeds in science and Year 6 pupils were seen using word processing and PowerPoint presentations for history.

HUMANITIES

92. It was not possible to make a secure judgement about provision in **history** and **geography**. No lessons were observed in these subjects. Pupils' work and teachers' planning was scrutinised and discussions were held with pupils and teachers. On this basis, pupils are attaining broadly in line with the expectations of the National Curriculum. Visits to places of interest make a good contribution to pupils' learning in both subjects and positively enhance the curriculum. The leadership and management in history are underdeveloped, especially in the monitoring and evaluating of standards of achievement and the quality of teaching and learning. However, the subject leader makes appropriate efforts to maintain effective links with the museum loan service and supports teachers' resource needs. Good examples of this are displayed throughout the school from model boats in Reception through to Victorian artefacts being used for discussion, writing and sketching in Year 6. There are suitable long-term and medium-term plans in place, which are being used effectively. Both subjects are appropriately resourced.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are of good quality.
- Presentation of pupils' work is weak.
- Religious education contributes well to pupils' personal development.

Commentary

93. By the end of Years 2 and 6, pupils are on course to attain standards in line with the expectations in the locally agreed syllabus, and achievement is satisfactory. This concurs

with standards at the time of the last inspection. However, throughout the school, the presentation of work is a weakness. Although there are some lively drawings to illustrate pupils' work, handwriting is often poor. Pupils use books and ICT satisfactorily to find information.

94. Pupils in Years 1 and 2 gain a deeper understanding of how people of different faiths worship and live together. They know a good number of stories from the Bible, including the stories of the Nativity and Easter. In Year 1, pupils learn about Jesus' visit to the temple as a boy. From the Old Testament, pupils in Year 2 know about Moses. Links between the Christian and Jewish faiths are explored as pupils learn about rituals and customs; for example, when they learn about harvest festivals in both religions. Reflection is fostered, as pupils are encouraged to think about who God is. Good levels of discussion developed as pupils in Year 1 considered whether God is male or female. One pupil suggested that God could be both. Pupils with special educational needs are well supported during lessons throughout the school as teaching assistants encourage them to contribute to discussions and they make good progress as a result.
95. In Years 3 to 6, pupils are guided well to see how the beliefs associated with a range of religions have much in common. Pupils' basic knowledge of a variety of world religions is satisfactory. As they study Judaism, Sikhism, Hinduism and Islam, as well as Christianity, pupils recognise similar features, such as rituals for birth, marriage and death. The self-esteem of pupils from minority ethnic groups and a range of faiths is raised effectively as a variety of religions are discussed and valued. The significance of religious symbols is explored. As they discussed the significance of the Aum as a symbol in the Hindu religion, pupils in Year 4 demonstrated their knowledge of how symbols reinforce and remind us of important customs and events. A respectful atmosphere surrounded the discussion as pupils talked about the significance of tracing the Aum with honey on the tongue of a newly born child. In Year 5, pupils explored the importance of belonging to particular groups – families, schools, clubs, faiths – and what it feels like to be excluded from a group. Pupils are encouraged to think carefully about the importance of religion in their own and other people's lives.
96. Teaching and learning are of good quality. Teachers have secure levels of knowledge about the topics they teach, and this ensures that pupils' questions can be answered effectively. Discussions are used successfully to foster pupils' speaking and listening skills, and teachers ensure that pupils who have special educational needs are drawn into the conversation and are helped to participate fully. The subject is resourced adequately with interesting and informative artefacts, and books and posters to support each of the topics studied. Teachers use these well to illustrate their teaching. Lessons are well planned with learning objectives that make it clear what is to be learned. Teachers have good relationships with pupils and manage and motivate them well so that all, including those who have special educational needs, are involved in, and enjoy their learning. Pupils from different faith backgrounds are integrated sensitively in lessons. Day-to-day assessment is satisfactory as teachers check progress through effective questioning.
97. The subject manager provides sound leadership and ensures that the requirements of the syllabus are fully met. Monitoring of standards is done through checking the planning and by work sampling, but there is no consistent and 'easy to use' system of assessing and recording what pupils know and understand. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. There was insufficient evidence to make a secure judgement about provision in **art and design** and **design and technology**. No lessons were observed in design and

technology and only one in art and design. Discussions were held with subject leaders and in art and design pupils' work was scrutinised from displays around the school and in the subject leader's collection of pupils' work.

99. In **art and design** the standard of work seen on display and in a scrutiny of pupils' work was above average and this represents an improvement since the last inspection. Pupils show good use of colour, pattern, texture, line and tone in their work. Art is carefully planned into the curriculum so that specific skills are taught systematically and links are made with other subjects. Pupils develop a good range of techniques, and a progression of skills is evident as they move up the school. For example, in Year 1, pupils make stab stitching patterns but by Year 6 they create elaborate appliqué. Teachers use artists' work well to inspire pupils. In a Year 4 lesson about printing the pupils looked at examples of the work of William Morris before designing their own prints. The subject is well led and managed. The subject leader's enthusiasm and expertise has contributed to the good standards. The subject leader has been responsible for supporting colleagues, organising the school's annual art week and promoting the multi-cultural aspects of art.
100. In **design and technology** evidence from work on display shows that standards are in line with those expected for pupils at the end of Year 2 and Year 6, as they were at the time of the last inspection. Pupils' achievement is satisfactory and good links are made with other subjects. In Year 2, pupils used their understanding of forces in science when creating vehicles for their 'wacky races'. Year 4 pupils applied their numeracy skills well when designing puppets which were a third of the size of themselves. The cycle of designing, making, evaluating and improving is exemplified in the production of buggies by Year 5 pupils. Currently there is no subject co-ordinator but there is a six-year plan of coverage in place with progressively more complicated projects building on earlier skills and experiences. Additional experience of food technology is offered to Year 3 and 4 pupils at an after-school club.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards of singing are good.
- Standards at the end of Years 2 and 6 have improved and are in line with national expectations.
- Teachers have a satisfactory knowledge and understanding of the curriculum.
- Resources for the subject are good.

Commentary

101. Standards in music are in line with national expectations at the end of Years 2 and 6 and pupils achieve satisfactorily. They achieve well in singing. Regular opportunities are provided for pupils to sing in assemblies and school performances. Most pupils develop good pitch and clear diction in singing a range of songs from memory and pupils in Year 5 are able to keep their own part when performing two-part songs. Year 2 pupils are gaining a clear understanding of the terms 'dynamics' and 'tempo' and more able pupils are able to use these terms when talking about their work. Most pupils can keep a steady beat and can copy simple clapping rhythms. No music lessons in Year 6 were

observed during the inspection and therefore it is not possible to comment on teaching and learning in this year group.

102. Teaching observed during the inspection was of satisfactory quality and ensured that pupils made effective progress in their learning and achieved as well as they should. Teachers' planning is good and they control pupils well, ensuring that they listen to instructions and work hard to achieve the learning outcomes of the lessons. Good use is made of praise to encourage all pupils to take part, including those with emotional and behavioural difficulties. As a result, pupils enjoy the subject and improve their knowledge and understanding of music.
103. The leadership and management of the subject are satisfactory. The acting subject manager monitors planning and carries out informal observations of her colleagues. Gifted and talented pupils have been identified and opportunities provided for them to pursue their interest, such as providing peripatetic brass instrumental tuition. Resources for the subject are good. There is a good range of tuned and untuned percussion instruments and a few instruments from other cultures. Satisfactory opportunities are provided to take part in school and area musical events and this has a positive impact on pupils' attainment and progress. The school has made effective use of the Hampshire music service to give demonstration lessons and train staff. Consequently, teachers' knowledge and understanding of the curriculum have improved, as have the standards pupils attain.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 have improved and are in line with national expectations.
- Teachers manage pupils well and lessons are organised well.

Commentary

104. Standards at the end of Years 2 and 6 are in line with national expectations. Pupils in Year 2 demonstrate satisfactory co-ordination and control when carrying out a range of movements. They run, jump, twist and turn and control a balance well. They listen attentively to their teachers and work safely in a confined space. Pupils in Year 6 were observed running, turning and competing to improve their performance despite the very hot weather at the time. They showed satisfactory technique when throwing a plastic javelin and were accurate in measuring their performance. The performance of a minority of pupils was above expectations as they displayed good running techniques and could throw an object over a considerable distance. Pupils had positive attitudes to the subject and in all lessons observed maintained energetic activity for a good amount of time.
105. Teaching observed during the inspection was of satisfactory quality and ensured that pupils made effective progress in their learning and achieved satisfactorily. Pupils' natural competitive instincts were controlled well so that individuals placed emphasis on improving their own performance rather than seeing how well you did against other

pupils. Good use was made of praise to encourage those pupils who found the subject difficult.

106. The leadership and management of the subject are satisfactory. The new subject manager liaises well with the previous manager but neither has had sufficient opportunities to monitor the quality of teaching and learning. Satisfactory assessment procedures are in place and include the identification of gifted and talented pupils. There has been good development of extra-curricular activities, such as sports clubs, some of which have linked provision with secondary schools. Most pupils leave the school able to swim 25 metres. Curriculum provision and standards have improved since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

107. Only a few lessons were observed in this aspect and so no secure judgement can be made about provision. Teachers' planning was scrutinised and discussions were held with pupils and staff.
108. Teachers plan satisfactorily for pupils' personal, social and health education. Planning includes 'circle time', time when personal and social issues are discussed. The school's policy for behaviour is implemented effectively in most classes so that pupils gain greater control of themselves and are able to concentrate for longer periods. Staff have worked hard and have been successful in overcoming significant behavioural issues with a minority of older pupils. Unsatisfactory levels of attendance reflect the disaffection of some pupils with school. There are some good measures to counteract these attitudes, with a number of support systems including a welfare assistant, learning mentors and a nurture group. Parents are involved to encourage better attendance, and staff are considerate of pupils' worries and feelings. Pupils have been supported sensitively during the recent tuberculosis outbreak. Commitment and perseverance are promoted by visits to the Pompey Centre, where the local football team encourages pupils to be good citizens. Pupils contribute willingly to school organisation; for example, when the 'CLEAN' team tidies up the hall after lunch. However, there are not enough opportunities for older pupils to take on responsibility in school, and pupils are not sufficiently involved in target setting and monitoring to raise their academic achievement. A significant number of pupils do not strive hard enough to improve their work, particularly in presenting it well.
109. Encouragement from most staff helps to develop pupils' self-esteem, and awards are given in assemblies when pupils do well. Aspects of personal development are considered in subjects such as science and physical education, when growth, exercise and healthy eating are discussed. The school takes part in the 'Healthy Eating' project, which links with such work. Sex and relationships education and drugs awareness are introduced sensitively. Pupils say there is always someone to go to if they have any worries. In religious education, pupils' understanding of other faiths and cultures widens their knowledge of different ways of life. Assemblies make a positive contribution to pupils' personal and social development; they promote the ethos of 'togetherness' that is reflected in pupils' comments on how important the school is to them. Care of the environment is fostered, and pupils show concern for people less fortunate than themselves by raising money for a range of charities. Although assemblies and religious education lessons help pupils to gain a growing understanding of the multicultural

richness of contemporary British society, there are not enough links with minority ethnic groups in other parts of the country to extend this area of learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
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	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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