

INSPECTION REPORT

ST JOHN'S CE (VA) PRIMARY SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116393

Headteacher: Mrs J Lowman

Lead inspector: Mrs L Woods

Dates of inspection: 28 June – 1 July 2004

Inspection number: 257735

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:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	450
School address:	Grove Road Gosport Hampshire
Postcode:	PO12 4JH
Telephone number:	02392 582 404
Fax number:	02392 527 072
Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Channon
Date of previous inspection:	22 June 1998

CHARACTERISTICS OF THE SCHOOL

St John's is a larger than average primary school in the town of Gosport. There are currently 450 boys and girls on roll, but the turnover amongst pupils is higher than that found nationally, at around 12 per cent each year. Forty-one per cent of Year 6 pupils in 2003 did not complete all their education in the school, and 25 per cent of current Year 6 pupils joined the school in Years 3 to 6. Although the percentage of pupils known to be eligible for free school meals, at 13.3 per cent, is broadly average, most pupils come from socially disadvantaged families. There is little ethnic mix in the school, with under three per cent of pupils coming from minority ethnic backgrounds, and none for whom English is an additional language. Pupils' attainment on entry is well below average, and 28 per cent of pupils are identified as having special educational needs, which is above the national average. Five pupils have statements of special educational need. The school is closely involved in the community, running regular family support programme courses and a weekly mother and toddler group, and employing a part time family link worker. It was awarded the bronze Eco Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	The Foundation Stage curriculum Information and communication technology Music
9614	Mrs C Webb	Lay inspector	
21121	Mr D Houghton	Team inspector	Mathematics Art and design Design and technology Special educational needs
22831	Mr C Lewis	Team inspector	English Personal, social and health education and citizenship Physical education
32891	Mrs Gravenstede S	Team inspector	Science Geography History

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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 Inspections*', 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	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, with very many strengths. Attainment on entry is well below average, and the school has a high percentage of pupils identified as having special educational needs. Additionally, it experiences a higher than average turnover amongst its pupils. Although standards in English, mathematics and science are below average for current Year 6 pupils, overall, pupils make good progress and achieve well in the warm, inclusive atmosphere which pervades the school. The teamwork between all who work in the school is very good, and all are deeply committed to providing pupils with the best possible opportunities. Teaching and learning are good, and the school provides a rich and interesting curriculum, although it should make better use of information from assessment. Leadership by the headteacher and senior staff is very good, supported very well by the governing body. Management is good overall, and the school provides **good** value for money.

The school's main strengths and weaknesses are:

- Provision for pupils' personal development is excellent, and pupils develop as sensible, mature individuals as a result. Provision for their spiritual, moral, social and cultural development is very good.
- Standards are below average for current Year 6 pupils, but pupils are achieving well in relation to their abilities.
- Provision for pupils with special educational needs is very good, and support staff make an invaluable contribution to this.
- The school is not making sufficient use of information from assessment to set targets and monitor pupils' progress, although work is matched well to pupils' abilities in lessons.
- Very good leadership provides a very clear vision for the school and creates a warm, caring and inclusive ethos, supported very well by the governors.
- Effective links between subjects makes learning relevant and interesting, and the curriculum is enriched by a very good range of additional activities.

The school has maintained its strengths and improved its provision since it was last inspected in June 1998. The key issues from that time have been addressed well, with national strategies embedded in its practice, schemes of work all in place and provision for information and communication technology (ICT) significantly improved. Standards continue to vary year-on-year, depending upon the make-up of each year group, but all pupils achieve well and make good progress, through the effective provision and good teaching.

STANDARDS ACHIEVED

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

*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.*

The high percentage of pupils with special educational needs in the school, and the significant variation in the proportion of such pupils in each year group, ranging from 11 per cent to nearly 50 per cent, result in significant variations in standards year-on-year in national tests, both at

the end of Year 2 and Year 6. **Pupils currently in Year 2 are reaching average standards** in reading, writing, mathematics and science, and provisional results in the 2004 national tests reflect this. **Standards for current Year 6 pupils, however, are below average** in English, mathematics and science, and provisional results for the 2004 national tests again reflect this position. Nearly 30 per cent of this year group are identified as having special educational needs, and a quarter of pupils joined the school in Years 3 to 6, many bringing special educational needs, which adversely impacts on the school's performance compared with similar schools. **Throughout the school, however, pupils' achievement is good.** This is because teachers know their pupils very well and provide work which is matched well to their abilities, both for those who have special educational needs and for those who are more able. This year, children joined reception with well below average levels of attainment, being very low in communication, language and literacy. Children have achieved well and made good progress, but **the majority of children are not meeting the goals they are expected to reach** in personal, social and emotional development, communication, language and literacy and in mathematical development.

Pupils' personal, spiritual, moral, social and cultural development is very good. Pupils have good attitudes to school and behave well. Pupils enjoy coming to school. Attendance percentages, however, are below the national average, because of term-time holidays and low attendance from some pupils.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall, and very good in the reception classes. No teaching was unsatisfactory, and a high proportion was very good and excellent throughout the school. Teachers work hard to provide interesting work matched well to pupils' abilities, so that all can achieve well, and learning support assistants play an invaluable role in supporting individual and groups of pupils. However, the school does not make maximum use of assessment information, to set targets and track the progress of individuals and groups of pupils during their time in school. The curriculum is broad and balanced, and made interesting, relevant and fun through effective links between subjects. Provision for pupils' personal, social, health and citizenship education is excellent, and the curriculum is enlivened by a very good range of additional activities, both in and out of school time. Staffing is generous, and additional staff, such as the librarian, ICT technician and resources manager, as well as office and caretaking staff, work with teachers and assistants as a close-knit, highly effective team. The school places the development of mature individuals and the care of its pupils at the heart of its philosophy. The involvement of pupils in decisions and the way the school values their views are very good. Links with other schools are very good, and are good with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership is very good, and management is good. The headteacher provides inspirational leadership, and has very effective support from senior staff and governors. Governance is very good. Governors have a close involvement with and interest in the school and fulfil their responsibilities very well. Management responsibilities are undertaken conscientiously, so that the school runs smoothly and has a very warm, inclusive and caring ethos.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the education provided by the school and supportive of its care for their children. Only 18 per cent of parents, however, returned questionnaires. The concerns

expressed in these about behaviour and bullying are not supported by inspectors. The vast majority of pupils behave well and management of behaviour is very good. Pupils are fiercely proud of their school. They appreciate the way they are actively involved, and value greatly the many opportunities available to them.

IMPROVEMENTS NEEDED

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

- continue efforts to raise standards in pupils' core skills in English, mathematics and science;
- make maximum use of information from assessment to set targets and monitor pupils' progress and achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good throughout the school. Standards for pupils currently in Year 2 are average, but are below average for current Year 6 pupils. Attainment in reception is below expectations in relation to the goals children are expected to reach in this age group.

Main strengths and weaknesses

- Pupils achieve well in relation to their abilities, because of good teaching throughout the school.
- Standards in Year 6 are below average in English, mathematics and science.
- Children in reception are not meeting the goals expected for their age.

Commentary

1. The school presents a complex picture of variation in pupils' abilities in each year group. The proportion of pupils identified as having special educational needs varies from 11 per cent in the current Year 3, to nearly 50 per cent in Year 1. Most of these pupils have language difficulties. Additionally, it experiences a higher than average turnover amongst its pupils with, for example, a quarter of current Year 6 pupils having joined the school during Years 3 to 6. These variations can be seen clearly reflected in the standards reached in national tests each year, and make comparisons with standards reported at the last inspection unreliable. Those pupils who have spent all their time in school have made good progress.
2. Children currently in the reception class started school with well below average levels of attainment, which is clearly evident in the analysis of the assessments on entry. In communication, language and literacy, attainment on entry was very low. Children thrive in the stimulating reception environment, because of the effective focus on developing key skills and very good teaching. As a result, they are achieving well and making good progress. Nearly half of children are meeting the goals in personal, social and emotional development. However, standards in communication, language and literacy remain well below expected levels, and standards in mathematical development are below expected levels, with only a third of children meeting the goals in this area of learning.

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

Standards in:	School results	National results
reading	16.2 (13.7)	15.7 (15.8)
writing	14.9 (12.5)	14.6 (14.4)
mathematics	16.4 (15.2)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 tests for Year 2, standards were average in the three tested areas, compared both with the national picture and with similar schools. Results for the 2004 tests show broadly similar attainment, with a slightly lower point score in reading at 15.3. Although national comparisons are not yet available, inspection findings confirm current Year 2

pupils to be reaching average standards in English, mathematics and science. The school has a realistic understanding of the abilities of pupils in each year group, and teacher assessment of performance in national tests is accurate. It is aware that results next year will be significantly lower, because of the make-up of the group currently in Year 1. Pupils, however, are achieving well because effective teaching matches work well to their abilities.

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

Standards in:	School results	National results
English	25.6 (27.4)	26.8 (27.0)
mathematics	25.3 (26.2)	26.8 (26.7)
science	27.8 (29.0)	28.6 (28.3)

There were 69 pupils in the year group. Figures in brackets are for the previous year.

4. Attainment in the 2003 tests for Year 6 was below average in English and science, and well below average in mathematics. The challenging targets, set according to local education authority directives, were achieved in English, but not in mathematics. The current Year 6 has 29 per cent of pupils identified as having special educational needs, with three pupils having statements of special educational need. Provisional results for the 2004 tests in English and mathematics show that the targets set for this group of pupils have again not been met. In English, with a point score of 25.3, results are broadly similar to last year, and 69 per cent of pupils reached the expected Level 4 and above. In the mathematics tests, 58 per cent of pupils have reached the expected Level 4 and above, with a point score of 25.3 being the same as in 2003. National comparisons are not yet available, but are likely to be similar to last year. Inspection findings confirm standards in English and mathematics to be below average. Pupils' performance in the tests is hampered by their inability to record effectively what they know. In the science tests, 86 per cent of pupils reached the expected Level 4 and above, giving a point score of 27.1. Inspection findings show standards in science to be below average for current Year 6 pupils. As in Years 1 and 2, however, pupils achieve well in relation to their abilities in all these core subjects.
5. Standards in ICT have improved since the last inspection. These now meet expectations throughout the school and pupils currently achieve satisfactorily. Standards in art and design and in singing are above expectations, and achievement in these areas is good.
6. Throughout the school, pupils' needs are well understood. The range of ability amongst pupils with special educational needs varies considerably which has a significant impact on overall standards. Because of the very good provision made by the school, these pupils achieve well in relation to their prior attainment and make good progress. More able pupils are also clearly identified and good provision is made for them in lessons and in specific sessions. As a result of this clear knowledge and effective provision, and the overall good teaching throughout the school, pupils of all abilities achieve well in lessons and over time, and make good progress in developing their core skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Provision for promoting good behaviour and behaviour management is very good, and pupils' behaviour in and around the school is generally good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

- Despite the vast majority of pupils' great enthusiasm for school, factors combine to make the attendance percentage below the national average.

Commentary

- Children in reception receive a flying start to education in a warm, caring environment, which sets great store on developing good attitudes to learning and sets the tone for the rest of the school. Whilst current children are not fully achieving the goals in their personal, social and emotional development, they thoroughly enjoy all the opportunities provided and respond well to adults' high expectations.
- Pupils enjoy coming to school and show a high level of interest in school life and the very good range of learning opportunities provided for them. The school sets very high expectations for pupils' conduct and concentration, and all staff work hard, skilfully and consistently to achieve them, with very good behaviour management and systems to promote good behaviour. In most instances, pupils' behaviour in and around the school is good as a result. Pupils are friendly and courteous to visitors and to each other. In the majority of cases, these positive attitudes enable them to make good progress in lessons. Pupils willingly accept responsibility, demonstrated in their enthusiasm for the School Council and the 'ECO committee' which has resulted in significant changes in the school. Playground monitors, the sports monitors who organise playground games for younger pupils, the Year 6 and Year 2 'reading partners' and the lunchtime monitors who help the school's dinner ladies, are further examples of the many opportunities pupils have to exercise responsibility. The school is a very harmonious community. Instances of bullying or oppressive behaviour are not unknown, however, but they are dealt with very skilfully and promptly. Exclusion is seldom needed as a sanction. In the months preceding the inspection, there had been two justifiable one-day exclusions, both for 'fighting'. Pupils with special educational needs have positive attitudes as a result of the school's determination to make all feel included in the daily life and work of the school. Those with behavioural difficulties are managed very well by staff and any disruptions caused are minimal.

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	437	3	0
White – Irish	3	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	2	0	0
No ethnic group recorded	1	0	0

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

9. Very good provision for pupils' spiritual, moral, social and cultural development is very well integrated into the curriculum and contributes very effectively to pupils' personal development. The school uses a wide range of opportunities to develop pupils' self-knowledge and spiritual awareness and pupils, as a result, show a good level of respect for the values and beliefs of others. This was demonstrated very effectively in a whole-school assembly led by the headteacher where the very positive ethos, the very good relationships and the genuine celebration of pupils' achievements, resulted in excellent promotion of pupils' spiritual and social development. Provision for moral development is very good. Pupils help devise their own class rules and 'charters', and are fully aware of the way their actions affect others. Provision for social development is similarly very good and results in most cases in very constructive relationships between staff and pupils and between pupils themselves, with pupils accepting responsibility and completing any tasks conscientiously. A notable feature of the school's provision is the adoption of a UNICEF scheme of work designed to promote 'Rights and Responsibilities'. In most cases, this promotes a good working atmosphere and has a significant positive impact on achievement. The school promotes an awareness of pupils' own cultures very effectively and an awareness of the local culture and history is promoted very well through a good range of links with the community. Awareness of life in a culturally diverse society is addressed well through a combination of outside contacts and visitors to the school. Just prior to the inspection, for example, the school held a 'Multi-Cultural Arts Week', organised by the school's multi-cultural manager.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	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.

10. Despite the school's very good procedures to record and monitor attendance, the latest return is below the national average and therefore unsatisfactory. This is due in part to holidays taken during the term and to one former pupil only attending for 20 per cent of the time during the past year. Pupils from a few families regularly arrive late, despite high expectations of punctuality. The education welfare officer is appropriately involved with families when necessary.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Within many strengths, including teaching and learning, provision for pupils' personal, social and health education is excellent. Opportunities for enrichment within the good curriculum are very good, as is provision for pupils with special educational needs. The school cares very well for its pupils. Links with parents and the community are good. Links with other schools are very good.

Teaching and learning

Teaching and learning are good throughout the school.

Main strengths and weaknesses

- Very good teaching in reception results from highly effective teamwork between all Foundation Stage staff.

- Support staff are used very well throughout the school and make an invaluable contribution to the quality of learning.
- Assessment is not securely in place in some subjects, and information from assessment is not used to maximum effect.
- Teachers are very good at motivating pupils, so that they are very interested in all activities provided, placing a very high emphasis on developing speaking and listening skills and independence.
- Very good behaviour management ensures that lessons proceed at a good pace.

Commentary

11. The quality of teaching has improved since the last inspection, and no unsatisfactory lessons were seen.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	14 (27%)	24 (47%)	10 (20%)	0 (0%)	0 (0%)	0 (0%)

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

12. Teaching in the reception classes is very good. All staff work as an extremely effective team, sharing a secure knowledge and understanding of the way young children learn, and working very hard to create a lively and interesting learning environment. Although children's immaturity means that their level of concentration is less than would be expected, the quality of learning is good, and children achieve well.
13. Throughout the school, staff plan closely together in order to ensure that there is a high level of consistency in what is taught to pupils in different classes, and that pupils all have equal opportunities. They work hard to link different subjects in order to make learning relevant and fun. Teachers use a wide range of resources effectively to enhance the curriculum and support pupils' learning, by giving them practical activities to promote their understanding. In excellent lessons, in music, science and personal, social and health education, and in very good lessons across all subjects, the skill and expertise of teachers create a highly stimulating and exciting environment for learning, which has pupils 'on the edge of their seats'. Teachers introduce lessons well, making great efforts to involve all pupils in discussions and providing extensive opportunities for pupils to express their views and opinions. The partnership between teachers and their assistants is a significant strength. Teachers and learning support assistants know all pupils very well and sympathetically support those who are more reluctant to speak. Pupils' personal development is very well supported by this, and by good use of paired and group discussions, which are then shared with the whole class.
14. Very good behaviour management, supported very effectively by learning support assistants, means that almost all lessons are brisk and productive, and have an atmosphere of mutual trust and respect, with pupils concentrating well on their tasks. Teachers regularly provide pupils with good opportunities for independent learning, with work which is matched successfully to pupils' different levels of ability in most lessons, and pupils have ample chance to make choices and decisions. This was seen, for example, in very good lessons in science in Year 4, in English in Year 5 and in mathematics in Year 6.

15. Pupils with special educational needs are supported very well, in small groups or within the classroom as appropriate. These pupils benefit greatly from this approach and make good progress. Teachers ensure that work is matched carefully to pupils' individual needs in class and learning support assistants provide sympathetic and expert support. Learning support assistants also deliver specific programmes skilfully, and pupils very much appreciate this focused attention on developing their knowledge and understanding. More able pupils are also withdrawn from class for short periods to work together in small groups. In class, teachers ensure that work is planned thoroughly so that all these different groups of pupils are challenged appropriately.
16. Assessment in the Foundation Stage is good, and teachers use the information well to meet individual children's needs. Throughout the school, teachers' on-going assessment of pupils' understanding, knowledge and skills is satisfactory. Assessment overall, however, is unsatisfactory because, whilst the systems in place provide the school with a good level of information, this is not used systematically to monitor pupils' or year groups' progress, or to establish the value added during pupils' time in the school. This is particularly important because of the wide variations in ability levels between different year groups, which result in fluctuating standards in national tests, and because of the higher than average turnover amongst the pupil population. Additionally, practice between teachers varies, for example, in using assessment information to modify provision and set individual, class and group targets to raise standards.
17. Regular standardised tests and the optional standard assessment tests are used at the end of each year in Years 3 to 6 for English and mathematics to assess pupils' progress. The school has also introduced a system of predicting targets in October with reviews in February. However, this is used to adjust targets rather than highlight individual pupils' underachievement, and the system should be reviewed to enable the school to intervene more quickly. The school has been entering data onto a computer system for the past two years, but evidence gathered from this information does not appear to have influenced the whole-school targets set for pupils in national tests.
18. Pupils' work is marked regularly and comments offer good praise and encouragement. Marking, however, does not clearly identify pupils' strengths and weaknesses to help them understand what they need to do next to improve their work. Some teachers have introduced writing targets, but these are not monitored sufficiently and marking does not refer to them on a consistent basis.

The curriculum

The curriculum is **good**. There are **very good** opportunities for enrichment. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- Provision for pupils' personal, social, health and citizenship education (PSHCE) is excellent.
- The curriculum is broad, with very good links developing between subjects and a clear emphasis on literacy and mathematics.
- The school enriches the curriculum very well, with a very good range of lunch-time and after-school activities in sports, arts and ICT.
- Provision for pupils with special educational needs is very good.

- The school has good innovative practice, with high quality themed days and weeks.

Commentary

19. The school provides a broad, balanced curriculum, which meets statutory requirements for the Foundation Stage and the National Curriculum. There is a high emphasis on literacy and mathematics, and excellent provision for PSHCE. The school works very hard to enable pupils' personal development to flourish, particularly in its emphasis on encouraging pupils to reflect on their roles and responsibilities. This runs as a clear thread throughout all curriculum subjects, and includes excellent provision for sex education and drug education, which is very well supported by the Health Promotion Nurse in conjunction with the Year 6 teachers. The curriculum is delivered imaginatively, with very good links between different subjects to make learning relevant and fun.
20. The school values all pupils equally and is committed to providing them with equal access to every opportunity. Curricular provision for pupils with special educational needs is very good. The school plans the curriculum carefully to ensure that work matches the pupils' individual needs and meets the requirements of the Code of Practice. The school uses a wide range of strategies, from individualised programmes to small group programmes, such as Additional Literacy Skills, to good effect.
21. A very good range of extra-curricular activities enriches the curriculum. This includes choir, netball, badminton, football, art, homework club and newspaper club and they are very well attended.
22. Pupils are also involved in local netball, hockey and football leagues and tournaments. The school also often takes part in local and regional competitions, such as Solar Car Challenge and Gosport in Bloom. The school is very proud of its success in these competitions. Pupils have an opportunity to take part in residential visits each year with the take-up for these being very good. Parents are very pleased with the range of activities provided outside the school. The school regularly organises themed days and weeks to enrich the curriculum and enhance its relevance. The most recent 'Multi-cultural Arts Week' has generated interesting and thought-provoking displays around the school.
23. Staffing is generous, and makes a significant contribution to the quality of education. Teachers have a good level of expertise and are matched well to the age groups they teach. Learning support assistants are invaluable, and are very well deployed to support teachers and pupils. Additional staff, such as the librarian, ICT technician, resources manager, caretaker and office staff, are also invaluable in enabling the smooth and efficient running of the school and in supporting teachers and pupils. Accommodation is good and well maintained. The outside play facilities are all securely enclosed and imaginatively laid out to provide attractive areas for pupils to enjoy. The school council is currently working on improving facilities in the 'junior' playground. The school makes valuable use of the park opposite, having no grassed areas of its own. Resources are good and are used well to deliver the curriculum.

Care, guidance and support

Consultation with pupils is **very good**. The school has **good** systems to promote the health, safety and welfare of pupils, and to give them support and advice.

Main strengths and weaknesses

- Pastoral care is very good, and pupils' views are valued highly.
- Trusting relationships between pupils and adults throughout the school community are very good.
- Support for pupils with special education or other needs is very good.
- Reception children are introduced to school very well, enable them to start school confidently.
- Personal development is not systematically recorded or monitored.

Commentary

24. Induction arrangements for reception children are very good. These include regular visits to school in the term before they start, very good liaison with nurseries and play-groups and useful home visits. As a result, children are very familiar with the school before they start, and confidently begin their life in at St John's.
25. Health and safety are high priorities for the school, with regular comprehensive risk assessments and on-going security reviews. Personnel trained in first aid are always on site. Current child protection procedures are good, and the school is trying to comply with new legislation, although planned local education authority training, on which a second member of senior staff was booked, has recently been cancelled. Inspectors noted that some unsuitable jewellery is worn and the footwear of a number of girls is too flimsy for school life.
26. Teachers know pupils and their circumstances very well and, as a result, all pupils feel they can speak about their problems to an adult, confident that these will be dealt with swiftly and effectively. School, parents and pupils have sorely missed the presence of the family support worker and her valuable assistance this term. Pupils find the lunchtime homework club useful and this is well attended. Care for pupils with special educational or other needs is very good. The school monitors the progress of these pupils closely through their individual education plans. More able pupils are monitored through regular teacher assessments. The progress of these pupils is overseen effectively by the special educational needs and the able-child managers. The school makes good use of the expertise provided by specialists, such as speech therapists and educational psychologists. The school ensures that appropriate training is given to all staff who work with these pupils. Pupils chosen to attend the nurture group receive very good, well-targeted individual support within a family setting. They are successfully reintegrated into their classes at the appropriate time. Pupils understand their group targets, and when given, their individual ones, but these are not set consistently across classes. They like the helpful comments teachers make in class, but say their homework is not always marked and that marking is not always useful.
27. Pupils are proud to be part of decision-making. Through regular questionnaires, representations from the School Council and members of the 'ECO committee' their views are consistently sought and considered by governors and staff. Pupils are particularly proud of the 'buddies' now appointed and the 'friendship bench'. However, although provision for their personal development is very good and pupils relish their responsibilities, unless they have particular problems, their personal development is only recorded in their annual reports, which limits effective monitoring.

Partnership with parents, other schools and the community

The school has **good** relationships with parents. **Good** links have been maintained with the church and those with local schools are **very good**. The community's involvement with and contributions to the school are **good**.

Main strengths and weaknesses

- Liaison with the local secondary school is very good.
- Parental support for the school is strong.
- Information for and consultation with parents are good.

Commentary

28. The school strives continually to improve on the already good links established with parents, providing frequent courses on how they can help their children and advance their own education. Parents are regularly consulted about their views and wishes, and the breakfast and after-school clubs resulted from their requests. Induction procedures for new parents are thorough and reassuring. Reception and Year 1 parents enjoy the Thursday and Friday 'Family Times', when they choose library books with their children and make story sacks for all to enjoy. Those who attend the 'Parent and Toddler' group very much appreciate the warm, friendly atmosphere and the opportunities which it provides. Following an 'open door' policy, all staff are happy to see parents if they have concerns. Parents like the welcoming, caring atmosphere, based on Christian values evident in the school, and many help regularly in classes. Their attendance at meetings, family assemblies and productions is very good. The enthusiastic Friends Association organise social and fund-raising events, which families and members of the local community enjoy. Presents for Mothers' and Fathers' Days are particularly popular.
29. Through the prospectus, governors' annual report, regular news and other letters, parents are well informed about school events and, if they need further information or help, friendly office staff are always ready to give this. Parents like the new format of their children's annual reports. Those whose children have special educational or other needs are pleased with the support their children receive. They are kept fully informed about their children's progress. Individual education plans are reviewed regularly, and the targets set by the teachers and learning support assistants are discussed both with parents and pupils.
30. Links with the local church are good and provide moral and practical help. The vicar holds class Eucharist as part of the curriculum, and regularly takes lively assemblies. One involved his mounting the wall bars as Zaccheus climbing the tree, and captivated his audience of relatives and children. Members of the local community are proud of the school, and enjoy the fairs and celebrations. Some speak to children about their experiences. A recent innovation, the Year 3 Jobs Fair, was an excellent example of school and community working together and was much enjoyed by all.

Example of outstanding practice

The Year 3 Jobs Fair is an outstanding example of community involvement, and provides an exemplary contribution to pupils' personal, social, health and citizenship education.

Shyly, children enter the hall where twelve members of the local community are waiting, somewhat nervously, to be interviewed as part of the eagerly anticipated Year 3 Jobs Fair. Armed with clipboards, and pens at the ready, children carefully record the skills needed to become naval divers, taxi drivers, journalists and nurses, to name but a few of the jobs on offer. Questions and answers come thick and fast and, for once, handwriting does not matter. Time passes too quickly and the bell rings for them to move on for their next interview. Excitement and concentration are in the air, but all too soon the session is over. Already, some have decided ideas about their future careers and tomorrow's discussion on what they have discovered promises to be lively.

31. Very close links with local schools include shared staff training once a year. Liaison with the local secondary school is very good. There are good transition arrangements for pupils at the end of Year 6, with the majority of pupils transferring to Brune Park Secondary School. Teachers from the secondary school visit and teach Year 6 pupils on a number of occasions throughout their final year and Year 6 pupils make a number of visits to the school during the summer term. Special needs co-ordinators meet, Years 6 and 7 teachers exchange information and 'bridging units' are available, although St. John's decided these were not suitable for the current pupil cohort. A useful transition group, organised by the Behaviour Support Team member and understudied by a learning support assistant, has begun.

LEADERSHIP AND MANAGEMENT

The leadership and governance of the school are **very good**. Management is **good**. Financial procedures are **very good**.

Main Strengths and Weaknesses:

- Governors are very enthusiastic and take a very active role in the management of the school.
- The headteacher is a very good leader who inspires confidence in staff and pupils.
- Financial planning and procedures are very good.
- There is a very good ethos throughout the school in which all feel fully included.

Commentary

32. In the relatively short time that the headteacher has been in post, she has created an atmosphere where all feel valued and morale is high. She is providing inspirational leadership which is contributing to the very positive ethos in the school, and she has a clear vision for its educational development. She places great emphasis on ensuring that everybody at the school feels fully included in its life and work. She receives invaluable support in this very good leadership from all senior staff. The management of the school is good, with the headteacher and senior staff working closely together for the benefit of staff and pupils. Staff are very enthusiastic and have high aspirations for the pupils they teach. As one teacher said, '*... We try to encourage children to have an ambition ...*'. This, together with attractive displays which value pupils' work, helps to encourage the positive attitudes to learning that the vast majority of pupils show.
33. The leadership and management plans drive the development of the school and ensure that its aims are fully met. It is very evident that staff work together very closely as a team

and provide very good support for each other. Curriculum managers have full responsibility, including the budget, for the development of their subjects. They are given valuable time to monitor the quality of teaching, learning and planning in their subjects in order to help raise standards. All staff are encouraged to keep up-to-date with educational developments and are given an annual budget to spend on their own professional development. Assessment procedures are in place for the core subjects of English, mathematics and science, and in some other subjects such as art, but these are not yet being used diagnostically enough, especially in Years 3 to 6, to raise standards.

34. The manager for special educational needs provides very good leadership. She ensures that the team of dedicated and well-informed learning support assistants is kept up-to-date and well trained. The governor responsible for special educational needs is experienced, very well informed and takes a keen interest, and is happy to provide parents with reassurance should this be required.
35. The governing body has very good relationships with all who work in the school. It fulfils its statutory duties very efficiently. Governors take every advantage of the training provided by the local education authority and, as a result, are well informed about educational developments. They have a clear knowledge of the school's strengths and are aware of its weaknesses. They analyse the school data very carefully, provide invaluable help in setting the budget and contribute to the leadership and management plans. The headteacher and chair of governors meet very regularly and, as a result, all are kept very well informed. The governing body has an efficient committee structure. Their interest and regular visits to the school contribute significantly to the school's very good ethos.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,292,420	Balance from previous year	51,136
Total expenditure	1,236,539	Balance carried forward to the next	55,881
Expenditure per pupil	2,772		

36. Financial control is very good. The governors monitor the budget regularly and carefully, and the finance and resources committee meets regularly. The governing body has delegated sensible spending and virement limits to the headteacher, and always evaluates the impact of its spending decisions, using best value principles, although these are not always formally recorded. The office staff, including the finance officer, ensure that the day-to-day running of the school is smooth and efficient.

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**. The good provision found at the last inspection has been maintained and strengthened.

37. Children's level of ability when they join reception varies considerably each year. For current children, attainment on entry was well below average, and very low in communication, language and literacy. Analysis of this, compared with their current levels of attainment, shows that children have made good progress and are achieving well overall. This is because they thrive in the warm, caring atmosphere in the reception classes, where a very high emphasis is placed on developing their basic skills. Good assessment systems ensure that children's development and progress is constantly monitored and recorded. Teaching is very good, as a result of the highly effective teamwork between all staff working in reception. All have a secure, confident understanding of how young children learn and work in close partnership to provide a rich and interesting range of experiences, which cover all areas of learning fully. Staff plan closely together, interlinking and theming the areas of learning to make learning relevant and fun. The current focus is based around the story of 'Noah's Ark'. Learning is good as a result, slowed only by children's low level of skills. These significant strengths permeate all aspects of work in the reception classes. Provision is led and managed very well by an experienced and well-qualified manager. She liaises closely with the special educational needs manager to ensure early identification and effective support for children who may be experiencing difficulties.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are just below expectations, despite children making very good progress in this area of learning.

Commentary

38. The school's assessment shows that just under half of children are achieving the goals in this area of learning, which represents very good progress and achievement from a baseline which showed attainment on entry to be well below average. This has been achieved as a result of very good teaching, with a consistent emphasis on promoting good attitudes, concentration and behaviour. Standards are, however, below expectations overall when children enter Year 1. Development of children's self-confidence and self-esteem is paramount, and the success of this is clearly evident in the buzz of lively activity which permeates the reception environment. Children confidently come into school in the morning, self-register, and settle quietly on the carpet, ready to start the day. They are interested in all the activities provided, but have rather short attention spans, so that they need constant encouragement to complete tasks. It is this element of their development which contributes to learning being good, rather than very good, despite the best efforts of the staff. They are happy and friendly, and most work co-

operatively, sharing tools and equipment sensibly and helping each other. Relationships are very good, and children are confident to interact with any of the adults in the room. Most dress and undress independently, although many are slow at this.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards are well below expectations, although children make good progress in acquiring skills in this area of learning.

Commentary

39. The school's assessment shows only 10 per cent of children are reaching the expected goals in this area of learning, which is well below expectations. Very good teaching places a high emphasis on developing children's speaking and listening and literacy skills, and they are making good progress and achieving well from a very low level of attainment on entry. Children enjoy hearing stories, told with great talent by teachers, supported by dramatic representation by learning support assistants. They listen closely, but need much encouragement to join in, and have limited vocabulary. About a third of children are launched into reading, and all enjoy looking at books, handling these carefully. Writing skills are least well developed. All children make creditable attempts at writing their names, but many are still mixing capital and lower case letters in these. Staff provide a wide range of interesting and interlinked activities to develop writing skills in very well planned sessions. In one session, for example, children traced letters, used paint, chalk and modelling materials to make letters, and joined in enthusiastically with a physical activity, moving arms and wrists to mimic correct letter formation. More able children enjoy writing advertisements for their 'Vet's Surgery', using letter and word cards to support their writing. These children were able to use their phonic knowledge to work out spellings, but are significantly in the minority. Children's work shows they are making good progress from initial mark-making, and all enjoy the sessions.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are below expectations, but children make good progress in developing mathematical skills.

Commentary

40. The school's assessment shows only about a third of children are meeting expected levels in their mathematical development. Children are, however, making good progress and achieving well from well below average attainment when they started school. Teaching is very good, and all staff seize every opportunity to reinforce counting skills and mathematical understanding. Taking the register, for example, the teacher encouraged children to work out how many children were having school dinners as she made a mistake in her counting. Children count under their breath along with her and confidently count forward and back to twenty. They recognise which numbers are missing from a number-line when these are secretly removed. However, whilst children can order number cards successfully, counting is mechanical and staff do not feel confident that children are fully aware of the value of numbers. Children's mathematical vocabulary is limited, and they need much encouragement to talk about what they are doing, which results in

learning being good, rather than very good, despite the best efforts of the staff. To overcome this, staff provide a wealth of activities, for example, in pattern making, discovering shapes in the environment, creating symmetrical designs and establishing comparative sizes to support children's mathematical development.

41. It was not possible to see activities in all aspects of children's **knowledge and understanding of the world, physical or creative development** in order to judge standards, but provision in these areas of learning is likely to be equally very good, because the previously noted strengths apply across all the work in the reception classes. Children thoroughly enjoy using the interactive whiteboard, which has been mounted at floor level, and is used extensively to support all areas of learning. Children also manage computers competently in the ICT suite, drawing interesting symmetrical patterns using a graphics program. They have a sound understanding of the needs of living things, as they describe how to care for a pet dog, in response to the teacher's effective questioning. Their work related to 'Noah's Ark' gives them a satisfactory knowledge of a variety of wild animals, although not all identify the tiger correctly from a series of clues. In the one physical education session seen, children showed a satisfactory awareness of space and moved with control to mimic elephants and mice from the Ark. No activities with wheeled toys or large apparatus were seen, but children move confidently around the classrooms and school. Their control of tools and pencils is not fully secure. Photographic evidence shows a wide range of creative activities, and children played co-operatively and with serious concentration in the well equipped 'Vet's Surgery'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good and often very good, and pupils make good progress from a very low level of attainment on entry to school.
- Support for pupils with special educational needs is very good.
- The whole-school strategy for improving pupils' speaking and listening skills is very good and consistently implemented.
- There are very good resources, including the very well-managed library.
- The use of assessment data to track pupils' progress through the school is currently in its infancy.

Commentary

42. Pupils enter the school with very poor literacy skills, particularly in the area of speaking and listening. They achieve very well in Years 1 and 2 and, by the end of Year 2, their overall attainment is broadly average. Pupils attained very similar results in the 2004 national tests in reading and writing to those attained in 2003. However, standards in English at the end of the current Year 6 are below average, with provisional results from the 2004 national tests being slightly lower than those in 2003. This represents good achievement for these pupils because a very high proportion in the current Year 6 class have special educational needs and there is a high level of mobility. A quarter of the current Year 6 cohort joined the school after Year 2, many of these having special educational needs. The variation between year groups in respect of the proportion

identified as having special educational needs results in significant fluctuations in national test results year-on-year, and makes it difficult to compare standards now with those found at the last inspection. The school works very hard to address pupils' difficulties with reading and writing, which affect not only their performance in English, but also across the curriculum. In many instances, it was notable that pupils' knowledge and understanding exceeded verbally their ability to record this on paper.

43. Teaching and learning in English are good overall, and range from satisfactory to very good throughout the school. Teachers have a good knowledge of the subject, and they have very good classroom and behaviour management skills, allowing most lessons to progress at a good pace. They use day-to-day assessment well to match tasks to pupils' abilities and learning needs. This was demonstrated effectively, for example, in a very good Year 5 lesson, where the teacher's very good classroom management skills, her lively, enthusiastic teaching style and good use of humour resulted in pupils making very good progress in writing a story, using the stylistic devices of Rudyard Kipling. Pupils with special educational needs were very well included in this lesson and well supported by a learning support assistant. However, as in several other lessons during the inspection, the teacher had to work very hard to obtain a suitably enthusiastic response from pupils. A very 'high energy' style of teaching is frequently necessary to obtain a satisfactory response from pupils who, unless directly challenged, will sit quietly and allow someone else to answer the teacher's questions. Most teachers target this lack of confidence in speaking and listening skills very effectively. A very good example was the Year 6 lesson where pupils were planning a story that would appeal to a reception class audience. Here, the teacher, with very good and skilled support from teaching support assistants, made very good provision for the development of pupils' speaking and listening skills, giving pupils frequent, but carefully time-limited, opportunities to discuss their ideas and report back to the class.
44. The manager is relatively new to the role. She is currently providing satisfactory leadership and management, which is rapidly improving. She has organised useful training sessions for teachers and learning support assistants, and has implemented a very good whole-school focus on speaking and listening, and on the use of drama, to improve pupils' communication skills. However, although there are plans to do so, insufficient use is currently being made of data obtained from statutory and 'optional' tests to track pupils' progress as they move through the school. Very good resources support pupils' learning very well. The attractive library is used very well, and the librarian provides invaluable support to teachers and pupils, taking regular sessions to help pupils' develop good library skills.

Language and literacy across the curriculum

45. The school makes effective provision for cross-curricular use of pupils' literacy and English skills. Teachers plan very good opportunities for speaking and listening into all lessons. Pupils make appropriate use of their literacy skills in subjects such as science, history and design technology, and there is appropriate use of ICT in the English curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below average overall in Years 3 to 6.
- Day-to-day planning is good and work is set carefully so that pupils with different levels of ability are challenged appropriately.
- Teaching is good, although this is not always reflected in standards attained, because of the high percentage of pupils with special educational needs in some year groups, especially in Years 3 to 6.
- Appropriate assessment procedures are in place, but these are not being used effectively enough in the long term to set targets for groups and individuals.

Commentary

46. A high percentage of pupils start school with low levels of attainment and this has a significant impact on standards. In Years 1 and 2, standards have improved since the last inspection. In the 2003 national tests, standards were average, and the 2004 tests indicate that there has been a further slight improvement. These average standards represent good achievement for these pupils. In Years 3 to 6, although there is a general improvement, standards are below average for the current Year 6, and they were well below average in the 2003 national tests. This is similar to the position at the last inspection. This represents good achievement overall for these pupils because of the high percentage of pupils with special educational needs in the different year groups. In addition, long term assessments for both individual and groups of pupils have not been used effectively enough to set clear targets, and the manager has not been able to monitor curriculum development closely enough because of unforeseen illness. However, this situation has now been resolved and the manager is in a position to take the necessary steps to raise standards.
47. Teaching and learning are good overall. However, in most classes, especially in Years 3 to 6, standards are low because of the percentage of pupils with special educational needs in each group. Teachers use a wide range of strategies very effectively to gain pupils' interest. In Year 6, for example, pupils who are shortly to leave were planning and costing food for a party for reception children. Teachers use a good balance of questioning, direct teaching and demonstration to ensure that all pupils are thoroughly engaged in their work. They use practical work effectively to help reinforce understanding, for example, in a lower Year 4 set, when discussing angles. Learning support assistants are used very effectively to support different groups of pupils, such as those with special educational needs. Lesson planning is based on the National Numeracy Strategy format and lessons are suitably modified by teachers, using their day-to-day assessments. Computer programs are used to support learning effectively in some classes such as Year 1, where two pupils were reinforcing their number skills through this medium. More able pupils in Year 6 use spread sheets to support their learning, for example, when solving problems that require a range of calculations. Overall, pupils enjoy their work and are keen to explain what they are doing. Homework is used to support and enhance work in class. Pupils' verbal skills are significantly better than their writing skills and again this slows pupils' development, especially in problem solving, and affects their performance in tests.
48. Whilst there are assessment procedures in place, these are not being used as effectively as they could be. Consequently, teachers are not always sure what they can expect from each pupil, or different groups of pupils. Targets are not specific enough, and pupils' progress towards these targets is not always monitored closely enough. Whilst teachers

plan very carefully for pupils with special educational needs, overall, most of their attention is quite rightly given to improving standards in English, and not enough attention is, therefore, given to mathematical targets. Leadership and management are satisfactory, and improving. The manager, who unfortunately has had some unforeseen absence because of illness, has not yet had time to monitor teaching or develop appropriate assessment procedures. She does, however, have a clear vision for the development of the subject and has a clear capacity for implementing further improvements which are likely to have a positive impact on standards.

Mathematics across the curriculum

49. Aspects of mathematics, such as data handling, are used in science and geography. Although the links are not always planned in a structured way, teachers' good awareness of the issue ensures that regular links are made, for example, through the use of block graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are below average for current Year 6 pupils.
- Good and very good teaching in Years 3 to 6 means pupils thoroughly enjoy science lessons.
- Very good scientific resources support teaching and learning well.
- Assessment is not used consistently.

Commentary

50. Standards in science have been broadly maintained since the last inspection. They are average at the end of Year 2, but below average at the end of the current Year 6. Provisional results from 2004 national tests for these pupils show that standards are very similar to those for the previous year, although direct comparisons cannot be made because national benchmarks for 2004 are not yet available. Pupils make steady progress in all four aspects of the subject, although coverage of 'Materials and their Properties' is the weaker element. Pupils' achievement at the end of Year 2 is good and this is because there is a strong emphasis on the teaching of investigation and experimentation. By the end of Year 2, many pupils develop a good understanding of what constitutes a 'fair test'. Prior to experimentation, pupils are encouraged to make predictions. They are then encouraged to write up their findings in their own words, on some occasions using ICT. Pupils with special educational needs achieve well throughout the school, because of the effective support they get from both teachers and learning support assistants. Achievement in Years 3 to 6 is good. More able pupils are well supported in Year 6, because they are given additional extension work in withdrawal groups throughout the year, but this is not consistent practice throughout Years 3 to 6. There is an excellent programme of sex education within their Year 6 curriculum and the school receives very strong support from the Health Promotion Nurse.

51. Teaching and learning are good overall, and often very good. In very good lessons, it is clear that teachers prepare thoroughly and provide very good resources. All teachers have good subject knowledge and so there is clear explanation of scientific ideas. They

place a high emphasis in lessons on ensuring scientific vocabulary is used, such as in the Year 5 lesson on parts of plants, although pupils' responses did not always demonstrate their understanding of this vocabulary. However, pupils are enthusiastic and excited about their discoveries in science lessons. Their attitude to their work and behaviour in class are very good. This is because the activities provided are interesting and challenging, such as in Year 4, when pupils designed and then conducted their own tests to compare the viscosity of different liquids. Teachers provide ample opportunities for pupils to express their ideas in small groups and in paired discussions. This is a strong thread running through all lessons, which encourage pupils' personal and social development very well. In one Year 4 lesson, for example, four pupils acted as 'reporters' within the group discussions and reported back confidently to the rest of the class. Teachers, however, are not consistently using assessment to ensure work is matched fully to the different ability groups in their classes. Additionally, marking does not always provide pupils with information on how well they have done, or what they need to do next.

52. Leadership and management are good. The subject manager has worked hard to improve the way science is taught in the school. She has a clear picture of the strengths and weaknesses, and leads by example in her teaching. She has been very effective in providing the science curriculum with high quality resources that were evident from lessons observed. She has also reviewed curriculum planning and correctly identified the need to further develop aspects of materials and their properties. Although she has not yet had an opportunity to sample pupils' work or observe lessons, she is aware that, in order to improve standards, the school needs to provide a consistent approach to assessment and provide further opportunities for more able pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection and now meet expectations throughout the school.
- Teaching in the ICT suite is good, with very able support from the part-time technician.
- Assessment is not fully developed.

Commentary

53. The key issue from the last inspection, to improve teachers' knowledge and expertise in ICT, raise their expectations and improve pupils' access to computers, has been addressed successfully. As a result, standards have also improved and now meet expectations in all year groups. Pupils make satisfactory progress over time and achievement is satisfactory. Achievement in many lessons is good, as a result of overall good teaching and learning, particularly in the ICT suite. Teachers plan interesting lessons, which are appropriately linked to topics in other subjects, and keep up a good pace through clear explanations and effective use of teaching points as sessions proceed. Pupils work hard, because they are interested, enjoy their lessons and, for the vast majority of the time, co-operate well to share control of the mouse and keyboard. Effective pairing, for example, partnering more competent readers with less confident ones in Years 1 and 3, ensures all pupils are equally able to achieve the lesson's aims. Teachers receive invaluable support from the technician, whose knowledge and expertise are appreciated by pupils and teachers alike. Pupils with special educational

needs are well supported, both in lessons and in specific sessions, working with programs designed to improve their core skills. Teachers acknowledge, however, that they do not always make maximum use of computers in the classrooms to support learning.

54. All aspects of the curriculum are covered appropriately, although the school acknowledges that control elements are the least well developed and has plans to improve these. Pupils throughout the school are competent at word processing, researching and presenting information, at an appropriate level. Their keyboard entry is slow, however, and the level of work produced reflects their below average skills in literacy.
55. ICT is led and managed well by a competent manager, who has been significantly instrumental in improving provision and teachers' confidence. She supports her colleagues well with advice on curriculum planning, and provision of appropriate hardware and software to meet the curriculum fully. She has an effective overview of the work pupils are doing. Assessment, however, is currently informal, and she is actively researching useful and manageable systems to improve this. The ICT suite is in continual use, but the computer systems are rather old and are due to be replaced. Resources are satisfactory overall, with a new suite of laptops ready to be used in classes. The four interactive whiteboards are used well, and eight more are to be installed over the summer.

Information and communication technology across the curriculum

56. ICT is used satisfactorily across the curriculum. Pupils in Year 2, for example, enjoyed creating maps in connection with their geography topic on islands, and used literacy skills appropriately to follow instructions for making these. Year 5 pupils use data-handling to produce graphs from their surveys of leaves and flowers in science. Year 6 pupils are currently engrossed in using power point to make books for reception children, as part of their literacy work, and these are lively and colourful. They have also used graphics programs to produce art in the style of Klimt, and evaluated sensibly the relative merits of different media in art, and are currently using spreadsheets to cost the food for a 'Teddy-bears' Picnic'. Teachers acknowledge, however, that they do not always use the classroom computers to maximum effect, to support pupils' learning.

HUMANITIES

History

57. No history lessons were observed, and insufficient evidence was gathered to make an overall judgement on provision in the subject. It was evident, however, from displays in corridors, that good cross-curricular links are made with science, literacy and ICT. Planning is based appropriately around Hampshire's 'Six Key Questions' scheme and all elements are covered fully. The subject co-ordinator is keen to encourage pupils' first-hand experience of history, and speaks enthusiastically about Year 4's Tudor feast and Year 6's Greek Feast. The school uses local museums to the full.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The school is developing good cross-curricular links with other subjects.
- Standards are below expectations at the end of Year 6.
- The new topics planned are more relevant to pupils' experiences, and generate a good interest in the subject.

Commentary

58. Pupils in Years 1 and 2 achieve well, and standards meet expectations by the end of Year 2. Standards are below expectations for current Year 6 pupils, but this reflects their low level of literacy skills, so that they are unable to conduct research at a level to be expected for their age. Pupils achieve well in Years 3 to 6, and standards meet expectations in Year 5. The position found at the last inspection has been broadly maintained. The school has developed its own scheme of work in order to include cross-curricular links, which are relevant to pupils. Teachers and pupils alike are enthusiastic about the new topics, which are concentrated around the immediate locality. This term, for example, Year 5 pupils have been on three local visits, to Swanick Nature Reserve, Priddy's Hard and Bursledon Brickworks, in order to observe how land use has been changed over recent times. This work links geography and history, as well as using literacy skills effectively. Pupils in Year 3 have become completely engrossed in their topic on the local community, linked in an excellent way to their personal, social, health and citizenship education.
59. Teaching and learning are good overall. Teaching is most successful when pupils are able to draw on their own experiences and apply this practically, for example, designing a leaflet to attract visitors to one of three sites in Year 5. During this time, pupils demonstrated that they had a variety of new ideas to offer and imaginative plans for future development of the land, and achieved well. Pupils in Year 2 work with great concentration to place features on a map using ICT. Learning is less successful when, for example, Year 6 pupils had to use their research skills to glean information from a variety of sources, as their research skills are still developing and this task took too long. Pupils are also still developing key geographical skills, such as finding a point on an Ordnance Survey map from given co-ordinates. Teachers work hard to promote pupils' personal and social development throughout these lessons and this is successfully giving them confidence and promoting their enjoyment of the subject.
60. The subject is led and managed satisfactorily. The new scheme of work has been developed successfully and adopted enthusiastically. The geography manager, however, has limited knowledge of strengths and weaknesses in the subject, because her monitoring role is under-developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

61. There is insufficient evidence to make a judgement about provision or standards in design and technology. Only one lesson took place on food technology. However, from

the displays in school and photographic evidence, provision may well be good. Photographs show a clear development of skills, for example, from pupils making simple wheeled vehicles in the early years to battery powered controllable vehicles in Year 6. They learn a wide range of skills such as joining materials and the use of cams. The school has been very successful in a national competition to produce a solar powered vehicle. Progress since the last inspection appears to be good. especially in Years 3 to 6.

Physical Education

62. It was only possible to observe two physical education lessons and this provided insufficient evidence to form secure overall judgements on the quality of provision, teaching or standards in the subject. However, from a scrutiny of planning and discussions with the subject co-ordinator, it is clear that all strands of the subject, including the provision of outdoor adventurous activities for older pupils, are covered appropriately and regularly taught. Year 5 pupils attend a local swimming pool and the subject co-ordinator confirms that all pupils are able to swim 25 metres and beyond by the time they leave the school. Resources for physical education are good and a good range of after-school sporting activities is provided for the pupils during the school year. At the time of the inspection, the school's netball team had been particularly successful, winning all their league matches.

Art and design

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

Main strengths and weaknesses

- The subject is led well by an experienced and enthusiastic manager.
- Sketchbooks are used very effectively to develop skills and monitor progress.
- Standards are above expectations.
- Pupils' experiences and achievements are effectively enriched during the annual arts week.

Commentary

63. Standards in art and design are above expectations throughout the school, clearly seen in work on display, which includes some of the work completed during the recent 'Arts Week'. This includes, for example, work in the style of aboriginal artists in Years 1 and 2 which helps to raise pupils' multi-cultural awareness. There is a strong emphasis throughout the school on looking at the work of a very wide range of artists, such as Cezanne and Lowry. The impressive work on display exemplifies the wide range of techniques that pupils are taught. Overall standards have improved since the last inspection.
64. ICT is used effectively. Graphics programs are used, for example, to develop pupils' awareness of shades of colour and then to create pictures in the style of well-known artists, such as Klimt, in Year 6. Pupils use digital cameras competently to produce photographic collages. Their skills are developed systematically and well. This can be seen in their very well-used sketch books, for example, in using pencils of different hardness, and mixing and matching colours.

65. In the lessons seen, pupils enjoyed their work. They concentrated well, for example, when matching colours accurately. The quality of teaching and learning is good and teachers enthuse children to take pride in their work through work of their own. For example, one teacher keeps her own sketch book alongside the pupils. The experienced co-ordinator provides good leadership and management. She has implemented a good scheme of work which ensures that pupils' skills are developed systematically across a range of aspects, such as drawing, painting, collage, textiles and sculpture. The school has a resident artist who visits regularly and who enhances the already good quality work. The art club is run by volunteers and again adds to the work in school. Pupils are required to assess their own work when they have completed a unit of work, and this contributes informatively to the overall assessments made by teachers.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils' standards in singing are above expectations.
- Very high quality teaching leads to good achievement in singing throughout the school.
- Pupils have good opportunities to take part in musical activities.

Commentary

66. During the inspection period, musical activities were focused on performing skills, so it is not possible to judge standards overall. All aspects of the subject are covered fully, however, and standards are likely to be as good in other elements as they are in singing. In this aspect of the subject, standards are above expectations. Pupils achieve well as a result of talented and inspirational teaching, which generates a very good quality of learning. This maintains the position found at the last inspection. In assemblies, pupils put their heart and soul into their singing, and create tuneful harmonies and counterpoints as they naturally switch between parts in verses and choruses. Excellent teaching in the singing practice for Years 3 to 6 engaged all pupils fully. Stimulating, familiar warm-up routines were performed enthusiastically, and pupils had a clear understanding of the benefit of good posture and breath control. Pupils greeted favourite songs with delight, and sang well, whether accompanied or not. The teacher leading the session was very ably supported by her colleagues in insisting on a high performance standard, and this improved noticeably as a result as the session proceeded.
67. The subject is led very well and managed well by an expert and enthusiastic manager. She has provided a detailed scheme of work to support her colleagues in maintaining a high quality of provision by non-expert teachers, and keeps an effective overview of standards in the school. Music is well resourced, with a dedicated music room and a good range of instruments, and musical activities have a high profile. All pupils in Year 4 learn the recorder, and very good use of the Hampshire music service provides around a third of pupils in Years 4 to 6 with opportunities to learn to play a wide range of instruments. All pupils have equal access to these opportunities if they wish to take advantage of them, and pupils' achievements are frequently celebrated in assemblies. The popular choir sings regularly in the church and at civic occasions, and is this year entering the Gosport Music Festival. Older pupils are currently rehearsing for a production of 'Oliver' with great enthusiasm.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for the development of pupils' personal, social, health and citizenship education (PSHCE) is **excellent** and a great strength of the school.

Main strengths and weaknesses

- The whole-school commitment to developing pupils' PSHCE is very high.
- Imaginative and innovative leadership by the headteacher and key staff is central to the excellent provision.
- The skilful way in which provision for PSHCE is consciously planned for and woven throughout the curriculum is very good.

Commentary

68. This aspect of pupils' education is given a very high priority by the headteacher and staff. This is clearly in evidence in the work of the trio of very enthusiastic and very well-informed managers, who provide very good leadership and management. The 'PSHCE co-ordinator', 'pastoral manager' and 'multi-cultural co-ordinator' very effectively share responsibility for the school's work. It is planned and interwoven into the whole curriculum in an exemplary way; seen during the inspection, for example, in science and geography. There are no national guidelines against which to judge standards. Teaching and learning are good overall, however, and often very good and excellent, leading to very good achievement by pupils. Very imaginative use of visits and visitors to the school very well promotes pupils' understanding of moral, social and cultural issues, as well as their personal responsibility to themselves and the community. The school's 'Health Promotion' nurse made an excellent contribution during the inspection, talking to Year 6 pupils about pregnancy and birth. In a very good session, during the 'Community Jobs Fair', Year 3 pupils thoroughly enjoyed questioning volunteers from the community about their work; for example, a photographer, fireman, supermarket employee, the cook and assistant, a dental nurse, a journalist, a taxi driver and a police officer;. The follow-up lesson clearly showed how much pupils had gained from this imaginative activity. Additionally, the headteacher's skilful leadership of whole-school assemblies, the proceedings of the 'School Council' and the 'ECO committee', classroom 'circle time' activities and the 'Rights and Responsibilities' programme all make an excellent contribution to pupils' PSHCE development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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