

INSPECTION REPORT

Solent Infant School

Portsmouth

LEA area: Portsmouth

Unique reference number: 116199

Headteacher: Sylvia Hunter

Lead inspector: Rob Crompton

Dates of inspection: 9th – 12th February 2004

Inspection number: 257498

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of children:	4-7
Gender of children:	Mixed
Number on roll:	261
School address:	Eveleigh Road Farlington Portsmouth Hampshire
Postcode	PO6 1DH
Telephone number:	023 9237 1073
Fax number:	023 9238 2606
Appropriate authority:	Governing body
Name of chair of governors:	Mrs K Boshier
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

This is a large infant school serving a suburb of Portsmouth. Ten children are from ethnic minority backgrounds and five have English as an additional language. When they enter reception, children's overall attainment is good. Their early language and mathematical skills are very good. Children's social skills and levels of physical and creative development are good. They have a good knowledge of the world outside their immediate home and school. About 10 per cent of children have special educational needs, including learning and physical difficulties, which is below average. About 2 per cent of children are eligible for free school meals, which is well below average. The school serves an area with above average social and economic conditions. The school has achieved the Investors in People standard and has received the Basic Skills award and the School Achievement award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7230	Rob Crompton	Lead inspector	Science Information and communication technology Physical education English as an additional language
13874	Jane Chesterfield	Lay inspector	
32218	Andrew Mumford	Team inspector	Special educational needs Mathematics Geography History Religious education
26945	Sylvia Gatehouse	Team inspector	English The Foundation Stage ¹ Art and design Design and technology Music

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with many strengths and no major weaknesses. Children enjoy school and behave very well. They achieve above average standards because the teaching is consistently very good. The headteacher provides very good leadership and is well supported by the deputy head and key staff. Governors make a strong contribution to the work of the school. There is an excellent commitment to ensuring all children succeed. Parents hold the school in high regard. It gives **very good** value for money.

The school's main strengths and weaknesses are:

- The headteacher's skilled leadership inspires the school to seek continual improvement.
- An excellent commitment to inclusion enables all children to get the best out of school.
- Highly effective teaching means children achieve well and reach very good standards.
- Very good provision in the reception classes ensures a very secure foundation for future learning.
- Teaching assistants contribute greatly to children's learning.
- Very good provision for children's personal development helps them to develop positive attitudes and to behave very well.
- Very good provision for children with special educational needs enables them to achieve very well.
- Homework is used very well to support learning and to keep parents informed of how their children are getting on.
- A very broad range of extra activities enriches the curriculum.
- Children are cared for very well and they are happy and enjoy school.
- At the end of lessons, teachers could more frequently help children to review what they have achieved.

Improvement since the last inspection has been good. Assessment is now used more effectively to track individual progress. Children use their initiative more and have a much better understanding of cultural diversity. Standards in design and technology and information and communication technology have improved significantly. Teaching has improved and planning is better.

STANDARDS ACHIEVED

Overall achievement is **very good**. From a good starting point, children achieve very well in all areas of learning in the reception classes and standards are above and often well above those expected by the end of the reception year.

Children make very good progress in Years 1 and 2. By the end of Year 2, their attainment is well above average in reading, writing and science. They reach good standards in mathematics, design and technology, history and ICT. In religious education and music, children are making steady progress and reaching the expected standards. It was not possible to fully evaluate standards in art and design, geography and physical education. Children with special educational needs, progress very well and more able children generally fulfil their potential.

An indication of the school's effectiveness is its performance when compared to similar schools. It is well above average in English and above average in mathematics.

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

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

Children's spiritual, moral, social and cultural development is **very good**. Relationships are very good; children have positive attitudes and behave very well. Attendance is well above average and children arrive promptly.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching and learning are **very good**. Teachers make lessons interesting and they establish a good pace and set challenging tasks. This means that children are keen to learn and work hard. The highly skilled teaching assistants are very well informed and make a very significant contribution to lessons. Their support in class enables teachers to set work at different levels to enable all children to build on their previous attainment. Provision for children with special educational needs is highly organised and children benefit from the close teamwork of all staff. Children have very good opportunities to practice and develop literacy and ICT skills across the curriculum. Their use of mathematics across the curriculum is satisfactory but there is scope for improvement

The curriculum offers good opportunities for children to learn according to their individual needs. They enjoy a rich variety of additional activities that promote learning and personal development. The school is open and welcoming to parents and relationships between teachers and parents are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher and key staff provide very good leadership. Governors have a good understanding of the school's strengths and weaknesses and support the school well. They carry out their statutory requirements.

PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL

Parents are happy with the school. They are particularly pleased with the quality of teaching and the warm relationships throughout the school. Children have very positive views. They say they like their teachers because they make learning fun.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to review the structure of some lessons to ensure that there is enough time for children to think about what they have learned and for teachers to indicate what they will tackle next.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is **good** and children reach well above average standards in most key subjects.

Main strengths and weaknesses

- Children achieve very well in the reception year, which provides a very good foundation for subsequent work.
- Children of different abilities build successfully on their previous attainment.
- High standards have been sustained since the previous inspection.

Commentary

1. When children start school, their knowledge, skills and understanding are above the levels typical in this age group, with children having particularly good skills in literacy and numeracy. They build on this positive start very well and reach very good standards. Almost all reach or exceed the expected levels in all areas of learning by the end of reception.
2. The results of Year 2 tests in reading, writing and mathematics have been consistently above or well above national averages in recent years, and the rate of improvement in performance has been above the national trend. When results are compared with those of similar schools, they are also above or well above average. Standards seen during the inspection reflected this positive picture of achievement. Children do well because of the school's effective provision underpinned by the support of their parents. The strong push to sustain high standards in English has been successful. The school is aware of the difference between English and mathematics results last year and is developing appropriate strategies to redress the balance.
3. Children achieve well in science and reach standards well above those expected by Year 2. In ICT, history and design and technology attainment is also good. They make steady progress and achieve the expected standards in religious education and music. It was not possible to judge overall standards in art and design, geography or physical education.
4. Teachers gear the level of work to the needs of different groups of children, which means all achieve very well. Children with special educational needs make very good progress, although attainment is often below that expected from children of a similar age. Because of the very good support they receive, the majority achieve their individual targets and are close to average standards in their class work, particularly in mathematics. More able children also do well because teachers set them appropriately challenging work, although there is scope for them to make even more rapid progress in mathematics. There is no significant difference in the achievement of boys and girls. The few children with English as an additional language are well supported and achieve well. Children showing particular gifts or talents are closely monitored and encouraged to make the most of them.
5. The overall picture of children achieving well and reaching good and often very good standards is due to the success of the school in sustaining its effectiveness and improving on provision since the last inspection.

Standards in national tests at the end of Year 2 – average point scores in 2003		
Standards in:	School results	National results
Reading	17.7 (17.9)	15.7 (15.8)
Writing	15.9 (15.4)	14.6 (14.4)
Mathematics	17.0 (18.2)	16.3 (16.5)

There were 88 children in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Children's attitudes, behaviour and personal development are all **very good**. Attendance is **well above** the national average, and punctuality is **very good**. Provision for children's spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Very good provision for children's personal development helps them to develop positive attitudes and to behave very well.
- Children enjoy school and work hard.
- Very good progress has been made since the last inspection in raising children's multicultural awareness.
- Children enjoy a wealth of experiences, which enhance their personal development.
- Spiritual development is promoted very well, although assemblies could make a better contribution.
- Parents make sure that their children attend regularly and on time.

Commentary

6. The school's family atmosphere contributes much to their personal development. Children have confidence in themselves and their abilities and are ready to learn because they feel valued. They behave very well and are willing to have their say in class or have a go at other activities. The very good relationships among staff and pupils contribute to the children's positive attitudes.
7. The weakness in provision for cultural development identified in the previous report has been tackled very well. The rich variety of children's cultural experiences owes much to the efforts of the joint co-ordinators. A wide range of extra activities helps to develop children's awareness of many facets of creativity and introduces them to a range of cultures and customs. During arts week, for example, a Ghanaian group demonstrated pottery, dance, drumming and tie-dye, and children tried out Aboriginal art techniques. Such activities also contribute to children's spiritual development, as they have opportunities to respond to the beauty of the art, movement and music. Assemblies make a good contribution to children's moral development, as teachers read stories containing moral dilemmas and relate these to everyday life. Many assemblies are held with large groups of children in a single classroom and it is difficult to create an atmosphere where children can quietly reflect. The school hall is used for whole-school assemblies, but little use is made of the excellent lighting to create a sense of occasion.
8. Parents support the school in making sure their children attend regularly in order to get the most out of school life. The children, too, do not want to miss school, as they enjoy it so much. The school is concerned about increasing amounts of term-time holiday, but needs to make sure it interprets attendance data accurately for parents in the prospectus and the governors' annual report. There are no exclusions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.9	School data :	0.2
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. The teaching is very good. Many additional activities enrich children's learning. They are very well cared for, guided and supported. A very strong partnership with parents contributes significantly to children's progress.

Teaching and learning

Teaching and learning are **very good**. Assessment is **good**.

Main strengths and weaknesses

- Teaching is very good and leads to very good progress.
- Very good assessment systems mean that work can be set at the right level for individual children and groups.
- Teaching assistants make a very good contribution to teaching and learning, although there is scope for them to be used more in lessons.
- Teachers make good use of the time available, although the balance in some lessons means that introductions are too long and summaries too short.
- Work is marked regularly but could indicate more frequently how children might improve.

Commentary

9. Teachers and support staff in the reception classes plan meticulously and have a very good understanding of how young children learn. Children achieve very well because the level of work is challenging. They are very well motivated to learn because they are warmly encouraged to tackle new things. Teaching assistants are an integral part of the staff team. They are confident and use their initiative, particularly when teaching small groups or providing individual support.
10. High quality teaching in Years 1 and 2 enables children to achieve well. Using their very good knowledge of how children are getting on, teachers plan different work for groups of children, such as those with special needs or those who are very confident. Homework is set regularly and marked well. The tasks are highly appropriate and support and extend children's work in class. Home/school books are used very well to set individual targets and, in the most effective lessons, children are aware of how to improve. Teachers' lively approach sustains children's interest. They explain things well, often putting things in a different way to help children understand. As a result, children are very enthusiastic learners. They are eager to find things out and they try hard
11. Teaching assistants work very effectively because they are well briefed about what children are to learn in each lesson. They support children by asking relevant questions and encouraging them to use the appropriate vocabulary. Teaching assistants are particularly effective when working outside the classroom with small groups. Children benefit greatly from these sessions and make good progress, for example, in learning letters sounds. There is

scope for using the skilled support staff more widely, for example, to contribute to assessment by observing and recording children's responses during whole-class discussions.

12. All teachers are very good at establishing positive relationships and managing behaviour. As a result, lessons run smoothly, time is used productively, children's learning moves on apace and they achieve well. Occasionally, introductions are too long, so children lose their concentration and there is not enough time for independent work. At the end of some lessons, there is no time left for teachers to help children review what they have learned and to discuss the next step. The marking system is used well to share information with staff about attainment levels and how confident children were in tackling the work set. It could do more to indicate to children what they need to do to improve. However, the large majority of teaching is very successful, as the table below shows.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (33%)	16 (44%)	7 (19%)	0	0	0

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

The curriculum

The school provides a **good** curriculum that meets the needs of all children effectively. Opportunities for enrichment are **very good**. Accommodation and resources are **very good**.

Main strengths and weaknesses

- Provision for children with special educational needs is very good.
- Extra activities contribute to children's learning and personal development.
- Children are introduced to a very wide range of sporting activities.
- The high-quality accommodation is used to good effect.

Commentary

13. The curriculum is planned well to enable all children to make as much progress as they can. More able children and those with specific difficulties are identified early because of the school's efficient assessment systems. Individual progress is then closely monitored. The good balance between support in lessons and small-group teaching outside the classroom means that children do not miss important aspects of work but receive the extra help or further challenge that they need.
14. A very good range of educational trips and visitors make learning more interesting and contribute to children's personal development. During the school's arts week, for example, storytellers, musicians, artists and theatre groups broaden children's experiences. Children have more opportunities to take part in sport than in many other infant schools.
15. The spacious and well-maintained class areas are organised very well for the benefit of the children. The open terraces outside each classroom provide very good spaces for children to carry out practical activities. The playgrounds are large and very well equipped with areas for children to run around, climb or sit quietly under shelter. Plentiful resources of good quality enable teachers to enliven their lessons by using posters, artefacts, reference books, ICT programs and practical apparatus.

Care, guidance and support

Care, support and guidance for children are **very good**. The school's efforts to involve children in its work and development are **satisfactory**.

Main strengths and weaknesses

- Relationships between children and adults are consistently very good.
- Daily routines and procedures for care are very well organised.
- There are no formal systems for consulting children about things which concern them.

Commentary

16. Teachers and support staff look after the children very well indeed and regard children's welfare as their first priority. Children feel safe and secure and able to achieve in school, because they know what to expect from the adults around them. Staff treat children with fairness and consideration and have consistent expectations of their behaviour. The school's well-planned programme of personal, social and health education helps children get to grips with the issues of their everyday life. Good induction procedures mean that children settle quickly into their new surroundings and are ready to learn from the start. Very careful tracking of children's academic progress and personal development enables the school to guide children very well.
17. The school day runs smoothly and calmly, and children enjoy their playtimes and lunchtimes. The spacious, well-equipped playground is a fun place to be, and staff supervision is vigilant. The attention given to first aid is very thorough, and children with particular medical needs are cared for very well. Child protection training is an area currently scheduled for development, although staff are aware of the procedures to be followed if they have any worries.
18. Staff are very good at listening to children's individual concerns and addressing them without fuss. The headteacher, too, listens to children's views and seeks their ideas informally. Nonetheless, there are no formal channels for children to express their thoughts on changes and development in school. Many children, particularly those in Year 2, would be very capable of responding sensibly and creatively to this challenge.

Example of outstanding practice

An excellent example of meeting individual needs.
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A child with Osteogenesis Imperfecta (Brittle Bones) was due to be admitted to the reception class. The school liaised with the pre-school she attended, and preliminary visits were arranged to ease her transition. The child's parents produced a booklet explaining the condition and how other children could help. It included photographs of their daughter leading a normal life playing with her friends and on holiday, with captions such as, 'My friend's hair is blonde. What colour is your hair?' Cartoons illustrated safe and dangerous activities, with explanations in the text – 'I have to be careful though. When we play you need to be gentle.'

This booklet was sent to every parent with children in the year group with a letter from the headteacher asking them to read it with their children and discuss the content. A 'big book' version was created and shared with all the other classes.
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As a result of the school's exemplary efforts on her behalf, the child plays a full part in school life. The positive and caring way other children respond shows that they also benefit from the school's inclusive approach.
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Partnership with parents, other schools and the community

Partnership with parents is **very good**. Links with other schools and the community are **good**.

Main strengths and weaknesses

- The school involves parents very fully in their children's learning.
- Parents are very supportive of the school and its work.
- The school is very much part of its local community and liaises closely with other nearby schools.

Commentary

19. The excellent home-school link books provide a firm foundation for parents to work in partnership with the school. On top of this come the ready accessibility and availability of staff each day, which leads to very good relationships. Written information for parents is good, particularly that on the curriculum which is supplemented by well-attended workshops. One or two parents expressed concern with the information they receive about their children's progress. Reports to parents give a good picture of what the child is doing well, but they could be clearer about how well the child is doing in relation to what is usually expected. The school involves parents fully in its own development too, through regular consultation via a liaison group and questionnaires to the whole parent body every two years. The school also helps to make life easier for parents by providing facilities such as the school bookshop and premises for care before and after school.
20. Parents in their turn are very ready to do what they can to help the school do its best for their children. Almost all make the most of the home-school link books, and those who can offer their time through the governing body, the friends association, the liaison group, extra-curricular clubs, or as classroom helpers. Development of the school grounds through the PACT (parent and children together) scheme is the next exciting partnership initiative.
21. The school takes good advantage of the amenities available in the local area to add an extra dimension to children's achievement. This is an improvement since the last inspection. The visit to Portchester during Heritage Week is a good example of this. It brings alive to children the history of the area where they live. Good relationships with the local pre-schools and the junior school mean that children move smoothly from one stage of their education to the next, and are able to settle quickly and confidently.

Example of outstanding practice
Home-school link books are so well used by staff that all parents are enabled to give their children their fullest support.
The use of these books has been very carefully thought out, and the structure develops as the child moves through the school. Reception class books are mainly reading diaries, Year 1 books contain simple homework tasks (for example, 'Can you find out some facts about lions?'), while Year 2 advances to weekly homework sheets with spellings. In this way, parents and children get used to working together. All books contain guidance for parents and children's targets, so everyone knows what they are doing. What makes these books really special though, is the dialogue which teachers work so hard to establish with parents, and which is so successful in almost every instance. As a result, parents and teachers are truly working in partnership to help children learn.
In one example seen, a mother was very doubtful of her child's reading abilities at the beginning of the year, and of her own abilities to help him. Thanks to the constant advice and gentle persuasion of her child's teacher throughout the term, mother and child are now working harmoniously together, and the child is making good progress with his reading.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides **very good** leadership and is supported **very well** by key staff. Governance is **good**.

Main strengths and weaknesses

- The very good leadership of the headteacher is a strong factor in the school's success.
- The headteacher is very well supported by, the deputy head and key staff.
- Governors are supportive of the school and provide a good sounding board for new ideas.
- Very good management of special educational needs has a positive impact on learning.

Commentary

22. The headteacher inspires the school to seek continual improvement. Her vision for the future is clear and is shared effectively with staff and governors. Her commitment to the full inclusion

of children with a variety of special educational needs has led to the school justifiably gaining a very good reputation for working with these children. She has worked hard with her staff to maintain the high standards achieved by children. The headteacher conducts rigorous self-evaluations that enable the school community to identify weaknesses and plan for future developments. Performance management of staff is linked to the school's priorities, and this is reflected in improvement and development plans. The deputy head contributes fully and her teaching provides an excellent example for colleagues. Subject leaders have a good grasp of strengths and areas for improvement and lead developments very well. They share a determination to achieve and sustain high standards.

23. Governors have a good understanding of the school's strengths and weaknesses. They are fully involved in the improvement planning process and challenge the staff to ensure initiatives are thought through. Governors regularly request subject co-ordinators to make presentations to the curriculum committee, and this keeps them fully informed of developments. All statutory requirements are met.
24. The school is managed well. The headteacher, deputy head and some subject co-ordinators have carried out observations of teaching and learning. These frequently take the form of working alongside other members of staff, to model good practice as well as to evaluate colleagues' effectiveness. Teachers' planning is monitored and children's test results are analysed. The school is aware that the very good quality of information gained in English is not yet matched in other areas. Coordinators sample children's work to keep an eye on standards, but this a little inconsistent from subject to subject.
25. The special educational needs co-ordinator provides very good leadership and management and organises the provision very well. As a result, children are well supported and their progress is closely monitored even if they no longer cause immediate concern.
26. Financial administration is good. The budget is monitored closely and plans are made to minimise the impact of future commitments. For example, funds carried over from last year are earmarked to sustain staffing levels. A much lower carry forward figure is anticipated this year. Goods and services are chosen carefully to help ensure value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	756,959
Total expenditure	692,661
Expenditure per pupil	2,592

Balances (£)	
Balance from previous year	72,668
Balance carried forward to the next year	64,298

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

27. Children achieve well because their learning is supported with skill and sensitivity. The four teachers share the leadership of the subject and do so very well. They plan and work together closely and there is a strong spirit of teamwork between them and their support staff. Improvement since the last inspection is good.
28. There are many strengths in the reception classes, such as the high quality of teaching in each area of learning and the many vibrant experiences that children clearly enjoy. Skilful organisation of the timetable enables children to work in small groups and this helps them to make good progress in early reading and writing skills. Children are very well prepared for Year 1, especially in language and mathematics. Standards are very good. Most children are on course to meet or exceed the levels expected in each area of learning.

Personal, social and emotional development

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

Main strengths and weaknesses

- All staff consistently encourage children to be responsible and caring towards each other.
- Children grow rapidly in self-confidence because of the positive and supportive ethos of the school.
- Very good relationships between children and adults result in an atmosphere of very effective learning.

Commentary

29. Staff place a strong emphasis on this area of learning, especially in the early part of the year when the youngest children are heavily dependent on adults. Children make very rapid progress. They like school and are eager to start work from the moment they arrive. Activities stimulate children's eagerness to participate and promote their desire to learn. Consequently, children have very good attitudes whether at work or play. Children behave very well, showing care and tolerance for each other and courtesy towards adults. They are encouraged to take responsibility and are appointed monitors with special jobs to do. They are becoming increasingly more independent in their learning and most sustain concentration well. For instance, at the start of the day, they choose a practical activity until it is time for registration, when they put their equipment away for themselves. Occasionally, a few children lose concentration when an activity is too long and adult intervention is not frequent enough.

Communication, language and literacy

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

Main strengths and weaknesses

- Very good teaching of reading and writing enables children to get off to a very good start.
- Teachers plan very good opportunities for the development of children's speaking and listening skills.
- Teachers' assistants use their considerable skills to very good effect in small group work.

Commentary

30. Children achieve very well and reach very good standards. They are taught to listen to each other and to adults, and most resist the temptation to interrupt. They are articulate and confident, and use their speaking skills very well in both formal and informal settings. For example, in the role-play area they run a builder's office, receive orders by telephone and write instructions for the workers.
31. Structured activities promote basic skills of reading and writing very well. Children make very good progress in linking letters, and pairs of letters, with their sounds. They illustrate their growing knowledge and understanding by writing letters to match sounds. More able children write a series of rhyming three-letter words accurately and they write captions in their own information books, paying attention to the formation of their letters and achieving a clear style.
32. Children enjoy looking at fiction and information books. They search for answers that their teacher has challenged them to solve, for example, *How many trucks can you find?* Many take books home regularly. Teachers value the support provided by parents in helping their children to recognise key words. Most children read their own and their friends' names correctly, and identify the sounds that the letters make. They enjoy sharing big books with teachers and help them write labels using words such as *hammer, saw* and *teeth*.

Mathematical development

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

Main strengths and weaknesses

- Very good teaching places a strong emphasis on learning through practical activities.
- Teachers make good links with other subjects to make mathematics meaningful.

Commentary

33. Children make very good progress because teachers have high expectations and make activities fun. Teachers use every opportunity to show children how mathematics occurs in everyday events like children's birthdays and registrations. Children count the number present and calculate in their heads how many children are absent. They use a number line confidently and count accurately to numbers approaching 100, racing against a sand-timer. Teachers make very good use of a range of strategies to focus attention, such as using glove puppets.
34. In independent activities, children confidently use vocabulary like *smaller* and *tallest*, and know the names of shapes such as *hexagon* and *circle*. In the role-play area, they refer to days of the week and times of the day to allocate work to the builders and use correct vocabulary when playing with water.
35. In structured activities, children's mathematical vocabulary is further enhanced because teachers and their assistants are astute at posing open-ended questions. Children are beginning to gain knowledge and understanding about estimating. They record their guesses and findings when investigating how many cubes they can hold in one hand. They pay close attention and concentrate well because they are intrigued by the differences in their results. They show a growing awareness of the value of numbers, for instance recording numbers greater than ten accurately.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The curriculum is enriched with a wide range of interesting activities to expand children's experiences.
- Teachers make very good use of the school's computer suite.

Commentary

36. Teachers' planning shows an imaginative and stimulating approach to this area of the children's learning. Children make very good progress. Every effort is made to provoke interest and to provide many worthwhile experiences to enrich children's learning. These are offered both within school and further afield. Children take part in book and arts weeks, and attend presentations by storytellers, musicians and poets. They have close encounters with real farm animals like goats and sheep, and study exotic fruits from other parts of the world. They gain an insight into the traditions and beliefs of other peoples of the world through presentations from visitors about Chinese New Year, Bengali dancing and African drumming. They visit the local church and take part in assemblies, and are beginning to understand the differences and similarities between Christianity and Islam. Children have regular opportunities to explore the technology of their world using computers. They use the mouse and keyboard confidently, type their names correctly, and know how to send their work to the printer.

Physical development

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

Main strengths and weaknesses

- The outdoor play area is outstanding and provides excellent opportunities for children to develop confidence.
- Very good organisation of the curriculum enables all children to develop their dexterity and nimbleness.

Commentary

37. Very good teaching coupled with very good resources and timetabling means that children achieve very well. The outdoor playtimes are very well structured and supervised. Children have plentiful opportunities to run, jump, balance and climb on an excellent range of equipment, safely fenced off from the rest of the play area. There is a very good range of large-wheeled toys that children use safely. Some of these enable children to work together cooperatively, one behind the other as well as side by side. The 'Willow Cottage' provides very good opportunities for role-play, and teachers and assistants interact very well with open-ended questioning to promote language and social development. Staff supervise traditional singing games such as *The Farmer's Den* and *Old Macdonald's Farm*, but there are also quiet seating areas for children to pause and watch others if they wish. Regular lessons in the hall provide good opportunities for all children to use gym apparatus such as benches. Children with special needs are carefully supervised on these occasions. A strong feature of this area of learning is the innovative *hand gym* designed to increase dexterity. Children show an increasing nimbleness as they clip clothes pegs precisely in position and roll up silky fabric using only fingertips.

Creative development

Provision in children's creative development is **very good**.

Main strengths and weaknesses

- Children make very good progress because of very good teaching in art and design.
- There are very good opportunities for children to experience the arts in the wider community.

Commentary

38. Children's very good work in art adorns many areas of the school, providing a rich and stimulating learning environment. Teachers plan very carefully to ensure that all children are taught skills and techniques such as painting, sketching and printing. Children are introduced to a range of media like paint, clay, pastels and fabrics. They are encouraged to make their own responses to tasks. Consequently, their work reflects individuality, and shows that they are beginning to build on previous experiences. For example, their sketch books reveal that children make good progress in observational drawing using pencil, pencil crayon and then pastel. Children develop their skills of tearing or cutting paper, using scissors accurately in constructing pictures of their own design. They are beginning to appreciate that instruments make different sounds, for instance, to illustrate rain falling and they take part in the local schools' music festival. At playtime and in class, children make good use of their singing in counting-songs such as *One Man went to Mow*. Homework planning includes learning well-known nursery rhymes, while role-play areas provide very good opportunities for children to portray different characters such as builders and secretaries. Outdoors, they have further opportunities for role-play in the 'Willow Cottage Hospital', where they are keen to be doctors but less willing to be patients.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good leadership has sustained high standards.
- Very good teaching means that children achieve very well and reach well above average standards.
- The curriculum is enriched by a wide range of very interesting activities.
- Marking is not always as helpful as it could be to help children improve further still.

Commentary

39. The results of national tests have been consistently above or well above average in recent years. In 2003, results were well above average in reading and writing. Comparisons with similar schools are also very favourable, with reading being well above average and writing above average.
40. Very good subject leadership has enabled the school to address the minor issues from the last inspection. Assessment systems are manageable and used well. There are very good opportunities for drama and role play, while a wide range of exciting events like book weeks vividly contribute to children's knowledge of their own and other cultures. The school has taken swift action to develop a more appealing curriculum in the spirit of the recent central guidelines. These innovations represent good improvement.
41. Standards in speaking are well above average because children are confident and articulate, and teachers provide very good opportunities for them to use their speaking and listening

skills in drama and role-play. Children listen closely to their teachers and to each other, responding with relevant and thoughtful contributions to discussions.

42. Reading is taught very well and standards are very high. Teachers promote a love of books and make very good use of fiction and information texts. Teachers value the help that parents give at home, believing it to be a key feature in children's progress and enjoyment in reading. There is very good support for children needing extra help. All groups of children make very good progress and achieve very well.
43. Good standards in writing have been sustained over recent years, and children in Year 2 are on course to reach above average standards. Teachers provide interesting and exciting springboards to stimulate ideas for writing. One child reports, 'I listen to my teacher, and my friends in class, and get lots of ideas in my head so they are all scrunched up together.' Writing tasks include descriptions, instructions, letter writing, play-scripts and devising questions to ask at an interview. Children also have very good opportunities to write imaginatively in poetry and stories. They enliven their writing with good vocabulary and features such as similes and alliteration, for example, *swirling, silver snowflakes*. They are writing for different purposes and audiences because of the wide variety of stimuli they are given. Year 2 children use a legible joined script.
44. The teaching is very good, and there are some instances of excellent teaching. All teachers know the subject very well and take lessons at a brisk pace. Teachers bring lessons to satisfying endings, leaving children with a strong sense of achievement. A strong feature of all teaching is the planning of imaginative activities that capture children's interest and make writing a meaningful activity as well as fun, like writing the conversation that might have taken place between the wolf and the three little pigs. Teachers mark children's work regularly, although some written comments are too complicated and do not always indicate what steps children need to take next to improve their work.

Language and literacy across the curriculum

45. Children make very good use of their language and literacy skills in other lessons. Teachers encourage children to use all their literacy skills in a wide range of subjects. Children make exceptional use of their writing skills in design and technology, science, history and religious education. They use their reading skills in music and assemblies when song charts are displayed, and in mathematics when reading problems. Teachers promote speaking and listening skills very well in encouraging children to share ideas together for a few moments in discussions. Children make good use of literacy skills in ICT lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Children enjoy lessons and achieve well because of good teaching.
- There are good procedures for recording individual children's achievements, but these are not used fully to track the progress of classes and groups.

Commentary

46. Standards are above average. Results for 2003 suggested that, whilst more able children achieved well, other groups made only satisfactory progress. However, this year group contained a larger than average proportion of children with significant learning difficulties, and all made good progress. This year, almost all children are on course to reach or exceed the expected level in the Year 2 tests. Good standards have been sustained since the last inspection.

47. Children enjoy the subject and have a positive view of themselves as mathematicians. This is because teachers are enthusiastic. For example, the lively pace in a Year 1 lesson captured children's interest immediately as they responded to the teacher's quick-fire questions. Teachers use resources well and give clear explanations. For example, displays of words linked to subtraction (subtract, minus, less than, difference) and frequent reference to them support children's understanding. Good use is made of children to demonstrate and explain their thinking to the rest of the class. Discussions with a partner are used consistently well to give children the opportunity to clarify their ideas before responding to the teacher. Year 2 children are regularly split into three class-sized ability groups (sets). This works well as it enables teachers to pitch the level of work appropriately according to children's prior attainment.
48. In oral sessions, teachers target questions at different groups to assess whether or not they have understood. Information gained from these assessments is used well in the planning of future lessons. Teachers use mathematical vocabulary consistently, and children respond by using it naturally and confidently in their speech. Good use is made of homework to reinforce class work. However, marking does not always indicate to children how they could improve their work. Lesson summaries could be used more frequently to help children to review what they have learned. Children practise number calculations and present graphs using the computer, although there is some inconsistency in the amount of usage of classroom computers between different classes.
49. The co-ordinator leads and manages the subject well. She has good subject knowledge and provides a very good example through her teaching. The quality of teaching is monitored, and the co-ordinator works alongside colleagues providing effective practical support and offering suggestions. Tests are analysed to identify areas of particular strength or weakness, and children's individual progress is tracked and targets are set. The information is beginning to be used to identify overall trends in performance.

Mathematics across the curriculum

50. The use of mathematics in other subjects is satisfactory, for example, skills of measuring accurately are practised in design and technology. Such links tend to happen incidentally rather than systematically so children can miss out on opportunities to practise and consolidate their skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The level of challenge in lessons helps children to achieve very well.
- The emphasis on investigative work stimulates children's interest.
- Children are encouraged to think rather than simply absorb facts.
- The joint co-ordinators lead the subject well and are managing an innovative project effectively.

Commentary

51. Very good standards have been sustained since the previous inspection. Results of teacher assessments in recent years have been consistently above average, except for a blip last year when there were more children with special educational needs in the year group. Overall results were below average when compared with similar schools, but the fact that a very large proportion reached well above average levels indicates that children did as well as they could. This is certainly the case now. Children's books contain much work that is usually covered in later years. For example, they include circuit diagrams with conventional symbols and accounts of investigations into reversible changes (for instance, changing water to ice) and

irreversible changes (for instance, boiling an egg). Children of all abilities are making very good progress and standards are very good.

52. Highly effective teaching means children are thoroughly absorbed in lessons. When investigating magnetism in Year 2, the teacher's excellent use of visual material helped children to draw on their existing knowledge to learn more. They were fascinated as the teacher vividly demonstrated how like poles repel. Most had a very good understanding of how to form hypotheses and make predictions because the teacher explained things in simple terms – 'We think ... so ...' Very good standards were evident as children explained how their tests were to be made fair as they explored the strength of different magnets. Most children demonstrated very good scientific skills as they observed closely and recorded their results systematically in tables. Two teaching assistants supported groups very well. They asked appropriate questions and encouraged children to consider the evidence they were gathering and to use the correct scientific terminology. A similar level of enthusiasm was shown by Year 1 children who were very keen to explain that they had found the right material to 'mend a rocket'. This was a cleverly devised activity, which drew on children's knowledge of the properties of materials and provided the teacher with a very good indication of children's attainment at the end of a unit of work. Again, very good standards were evident as the children identified material that was magnetic, waterproof, hard, flexible and that which could float.
53. The two coordinators are planning and promoting a complete environmental makeover of the school grounds. In addition to enhancing provision for science, this has the potential to support work in other subjects including art and design, design and technology and geography. This innovative project is well thought out. There has been much consultation with local organisations, such as scouts and guides, which might jointly benefit from the development of areas for the study of trees, plants and wildlife.

Information and communication technology

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

Main strengths and weaknesses

- Excellent resources enhance teaching and learning.
- Innovative approaches enrich the curriculum.
- Successful leadership and management is driving up standards.

Commentary

54. The purpose built ICT suite opened a year ago has enabled the school to make very good improvement since the previous inspection. Teaching is now very good. Children are achieving very well and reaching good standards. Their general ICT skills are very well developed.
55. There is an air of expectation as children walk eagerly to the well-designed air-conditioned room. Teachers use the interactive whiteboard² skilfully to demonstrate new techniques, and children are keen to contribute their ideas. This was evident in a very good lesson in Year 1 where children were suggesting adjectives to describe a giant and a dragon. They wrote their ideas on the large screen. Stimulated by pictures from reference material that had been scanned into the computer, children then used a specially prepared word bank to word-process their own sentences at their individual computers. Mistakes were easily identified as the words were 'spoken' by the computer as children typed. All children logged on to the school network, opened the program and later saved their work. These skills, together with children's editing and formatting of text, indicated standards well above the expected level. A lesson on the same theme in Year 2 was equally effective as the use of ICT prompted very good use of vocabulary – "The dragon looks sweet and inquisitive". The teacher's comments that, "The first thing I write doesn't have to be the last thing", prompted children to look again

at their work and modify it using the editing functions very confidently. A child with special educational needs was able to take a full part in the lesson and enjoy a considerable degree of success because of the very good support from a teaching assistant.

56. Work in ICT is supported extremely well by the technical manager and ICT teaching assistant who have a high level of expertise. In addition to valuable technical support, they work in close partnership with teachers to create materials directly relating to children's current work. An example of this excellent practice is illustrated on the following page.
57. The joint co-ordinators work hard to ensure that ICT is an integral part of teaching and learning. Guidelines offer many suggestions for using ICT in a wide range of subjects. Children's progress is tracked carefully, for example, individual progress in controlling a programmable floor robot is noted and feeds in to later planning. All staff, including teaching assistants, have willingly undergone training in using the new facilities and this is paying off. Children are making rapid progress and achievement is accelerating. The school is well placed to increase standards even further.

Example of outstanding practice
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An excellent example of the use of ICT to support learning in other subjects.
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<p>Working in close partnership with teachers, a skilled technical manager provides teaching materials tailor-made to the curriculum. In addition to relevant word banks, digital pictures and scanned images for teachers to use with an interactive word-processing program, teachers and children have access to excellent resources to support field trips. For example, in preparation for a visit to a local castle, the history co-ordinator and technical manager produced an interactive CD-ROM. Using aerial photographs combined with informative text, children worked through the material before the visit and reinforced their learning afterwards. Staff, parents, ex-children and governors had been recruited to provide the audio commentary, lending an air of authenticity to the 'personal accounts' of people living in the castle through the ages. This innovative approach greatly enhanced the teaching and learning in history and geography. Staff reported that this level of preparation enabled children to gain the most from the visit. Children's detailed writing and vibrant illustrations in their workbooks clearly reflected good standards in these subjects. Children's subsequent 'newspaper' accounts with text in three columns and digital photographs indicated very good attainment in ICT. The local education authority made the program available to all local schools through the Portsmouth Learning Network.</p>
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Information and communication technology across the curriculum

58. ICT is used very well across the curriculum. Almost all that children do in ICT is related to current work. Children's early writing skills are encouraged successfully as they attempt to word-process their ideas. All attempts are valued and it is refreshing to see that teachers print out children's initial attempts at words without correcting them. This raises children's self-esteem and confidence and enables staff to identify children's level of understanding. For example, one child wrote 'rin eneebodee up' (ring anybody up) when describing a telephone, a very good attempt for a beginning writer. In other subjects, teachers use the unique facilities of ICT to enhance learning. For example, children used the 'tiling' facility in a painting program to generate wallpaper patterns to use in the houses they had made in design and technology. In science, time-lapse digital photography helps children to learn how bulbs grow. A web-cam is installed in a bird box on the wall of the ICT suite and linked to the large screen and staff are eagerly anticipating the first feathered visitors.

HUMANITIES

History and geography are taught in blocks of time. During the inspection, history was being taught but not geography, so it was not possible to evaluate provision in geography.

History

Provision in history is **good**.

Main strengths and weaknesses

- Children have positive attitudes and achieve well as a result of good teaching.
- Teachers make very good use of first-hand experience to enable children to develop a clear understanding of times past.

Commentary

59. Children achieve well in history, and standards are above those expected for their age. They are developing good skills of deduction and reasoning due to the quality of teachers' questioning. Opportunities for learning from first-hand experience, such as handling artefacts from a kitchen a century ago, enable children to gain a good knowledge about different periods of history. Visits to local places of interest like Portchester enable them to see how places have been used and have changed. They gain a sound knowledge about some famous characters from history, such as Louis Braille, and can discuss the contribution he made to the world.
60. Children enjoy history and consider themselves to be 'history detectives' as they carry out investigations. These are a strong part of the teachers' planning and show a good improvement since the last inspection. Children's recorded work is well presented, and the care taken shows the pride they have in it. This is because of enthusiastic and energetic teaching, where teachers skilfully take on the role of an historical character, such as a kitchen maid, to make the subject come alive. Good links are made with other subjects, such as English and ICT.
61. The vibrant approach to teaching and the very good collection of resources are a result of good leadership and management.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Teaching is good so children learn to empathise with others, particularly the less fortunate.
- Children's attitudes to religious education are very good.

Commentary

62. Standards are in line with the expectations set out in the local agreed syllabus. Children's knowledge of Bible stories and of basic information about Islam is satisfactory. Their understanding of how people feel and ability to empathise with them is good. This is because of good teaching. Very good story telling brings to life the events in the life of Jesus. Good opportunities are taken to use drama to develop greater understanding, such as imagining being blind. Teachers use carefully framed questions and model ways of responding, such as when describing the qualities of a friend. This leads to considered and thoughtful responses from the children. Very good relationships between teachers and children provide an environment where feelings can be openly expressed.

63. Children's attitudes to the subject are very good. They recall what they have previously learnt and treat one another's comments with respect. They enjoy religious stories and exploring what they mean. Written work is presented well, and pride taken in its appearance.
64. Lessons include time for children to reflect on what they can learn from different religious beliefs and customs, and to begin to think about their own values and patterns of behaviour. Sometimes it is difficult for teachers to create a suitable atmosphere for this due to the sound of children working in neighbouring classrooms.
65. The subject is soundly led and managed and there has been satisfactory progress since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Due to timetable arrangements, it was only possible to sample the provision in design and technology and physical education. No lessons were observed in design and technology but a wide range of work was seen. Two lessons were observed in physical education.
67. **Design and technology** was judged to be below national expectations in the last inspection. In this inspection, design and technology was not timetabled. It is, therefore, not possible to make a firm judgement about teaching and learning. However, it is evident from discussions with children, samples of work and photographs, that standards have risen very significantly and are now good.
68. Children gain experience of a range of materials and techniques. They develop the expected skills, methodically building on previous experience, knowledge and understanding. Children learn the skills of cutting accurately, and joining materials using a range of methods including glue, staples and sewing.
69. In Year 1, children plan their designs with care, such as constructing dolls' houses for reception children. They make very good use of their writing skills. They indicate what materials and tools they will use and how they will join materials together. Very good use is made of ICT in planning and printing wallpaper for the rooms in their dolls' houses, and of mathematics in measuring in centimetres. When their project is complete, they write reports to describe what they might change to improve their finished product. The standards of their samples are high and indicate good teaching has taken place, based on very good planning.
70. The co-ordinator has worked very hard to raise the profile of the subject since the time of the previous inspection. The action plan, scheme of work and planning are thorough, and indicate a very high level of support by the co-ordinator for her colleagues.
71. During a **physical education** lesson observed in Year 2, children achieved well and standards in gymnastics were good. They worked well in teams to devise movement sequences, demonstrating good control and awareness of the space around them. There were some good contrasts between movement and stillness. Skilfully prompted by the teacher, children observed one another, offering sensible suggestions about the quality of the sequences and about how they could be improved. Children with special educational needs were well supported in this lesson; they participated fully and made good progress. In Year 1, children were learning to throw and catch accurately. Most had reasonable skills but later they found control of a ball with a tennis racquet difficult. The school's ambition to teach tennis skills is laudable, but care needs to be taken to ensure that children's basic ball skills are well established before they move on to using racquets.
72. In addition to tennis, the school provides an excellent range of opportunities to introduce children to a range of sports. These include cricket, football, rugby, basketball, badminton and hockey. Volunteers, such as Naval personnel, students from the local secondary school and parents, support many of these activities.

Art and design

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

Main strengths and weaknesses

- Good leadership has led to improved standards.
- Children build well on their existing skills.
- Extra activities enrich children's learning.

Commentary

73. As a result of a successful drive for improvement, standards in art and design are at the expected level, which is better than at the time of the previous inspection when they were judged to be below expectation. The coordinator has ensured that children are now given opportunities to make choices and work independently. Children are now selecting their own paper and choosing which media to use. Further training has been organised and the quality of teaching is now good. Lessons are well organised and resources well managed. Teachers encourage children to interpret the subject in their own way because they lead discussions very well. They make good links with literacy and use other subjects such as religious education as a stimulus for the discussion. For example, children reflected about what they would miss most if they were blind.
74. Year 1 children practise previously learnt techniques in using tissue paper to depict favourite items or people in their lives. They employ a number of techniques such as tearing, layering or scrunching the paper to produce individual responses to the stimulus. By Year 2, children consolidate previously acquired skills in using watercolour, carefully applying the process they have learnt of *water, sponge, palette, paint, paper*. They apply this to very good effect with fine brushes.
75. Children' knowledge and understanding of artists' styles is beginning to develop. For example, after studying Van Gogh's Sunflowers children emulate his style in pastel and paint to good effect.
76. The school makes good provision for stimulating children's interest in art through events like arts week and other presentations to promote artwork such as Chinese New Year. Exciting projects sparked off much vivid art work depicting *A Journey through an Enchanted Forest* and *Mythical Monsters of the Ocean*.

Music

Provision in music is **satisfactory**

Main strengths and weaknesses

- The music specialist has outstanding knowledge of the subject.
- The teaching programme is not sufficiently geared to the age of the children.

Commentary

77. A music specialist takes each class and hymn practices each week. She is enthusiastic and has outstanding subject knowledge. The overall quality of teaching is satisfactory because planning is based on an outdated scheme that lacks sufficiently exciting and relevant material suited to this age group.
78. Year 1 children were investigating the different sounds instruments made to represent features of the weather, such as tapping a drum for raindrops. They sang a unison song about rain clearly and accurately accompanied by the guitar. Year 2 children inserted suitable sounds

into a story about a journey into space. One played a *glissando*³ on a metallophone⁴ to illustrate the lowering of the ramp. Children's performances during these activities indicate satisfactory standards.

79. Standards in singing are satisfactory in class. When singing in larger groups, for example, in hymn practices, children sing more strongly because they follow the words of songs on large charts. They hold notes for the required length and sing rhythmically. However, little attention is paid to dynamics, and opportunities for listening to each other and evaluating performances are lost. Only limited opportunities to observe children playing instruments were possible. In lessons, a few children were chosen to accompany stories or make sound effects, but there was no participation by the whole class in developing *pulse* or *rhythm*. Listening opportunities were also missed during lessons and hymn practices because music was not played. Opportunities are being missed to develop children's knowledge and understanding of music from other times and cultures.

Personal, social and health education and citizenship

80. Due to timetable arrangements, only one lesson was observed. Planning is very clear. Each class has a weekly lesson covering appropriate topics. Informal support for personal and social development is embedded in the school's day-to-day life. All adults provide good role models and encourage children to think about how their behaviour affects others and to develop a sense of responsibility. Assemblies often deal with issues such as looking after one's body, and lessons in science and physical education contribute well to children's understanding of health issues. Children are encouraged to take a pride in their school and to look after each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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