

INSPECTION REPORT

WESTOVER PRIMARY SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116194

Headteacher: Miss Sharon Jordan

Lead inspector: Dr Colin Lee

Dates of inspection: 26th - 29th April 2004

Inspection number: 258388

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	330
School address:	Westover Road Portsmouth Hampshire
Postcode:	PO3 6NS
Telephone number:	(02392) 660 178
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Kitching
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

Westover is a larger than average primary school with 330 pupils on roll which serves a community in East Portsmouth. The majority of pupils are of white British heritage with three per cent from minority ethnic groups. All pupils have English as their first language. The socio-economic backgrounds of pupils' families are broadly average. A small number of pupils join or leave the school during the course of the school year. The level of this mobility is lower than in most primary schools. A quarter of the pupils have special educational needs, which is above average. Six pupils have statements of special educational need and this represents an average proportion for schools of this size. The special needs cover a spectrum of general and specific learning difficulties and social, emotional and behavioural difficulties. Attainment on entry is average overall but language development is generally below average. Pupils are taught in two single-age classes in each year group. Several aspects of the school's work have been recognised by special awards in recent years, notably a School Achievement Award and Artsmark in 2002 and the Investors in People Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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17756	Mrs H Monaghan	Team inspector	Science Art and design Design and technology English as an additional language
27826	Mr A Parsons	Team inspector	Mathematics History The Foundation Stage curriculum Special educational needs
28200	Mr P Stevens	Team inspector	English Geography Religious education Personal, social and health education Citizenship

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Westover Primary School is a good school that provides good value for money. By the end of Year 6, pupils' standards are above average overall. This is good achievement in relation to their past attainment. Staff work hard to provide a good quality of education and good pastoral care for all pupils.

The school's main strengths and weaknesses are:

- Good teaching in the Foundation Stage and Years 3 to 6 has significant impact on pupils' achievement and standards.
- By the end of Year 6, pupils' good achievement results in standards that are above average in mathematics, science, information and communication technology, religious education, art and design, design and technology, music and physical education.
- By the end of Year 2, while standards are above average in reading, history and music, they are below average in writing.
- Very good provision for pupils' moral and social development leads to attitudes and behaviour that are very good overall.
- Senior managers do not monitor or evaluate with sufficient rigour curriculum development planning or the work of subject managers.
- A broad, rich curriculum is provided.
- There is a good partnership with parents and carers and very good links have been established with the community and with other schools.

The school was previously inspected in September 1998. The main weaknesses identified at that time have been partially rectified but further attention still needs to be given to the issues concerned with creating consistency in assessment and the co-ordination of the curriculum. However, there has been satisfactory improvement in the school's effectiveness due to pupils' standards rising since the last inspection. The trend in results in national tests for pupils in Year 6 in recent years confirms this picture of rising standards. There have also been improvements in pupils' personal development, the curriculum and the overall quality of 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	A	C	C	B
mathematics	B	B	A	A*
science	B	C	B	A

Key: A - very high; 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.*

Achievement is **good** overall. In 2003, pupils exceeded nearly all the challenging targets that had been set for them in the tests. The picture is similar for current Year 6 pupils. Their targets are also very challenging, particularly for the percentages to achieve the higher Level 5. However, such is the effect of the good quality of teaching that they experience, that they are not only achieving well but are on track to attain average standards in English overall, with standards in reading above average and above average standards in mathematics, science, information and communication technology, religious education and all creative and practical subjects by the end of the year. By the end of Year 2, the pupils' achievement is satisfactory. Standards are above average in reading, history and music and average in mathematics, science, information and communication technology, religious

education, geography and the creative subjects. However, standards of writing are below average. Pupils with special educational needs achieve well. The high quality of the support for these pupils from an excellent group of teaching assistants is a major reason for the pupils' good progress. Children in the Foundation Stage are also making good progress. They are on track to attain all the goals children are expected to reach by the end of Reception and this is good achievement because their attainment, while average overall when they started school, was below average in the key area of their communication, language and literacy skills.

The quality of pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes and behaviour are **very good**. Attendance rates are **well above average** and punctuality is **very good**. By the time they leave the school, pupils are admirably mature and responsible.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting good teaching by teachers and teaching assistants, resulting in good quality learning by the pupils and a good breadth of learning opportunities in the curriculum.

The school shows good concern for the care, health and safety of pupils. There is a high level of support for pupils with special educational needs. The school works well with parents, providing good information about their children's education and how they can help. Links with the community and with other schools and colleges, are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher maintains a strong focus on raising standards through the improved quality of teaching and most of all through a commitment to teamwork involving all members of the teaching and non-teaching staff. However, the strategies for monitoring the progress of school development planning and the effectiveness of subject co-ordination are inconsistent and the role of staff and governors in monitoring progress towards targets is unclear. Governance is satisfactory and the governing body ensures that all statutory requirements are being met. Management is satisfactory overall. Financial management is good and administrative staff make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents particularly appreciate the high expectations that the school has of its pupils. They are pleased with levels of progress, the standard of behaviour and the fairness with which all pupils are treated. Above all else, there is unanimous appreciation of the headteacher's influence on the school. Pupils are very positive about the school and enjoy their learning. They like the fact that they are consulted regularly about their views.

IMPROVEMENTS NEEDED

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

- Ensure greater consistency in the procedures for the assessment of pupils' learning and how the information from assessment is used.
- Establish clearly defined strategies for senior managers to monitor and evaluate the work of subject and other managers, and ensure that the action planning that is necessary for raising pupils' standards and the quality of provision is based on more specific targets and actions.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and Years 3 to 6 is **good** and for pupils in Years 1 and 2 it is **satisfactory**. By the end of Year 6, standards in many subjects are **above average**.

Main strengths and weaknesses

- Achievement is good overall and this is the main reason for rising standards.
- Standards of writing are not high enough.

Commentary

1. The attainment on entry of the majority of children who start in Reception is average overall but with some weaknesses in communication, language and literacy skills that lead to attainment being below average in this aspect of their development. Children of all abilities make good progress in the Foundation Stage. They are on track to meet the early learning goals that are set for the end of the Reception Year in their personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development as well as in their knowledge and understanding of the world. Such progress is a sign of good achievement, particularly in the area of language development. Children are thus prepared well for the programmes of study in the National Curriculum that start in Year 1. Achievement is satisfactory in Years 1 and 2 and pupils attain expected standards in most subjects by the end of Year 2, with notable strengths in reading, history and music but a weakness in writing. Pupils then make significant progress in Years 3 to 6 due to high quality teaching and their good achievement results in standards being above expected levels in many of the subjects in the curriculum by the end of Year 6. The variability in achievement across the school reflects the varying quality of teaching. Where pupils with special educational needs are concerned, in comparison with their past attainment their achievement is good in the Foundation Stage, satisfactory in Years 1 and 2 and good in Years 3 to 4. While the quality of their support is consistently good throughout the school, the extent to which class teachers plan learning activities with these pupils' specific needs in mind is more variable and this accounts for the differences in achievement.

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

Standards in	School results	National results
reading	16.3 (16.8)	15.7 (15.8)
writing	14.3 (14.5)	14.6 (14.4)
mathematics	17.0 (17.9)	16.3 (16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year.

2. In recent years the school's results in the national tests at the end of Year 2 have fluctuated, with a rise one year being followed by a fall in the next year. 2003 was a year when results in all tests fell. These results were above the national average in mathematics, average in reading but below average in writing. Compared with results in schools with pupils from similar backgrounds, results in mathematics were average, in reading below average and in writing well below average. In 2003, the teachers' assessments of science matched the national average but were well below the average for similar schools. The percentage of pupils gaining the higher than expected Level 3 were generally well below the percentage in similar schools. There was a significant difference in the performance of boys and girls in these tests, most

especially in writing, with girls doing considerably better than boys. This difference is diminishing now that these pupils are in Year 3 due to the strategies adopted to raise the performance of boys.

3. The pupils now in Year 2 achieve satisfactorily overall in relation to their past attainment. Standards are above average in reading, average in mathematics and science but below average in writing. Pupils achieve well in history and music and standards in these subjects are above expected levels while the standards in art and design, design and technology, geography, information and communication technology, physical education and religious education are typical of the age group.
4. The results in the national tests at the end of Year 6 show varying trends over time between the subjects. While results in mathematics and science are improving, English results are falling. Nevertheless, when the results in all tests in 2003 are combined, the school's performance was well above both the national average and the average in similar schools. In the individual subjects, English matched the national average, mathematics was well above average and science above average. Compared with the results in other schools where Year 6 pupils had similar results when they took the Year 2 national tests, pupils did very well. In English the results were above the average for such schools, in mathematics they were in the top five per cent and in science they were well above average. All the targets set for the pupils were exceeded except the percentage gaining the higher Level 5 in English.

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

Standards in:	School results	National results
English	27.5 (27.7)	26.8 (27.0)
mathematics	29.6 (27.9)	26.8 (26.7)
science	29.8 (28.2)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

5. Following the 2003 results, the school placed priority on improving standards of writing but it has not been clear enough in identifying the specific strategies to be implemented to bring about an improvement. Overall, the standards of the pupils now in Year 6 are above the national average in mathematics and science and average in English. Within English, reading is a strength but writing remains a comparative weakness. Consistently good teaching means that the challenging targets set for the pupils in the 2004 national tests are now within their capabilities. Good achievement by pupils throughout Years 3 to 6 is having a good impact on levels of attainment by the end of Year 6 in a wide range of subjects. Standards exceed those found in most schools in art and design, design and technology, information and communication technology, music, physical education and religious education. Standards match expected levels in geography and history. Due to good support, pupils with special educational needs achieve well, as do the more able and the pupils who are particularly gifted or talented.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to school and their behaviour is **very good**. The provision made for their spiritual and cultural development is **good**. **Very good** provision is made for them to develop morally and socially. Attendance and punctuality to school are also **very good**.

Main strengths and weaknesses

- Pupils are very enthusiastic about all aspects of school life and are eager to attend.
- They are very willing to take on responsible roles.
- Relationships are very good throughout the school.

- Pupils behave very well in and out of the classroom and the rare instances of bullying are dealt with very effectively.
- They have a very clear understanding of right and wrong.
- They are very aware of the feelings of others.

Commentary

6. Pupils of all ages very much enjoy coming to school and the very positive attitudes seen at the last inspection are still evident. In their responses to the questionnaire completed before the inspection, pupils indicated particularly that they like being at the school and that other children are friendly. The great majority of parents feel that their children like school. Pupils approach their tasks with a great deal of enthusiasm - for example, whether they are the youngest children un-jumbling sentences and then trying hard to copy the writing, or older pupils thinking up different endings to a traditional Indian folk-tale in a literacy lesson. Pupils spoken to are also very enthusiastic about the very wide range of activities offered to them such as after school and lunchtime clubs, visitors to school and visits out.
7. Pupils accept responsibilities very keenly and often without being asked. For example older members of the school council ensured that the youngest representatives were included in the discussion and also that they listened and behaved well. Pupils of all ages help with tidying and have other monitoring roles in class. Others help in the library and with younger pupils at lunchtime or during wet playtimes. In lessons, pupils are willing to show initiative and for example, check spellings using a dictionary, rather than ask the teacher.
8. Pupils relate very well to each other as well as to adults. As a result of this very high level of mutual respect and of the consistent approach taken by adults, pupils also behave very well and the very high standards seen at the last inspection have been maintained. There are some pupils who have challenging behaviour but because they are well supported by staff and accepted by their peers, lessons are rarely disrupted. Behaviour is also generally very good out of the classroom for example, during assembly or at lunchtime. Parents are virtually unanimous in their belief that pupils behave well. There was no evidence of any intimidation during the inspection and pupils spoken to had no concerns about bullying. There have been no exclusions from school, which was also the case at the last inspection.
9. The provision for the pupils' spiritual development is now judged to be good rather than satisfactory, the judgement from the previous inspection. Religious education makes a big contribution to the pupils' spiritual awareness and gives them the opportunity to reflect on wider issues such as the power of God as described in the Old Testament stories. Other subjects consider the wonders of nature such as how caterpillars turn into butterflies and tadpoles into frogs. Art also plays a role as pupils are given, for example, the opportunity to appreciate the beautiful array of colours they can create from a very limited number of primary colours.
10. Pupils are given very many opportunities to develop morally and socially, as was the case at the last inspection. Even the youngest children are aware of what is right and are very quick to apologise for any accidental bump. Pupils understand the need to share and to think of others and they are particularly aware of those who find learning more of a challenge. For example pupils spontaneously applauded an impressive free hand drawing done by one of their class members who has special educational needs. Through the school council, which has representatives from the Reception class up to Year 6, pupils gain an understanding of the responsibilities of living in a community. The needs of the wider community are brought home to pupils through, for example, charity fundraising. Pupils also listened avidly to a talk by students from the local secondary school as they described the poverty of children in the Gambia. Pupils' social awareness is very much enhanced by the very wide range of clubs on offer to them, the residential visits for older pupils and the sleepovers arranged for pupils in Years 3 and 4 which they obviously love!

11. There is good provision made now for pupils' cultural development, an improvement since the last inspection. A range of visitors and celebrations enhance their multicultural understanding with a Bengali Day and Chinese New Year festivities for example. In addition, visiting theatre groups and orchestras such as one from Switzerland do much to expand pupils' appreciation of music and drama.

Attendance

12. Attendance levels are very good and the school has only a small amount of unauthorised absence. There has been a slight improvement since the last inspection. Pupils also arrive very punctually. Registers are called at each morning and afternoon session but the sheets are not completed according to statutory requirements as pupils are only given a mark if they are absent.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.8	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 school provides a **good** quality of education through good teaching and a broad, very rich curriculum. Care, guidance and support for pupils are good. There is a good partnership with parents and carers and very good links have been established with the community and with other schools.

Teaching and learning

The quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- The high quality of teaching in Reception and Years 3 to 6 has a significant, positive impact on pupils' achievement and standards.
- Teaching assistants have good levels of expertise and make a significant contribution to pupils' learning, particularly that of pupils with special educational needs.
- Although satisfactory overall, there is wide variation in assessment procedures and the use of assessment findings.

Commentary

13. The quality of teaching and learning is good overall but varies between year groups and stages. While there are examples of good or better teaching in each year group, it is consistently good or better in Reception and Years 3 to 6 while it is satisfactory overall in Years 1 and 2. This results in an acceleration in the rate of pupils' progress as they get older so that by the end of Year 6, pupils' achievement over time is good compared with their attainment when they started school. It is also evident that in the years with the highest proportions of very good teaching, that is Year 6 followed by Year 3, pupils' achievement in individual lessons is also highest.
14. Common features of the very good teaching are the lively pace, interesting learning activities and high expectations. The teachers carefully match their expectations to the ability levels of the pupils. This means that there is just the right amount of challenge to motivate pupils to want to do better and by providing learning activities that are planned to meet pupils' differing

needs, pupils are helped to do better. The result is pupils who are keen to learn, enjoy their work and make rapid gains in acquiring skills, knowledge and understanding. Two examples of excellent teaching of music exemplified all these qualities. With both a Year 6 and Year 2 class, the teacher communicated her own enthusiasm for the subject and her appreciation of the pupils' work very effectively. Each learning activity built very successfully on the previous stage of learning and the pupils always knew what the learning activity was intended to achieve. Thus the pupils were constantly able to measure their own progress and had repeated experiences of being successful. A major difference between these and the very good lessons and those that were satisfactory and, on four occasions, less than satisfactory, was the detail with which the teachers set out what it was that the pupils were intended to learn. The better the teaching, the more specific were these intentions both in teachers' planning and in explanations during a lesson. In the less successful teaching the lessons usually started with a very general statement of what was to be learned but failed to indicate, to the different groups of pupils, the purpose of specific tasks that they were being given. As a consequence, pupils' understanding of their own learning or of how they could improve was limited.

15. There is far more consistency across the school in the identification of learning intentions for pupils with special educational needs. The use of computer software facilitates the way in which class teachers now set clear, precise targets for every pupil with special educational needs. Copies of current individual education plans are well to the fore in all teachers' working folders and the progression between individual education plans and the match to each pupil's needs are both clear. This work, which is now undertaken by class teachers rather than by the co-ordinator as in the past, represents a significant improvement on the situation at the last inspection. The co-ordinator plans the use of support staff well and checks against records to ensure that provision and teaching match the identified needs of different pupils. The work of support staff with pupils with special educational needs is consistently effective and has a good impact on the pupils' learning. These staff are well briefed by class teachers and know exactly what targets the pupils are working towards. They form very effective working relationships with teachers and pupils. Staff members act promptly on the advice of outside agencies to refine interventions when necessary. The provision of additional resources to help meet the speech and language needs of particular pupils is organised well so that there is no significant interruption to the pupils' general curriculum.
16. Since the last inspection, there has been satisfactory improvement in the teachers' use of marking and day-to-day assessment. The latter is now good in the Foundation Stage, where there is regular, daily recording of pupils' learning that helps the planning of what they need to do next. This is more variable in other classes, as is the form that assessment takes when, for example, teachers assess pupils' learning at the end of a unit of work studied for several weeks or half a term. While the school has been asked to trial different approaches to assessment, it is important that evaluation of the different procedures leads to establishing a manageable, cohesive approach based on a whole school schedule of what assessment is carried out and when it is to take place. The absence of such a calendar of assessment is unsatisfactory. A key aspect of assessment being trialled this year is self-assessment by pupils. A range of strategies is used across the year groups and pupils are starting to show the benefits by gaining greater knowledge of the extent of their own learning. This is working very well in Year 5 where, in ICT, pupils record not only what they can do but also what they think they need more practice at.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	16 (31%)	17 (32%)	13 (25%)	3 (6%)	1 (2%)	0 (0%)

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

The curriculum

The school provides a **broad, rich curriculum** and seeks to create imaginative links between subjects.

Main strengths and weaknesses

- Pupils' learning is enriched by many clubs, visits, visitors and curriculum links with other schools.
- There is good support for pupils with special educational needs.
- Time is used creatively to provide a whole school focus on specific subjects.
- The management of curriculum provision and development is not sufficiently co-ordinated.

Commentary

17. The school provides a broad and balanced curriculum. The curriculum is considerably enriched by the many visitors to the school. Some enable pupils to appreciate the traditions of other cultures. For example, an Indian dance group visited the infants and the Kokuma dance company involved older pupils in contemporary and traditional African and Caribbean dance. Other visitors run clubs like the lively hip hop session for boys and girls which takes place after school. The school makes good use of external agencies. Currently the Sports Alliance funds a sequence of after school activities including gym club, karate and modern dance sessions. The school is innovative in that it provides a Latin club and links with a business and enterprise initiative, currently working with Years 4 and 6. Teachers also share their interests by running clubs and a most productive gardening club makes very good use of a nearby allotment and greenhouse. Pupils are taught to be sensitive to each other and residential visits give older pupils the opportunity to develop independence through living together out of school. They become aware of the needs of others in the wider community by taking part in events such as the annual Christmas shoe box appeal for poor children in Europe and by collecting toys for poor children in Cape-town. The school has well developed links with other schools in the area. Pupils take part in a range of sporting activities and other events such as the visual arts competition in Portsmouth and the visit to the Birmingham Symphony Orchestra by pupils learning the violin. Very good links with the local secondary schools are established. Parents and teachers from the schools visit during the year and linking projects in several subjects ease the transition to the next stage of education.
18. Teachers use nationally recommended schemes of work for most subjects. These are helpful in planning the curriculum and ensuring that all aspects are taught. They are adapted appropriately as the curriculum evolves. For example, Year 5 pupils have the opportunity to make large scale shelters during their residential visit to Hook Court and the design and technology unit on shelters is now incorporated into the Year 5 programme so that ideas can be developed further when the pupils are back in school.
19. Although the subjects of the curriculum are managed separately, teachers of each year group work together and plan many appropriate links between subjects which add coherence to the curriculum. For example, during the inspection pupils studying the structure of plants in Year 4 used flower designs on their fabric work in art and pupils in Year 6 applied speaking and listening skills to good effect in a science lesson while exploring their understanding of rusting metals. The curriculum is made relevant to life outside school by teachers' reference in lessons to pupils' experience and interests and also by visits outside school which are linked to curriculum topics. For example, pupils in Year 1 visit the local supermarket as part of their work on healthy eating.
20. Pupils with special educational needs have access to all aspects of the curriculum. They are well supported by teaching assistants and take a full part in the curriculum. On several occasions during the inspection teachers pointed out the achievement of these pupils in their class. Their contribution to lessons is sought and valued and consequently they make good

progress. The school keeps a register of pupils who are gifted or talented, identifying a wide range of abilities. These pupils have a good balance of opportunities both in school and outside and there are plans to develop this provision still further.

21. There are many occasions when time is used creatively and the timetable is adapted most effectively, capturing pupils' imagination and allowing the whole school to benefit from extended projects. For example, pupils were very enthusiastic when recalling a whole day devoted to design and technology, supported by Portsmouth University, when each year group carried out a variety of design and make challenges.
22. Subject managers support teachers in their planning and monitor pupils' work. They maintain a comprehensive record of the taught curriculum making appropriate recommendations for development in their subject. However, the management of developments within the curriculum is not well co-ordinated and recommendations in some subjects, such as science, are not effectively implemented across the whole school.

Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are **good**. The provision of support, advice and guidance based on the monitoring of pupils is **good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- The designated child protection officer is well trained.
- Nearly all staff have first aid training.
- All pupils, including those with specific needs, are well supported.
- Pupils are involved very well in the life of the school.

Commentary

23. The school's procedures for child protection are good with all staff made aware of them. The coordinator's multi-agency training is kept up to date. Although governors have adopted the local area guidelines for child protection, the school's policy does not highlight this.
24. Governors are now more involved in regular health and safety checks of the buildings and an annual risk assessment is carried out. All other checks on electrical, fire and school equipment are carried out, as required, by contractors. The number of staff with first aid training has increased considerably since the last inspection and the school ensures that all appropriate accidents and illnesses are recorded appropriately.
25. Pupils are monitored well in relation to their personal development and appropriate support is given where needed. For example pupils with challenging behaviour are assisted through the use of behaviour plans and with input from the local behaviour support unit. Pupils who may have specific language needs have the opportunity for additional help through the Social Use of Language group. Pupils spoken to during the inspection feel that there is at least one adult they can trust, whether it is the headteacher, a class teacher, or support staff, should they have any concerns or problems. Parents are very confident that the school helps their children to become mature.
26. When pupils join the school they settle quickly due to the good induction arrangements in place. Children who start in the Reception class benefit greatly from the home visits where two members of staff go to see them in their houses.
27. Pupils have a very strong feeling that they have a voice in the school and that they will be listened to. Mainly this is through the regular meetings of the school council which has been

instrumental in, for example improving the playground activities, but also through the school's regular use of pupil surveys. In addition, pupils are also confident that if they have any concerns they can talk to staff and they will be listened to. Indicative of the regular consultation with pupils is the interview held, by the teacher in charge, with each pupil on the register of gifted and talented pupils in order to seek their views on the usefulness of the opportunities provided for them and the ways in which their needs can be met still further.

Partnership with parents, other schools and the community

The school's links with parents are **good**. **Very good** links have been established with the local community and with other schools.

Main strengths and weaknesses

- Parents have very positive views of the school.
- There are very productive links with the community.
- Pupils benefit greatly from the very strong links with other schools.
- There are some minor omissions from the school's official documents.

Commentary

28. The good links with parents seen at the last inspection have been maintained. There was a high response to the pre-inspection questionnaire and a selection of parents also attended the parents' meeting. The views expressed were largely very positive about the school with no areas causing a high level of dissent. Parents feel that the staff, including the headteacher, are approachable and that their concerns are listened to and dealt with. Some parents had moved into the area so that their children could attend this school.
29. Parents support the school well by ensuring their children attend regularly and by helping with homework. A small number of parents and grandparents are regular helpers in school and others are willing to assist on visits or with fundraising events.
30. The information provided for parents is satisfactory overall. The annual report on pupils' progress contains brief details on each subject with a contribution from the pupil. Although they include past targets for English and mathematics and how well pupils have met them, they are still inconsistent in setting clear goals for the future. Parents receive regular newsletters from the school that include information from the active Friends' Association and they also receive information about what their child will be learning in the coming academic year. A curriculum meeting was held to explain numeracy in school and parents would welcome more of this type of meeting.
31. The prospectus and governors' annual report to parents have some information missing that legally should be included such as the national results for Key Stage 1 tests results and the number of eligible pupils who took the Key Stage 2 tests. In addition, the prospectus fails to make clear that a parent can withdraw their child from collective worship as well as religious education.
32. Links with the local community have developed very well since the last inspection and do much to enhance and enliven the curriculum as well as give pupils the opportunity to learn new skills. For example, Sports Alliance representatives run some clubs and the local football club has been involved in fundraising through a sponsored penalty shoot-out. Year 4 pupils are shortly to embark on a business enterprise project. Local people come in to talk about their memories of attending the school in the 1930s and 1940s. The school makes very good use of the local area, for example by visiting shops and the library. One of the local librarians makes a fortnightly visit to the school to run the Able Readers Club and is thus making a good contribution to the provision for gifted and talented pupils. Visits to link in with curriculum topics

are made to local sites of interest such as the Mary Rose Museum to tie in with work on the Tudors.

33. There are very strong, beneficial links with the main secondary school to which most pupils transfer. These include joint projects in English, mathematics and ICT to help the transition from Year 6 to Year 7. Students from the secondary school visit to talk about their activities such as a trip to the Gambia. From Year 5 onwards when the secondary school holds a singing day, pupils have regular opportunities to visit the school and a good amount of information is passed on when they do transfer to help with the settling in process. At the other end of the scale, strong links have been established with local playgroups to ensure that the transition to the Reception class is as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and key staff are **satisfactory** overall. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The leadership provided by the headteacher is held in the highest regard by all members of the school community.
- A shared vision of the school's future ambitions and goals is guided by good strategic planning.
- The headteacher's monitoring and evaluation of teaching have a good impact on the quality of teaching and the raising of pupils' standards.
- In contrast there is insufficient monitoring of teaching by subject managers.
- Senior managers do not have clear enough expectations of subject managers or monitor their effectiveness with sufficient rigour.

Commentary

34. By their responses to the questionnaire and at the pre-inspection meeting, parents showed unanimously their admiration for the headteacher's leadership of the school and this was echoed throughout the inspection by school staff, students and visitors. Her caring style of leadership shows itself particularly in the strong commitment to staff's continuing professional and personal development. Her extensive monitoring and evaluation of the quality of teaching impacts directly on school improvement in a variety of ways. The raising of pupils' standards by the time they reach the end of Year 6 is directly related to the improved quality of teaching that, in turn, reflects the effectiveness of the headteacher's monitoring. The ease with which newly qualified teachers settle into the life of the school and the frequency with which other teachers, who spent part of their training at the school, apply for any vacant teaching posts, is indicative of good induction arrangements, good mentoring by the headteacher and the school's good overall contribution to initial teacher training. Counteracting these strengths are areas that need to be developed and this leads to the headteacher's leadership and management being satisfactory overall.
35. The governing body has been reconstituted and has experienced several recent changes in membership. Under the good guidance of an astute chairperson, new committees are quickly developing the effectiveness of their decision-making and contribution to school development. While governance of the school is currently satisfactory overall, the governing body is dealing effectively with short-term priorities, such as the maintenance of existing staffing levels, as well as establishing good strategic planning for the medium and long term. The governing body endorses the headteacher's firm plans for the delegation of responsibility to newly appointed senior staff in order to raise the quality of management. The governing body reviews constructively the school's performance in national tests and has a good awareness of recent trends. The governors ensure that all statutory requirements are met. There are very minor omissions of information from school documentation which governors are aware of and are rectifying.

36. Subject managers are conscientious and have good levels of expertise in their areas of responsibility. Their leadership and management of their areas of responsibility are satisfactory overall. However, due to insufficient monitoring of their effectiveness or of subject action planning, their impact on pupils' standards is variable. The expectations of senior management lack clarity and this leads, for example, to annual action plans in which subject managers are often vague in their statement of the action needed for achieving the targets set for raising standards and for subject development. There is good teamwork between teachers in each year group but this sometimes leads to situations that adversely affect the effectiveness of larger teams. When teachers in one year group unilaterally decide to change parts of the curriculum that they teach but fail to discuss this with the relevant subject manager, the continuity in pupils' learning is interrupted. This has happened in science. There are several very good models of subject management for others to emulate, notably the very conscientious, purposeful management of mathematics, music, information and communication technology, physical education and the Foundation Stage. However, the quality of middle management suffers because decisions made collectively in, for example, staff meetings, are not continually checked for consistent implementation by the headteacher and key stage co-ordinators. The overall effectiveness of subject and other managers is constrained by the lack of opportunities that they have for observing the teaching and learning in classrooms. This is the downside of the headteacher carrying out most lesson observations. This practice overcomes the problems of financing the periodic release of managers from classroom teaching duties and, in the case of inexperienced managers, the lack of their skills in lesson observation. However, it is only very recently that plans have been made for training in such skills to be provided or of a commitment to involving more managers in lesson observation when finances permit.
37. The school is more effective than at the time of the last inspection because there is a better quality of teaching, pupils' standards have risen significantly and their attitudes and behaviour are improved. This is now a school that provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	828,753	Balance from previous year	144,739
Total expenditure	830,941	Balance carried forward to the next	142,551
Expenditure per pupil	2,334		

38. What appear to be abnormally high figures for end-of-year balances being carried forward to the next financial year reflect delays in planned expenditure for major building projects and grounds development. For example, the payment of the cost of the programme of window replacement was expected before March 2002 but, in fact, was made early in the following financial year. The same situation arose a year later with the expenditure on the Trim trail and other grounds development. The overall quality of financial management is good.

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 **good**.

Good teaching and a well-organised and well-planned range of activities provide a stimulating learning environment for all but one of the areas of learning. As a result, all children achieve well. All adults have a clear sense of purpose and are well informed. Teachers identify individual needs early and take appropriate steps to address them. The school has very good arrangements for children starting school and makes very positive links with parents. Improvement since the last inspection has been satisfactory but the school's facilities for outside play are underdeveloped. In addition, its use of a converted corridor as a teaching area is restricting curriculum access and development.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Positive relationships between adults and children and between the children help to develop self-esteem and self-confidence well.
- Children are expected to become independent.
- There is a clear emphasis on behaving well and treating others fairly.

Commentary

39. Teaching is good and the staff team create a positive environment where children are encouraged to think for themselves and make decisions. As a result they are confident about trying new things and join in with the wide range of activities on offer. All the adults convey high expectations and this enables the children to know what is expected and how to behave when they are visiting the vet's in the home corner with a sick animal or taking turns to examine different objects. The planning and structure of the day help to increase confidence and independence and as a consequence the children manage themselves and their work well. Children attain high standards. They listen carefully to their teachers and to one another, even offering advice and support about how and when to finish some outstanding work. All the children are likely to reach the expected goals by the time that they enter Year 1 and several will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The good range of activities and teaching methods make learning interesting.
- The children develop speaking and listening skills well because they are always encouraged to talk about their work.
- Activities are well planned to develop and consolidate early reading and writing skills.

Commentary

40. Role-play activities provide a good forum in which children develop not only their imaginative language but also learn to rehearse skills that they will draw upon in other areas of learning. All adults listen carefully to what the children have to say and use questioning effectively to encourage them to go into detail or to explain more about their ideas. The staff use every opportunity to encourage children to think for themselves and they provide good models for children who are less confident. Structured lessons take place during the day and a range of well-planned activities ensure that children remain interested and keen to learn. As a result most of them are developing good reading and writing skills. In one session about writing for a dogs' home brochure there was real excitement and the teacher made some very good points about how well the children had met her expectations. This not only reinforced the learning but set up a whole series of additional activities, in response to their requests to do more writing. On another occasion several children used their existing awareness of repeating patterns to work out why different words rhymed and this inspired almost everyone else to develop further examples. Several children already write in sentences and all have a clear idea about what they want to say to the reader. Many of these children talk with confidence about some of the formal features of writing and will exceed expectations but all the other children appear to be in line to achieve the goals for the end of Reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are interested in and confident about using number skills.
- Opportunities to develop an awareness of number and other mathematical skills inform a wide range of everyday activities.

Commentary

41. Children count forwards and backwards to eight, the special number of the week and beyond. During registration they tally the numbers of their peers having hot lunches and the number eating a packed lunch. Some of them even know, with a little support, how to combine the two totals by counting on from the larger number. Many children recognise that, whichever way they add two figures together, the total will remain the same and their confidence inspires others to generalise using different examples. All adults encourage children to form numbers correctly and create personal challenges for those who find this skill difficult. They use stories involving a number of dinosaurs to reinforce with the children the need to listen carefully so that they can keep a track of how many dinosaurs are still in the cave and how many are outside. A wide range of opportunities are created for the children to develop their skills and as a result: they form repeating patterns with numbers; they weigh toy animals in the home corner; they compare the number of milk and juice cartons; they explore volume when they fill their newly made animal cages with straw and other materials and they use construction apparatus to make beds of differing sizes for the three bears. The adults encouraged children well to use an earlier visit to a farm to develop ideas about direction and mapping and careful questioning made a positive contribution to the extension of the children's thinking about these issues. Children achieve well in this area of learning and the great majority will achieve the goals expected of them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Learning is closely linked to topics that interest and motivate the children.
- The curriculum is varied and planned well.

Commentary

42. All the children will achieve the early learning goals because teaching is carefully planned so as to interest and motivate them. The first topic of the year, 'Off to School', introduces the children to school well and helps to settle them in quickly and happily. This not only reassures parents but it also helps to set up the background for conversation at home about what the children have been doing. Adults match the use of small world toys to visits and stories with care so that 'play' reinforces more formal learning. The planned progression through different aspects of this play ensures that all children experience a wide range of opportunities to experience all kinds of toy animals during the topic and this adds depth to their understanding because they group the animals and learn about their habitats. The use of ICT to draw, paint and operate simple programs creates an interest in technology while the ability of all children to talk about planning time indicates their awareness of how time can be used in different ways to develop models or pieces of writing.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The provision of discrete dance and physical education lessons adds greatly to the curriculum.
- The underdevelopment of the outside area is limiting children's free play and opportunities to develop their own skills away from direct teaching.

Commentary

43. The lack of adequate, up to date facilities limits the opportunities for the children to play outside and this means that there are fewer informal learning opportunities in this area than there are in other areas of the Foundation Stage curriculum. The children do however develop skills in this area because of the provision of regular lessons in the hall for dance and physical education. They learn about the effects of exercise and link this to their emerging ideas about health. The children move with confidence and imagination over hard and soft surfaces and develop a sequence of movements in response to music. They move around the cramped conditions in parts of the reception area with due care for others and learn to navigate similarly outside when they use large toys. As in all the other areas of learning, the children behave well and follow instructions so that they stay safe. Despite the poor outdoor facilities teachers expect the children to reach the appropriate goals at the end of the year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The curriculum is rich and varied.
- Topic work gives a clear focus for children's work.

Commentary

44. All the teaching staff ensure that activities are practical and they support them effectively with relevant resources. A discussion about the amount of space needed for a small animal cage reinforced well the social care aspects of the current animal topic but also resulted in some very creative designs. The range of paints and other materials available ensures that children can realise their ideas in different ways, while careful questioning encourages them to think about the best colour to use to paint a facemask for a shark. Children use materials and tools carefully and explain how they have to think hard when they tackle design problems, such as cutting eyeholes in their masks. Observational drawings and role play sometimes reach a high standard and the stimulation provided by the ever changing home corner, with its focus on the current topic, creates a wealth of ideas that teachers and children develop well. Awareness of other cultural traditions and the use of different stimulus materials are now starting to influence the curriculum much more regularly. The choice of different pieces of music to set a mood and the use of songs to reinforce learning add to the curriculum on offer and help to make sure that in this area, as in the others, children reach their expected goals.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards of reading are above average.
- Pupils' achievement is good.
- The quality of teaching is good in lessons.
- Teachers do not apply the English policy in a co-ordinated, consistent way.
- The school does not use assessment information well enough.
- The use of literacy across the curriculum is good.

Commentary

45. In 2003, the school's results in national tests for pupils in Year 2 and Year 6 were lower than in the previous year. These downward trends have been partially halted, with improvement in standards of reading, but standards of writing remain below average. Nevertheless, the majority of pupils achieve well compared with their past attainment. By the end of Year 2, pupils achieve well in their speaking and listening by attaining an average standard. They are most confident in one-to-one situations. When discussing with an adult the book they are reading, for example, they talk about it in detail. The more able explain the plot. In large group situations, pupils only respond when the teacher stimulates them to do so. For example, in a lesson where they were asked to suggest a celebrity they would like to meet at Buckingham

Palace, pupils enthusiastically explained their choice in detail. However, in another lesson where pupils became inattentive through sitting too long, they replied to closed questions with one-word answers. Moreover, many did not speak at all, because they were not included in the discussion. By the end of Year 6, pupils continue to achieve well from their standard on entry to school. They explain their choice of author to an adult with confident eye contact and use abstract ideas to reflect. For example, in a religious education lesson, they were keen to explain the personality characteristics they sought in a friend. However, again, how much they say depends on the teacher. In another lesson, they were not encouraged to have their own ideas. Consequently, they spoke very little. Teachers vary in how much they include pupils, so that sometimes pupils with special educational needs remain silent because they are not specifically targeted.

46. Pupils' reading is above average at the end of Year 2 and the end of Year 6. This represents good achievement. Pupils in Year 2 are fluent and expressive readers and have good strategies for tackling difficult words. They look for meaning rather than reading mechanically. The more able explain why they would like to be one of the characters in their book. A few read long novels such as 'The Hobbit'. By the end of Year 6, pupils' fluency and expressiveness develops further and they compare realistic with unrealistic fantasies. The more able recognise bias in newspapers. Both age groups are confident in using non-fiction books. Pupils with special educational needs know how to use a glossary and distinguish a picture from a diagram.
47. Pupils in Year 2 achieve satisfactorily in writing, but do not raise their attainment from below average. They do not fully understand how to use basic punctuation. The content of their stories tends to be a string of events, with little description. Pupils with special educational needs find writing very difficult. The more able pupils are beginning to use speech marks. They sustain ideas over several sentences and structure their stories well. By the end of Year 6 pupils achieve average standards in writing. They use a wide range of punctuation accurately and employ some complex sentences within a paragraph structure. Their prose, especially in subjects such as religious education, has a good style. Handwriting is neat, although not enough pupils consistently use a pen. Spelling, however, is inconsistent.
48. The quality of teaching and learning is good, but varies from unsatisfactory to very good. There is a high proportion of very good teaching in lessons. Teachers prepare pupils for their group learning tasks very well and strongly support pupils of all levels of ability. Consequently, pupils concentrate very hard and are keen to do their best. Support assistants enable pupils with learning or behavioural difficulties to be fully included. For example, in a lesson about writing a business letter, the assistant quietly helped some pupils understand the teacher's instructions and the teacher herself valued a pupil's contribution to the subsequent class discussion. During the inspection, pupils were rarely seen using information and communication technology in lessons although planning and work samples show that, over time, a satisfactory range of opportunities is provided.
49. There has been satisfactory improvement since the last inspection. Pupils now sustain good achievement in speaking, listening and reading. There is a higher proportion of good or better teaching. The curriculum is now broader, with better opportunities for the use of literacy in different subjects. However, writing has only improved a little with low expectations of the length of writing. There are inconsistencies in teaching practice such as in planning group work with different levels of difficulty. There are also cumbersome systems for assessing pupils' work, which are not used to focus on what they need to do to improve. Improvement in the subject has not been good because of a lack of rigorous evaluation. This has led to an uncoordinated approach to planning.

Language and literacy across the curriculum

50. There are very good opportunities for pupils to develop literacy in other subjects. These include writing instructions in design and technology and historical accounts. There is some very

sensitively written work in religious education and pupils can retrieve science information from the Internet. In addition, pupils voluntarily write about their experiences for homework.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good at the end of Year 6.
- Some teaching and assessment in Years 1 and 2 are unsatisfactory but pupils still achieve a satisfactory standard.
- Many lessons in Years 3 to 6 are taught well and interest pupils.
- Leadership and management of the subject are good but limited in overall effectiveness because of the lack of lesson monitoring.

Commentary

51. Pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. This leads to their standards being average by the end of Year 2 and above average by the end of Year 6. While this compares at least satisfactorily with standards at the time of the last inspection, levels of attainment are not as high as those achieved in the 2003 national tests which were above average in Year 2 and well above average in Year 6.
52. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. The majority of pupils in Years 3 to 6 learn well because of the teachers' good subject knowledge and the growing emphasis throughout the school on developing understanding and using the language of mathematics correctly. Teachers use a consistent format throughout the school to plan their lessons thoroughly and, when they deliver the lessons as they plan them, this contributes to the very high standards of behaviour as well as to the learning. When teachers deviate from their lesson plans, as they did sometimes in Year 2 during the inspection, results are more variable, teaching tends to be unsatisfactory and, although pupils manage to achieve standards in line with national expectations, they are unsure what it is that their teachers look for from the lesson. Assessment to inform future learning is developing unevenly because of such uncertainty.
53. Teachers working with the older pupils teach with pace and energy and keep a much clearer focus on learning outcomes so that overall lessons in Years 3 to 6 are never less than good. In Year 5 the pupils rose to the challenge of an open-ended, highly ambitious challenge that stretched their previous understanding of area and perimeter so that they wanted to work on through lunchtime. In one very well taught lesson for Year 6 pupils, concerned with measuring angles to the nearest degree, a variety of aids were ready to support the required level of accuracy. Their availability only served to enhance pupils' self-belief, so that, in practice, they were not used. With such cleverly constructed support for learning the pupils become more interested in the opportunities to learn within the subject and show a real interest in mathematics. Pupils with special educational needs in mathematics and numeracy have clear targets that act as a focus for their support. This focus helps them to build up their own skills and confidence well and they play a full part in all lessons. Teachers make effective use of computer driven whiteboards and these not only hold the interest of pupils but make the learning clearer for them, especially when they have the opportunity to manipulate the display.
54. The knowledgeable subject manager monitors lesson planning and samples pupils' work on a regular and comprehensive basis. This means that she identifies differences between the coverage in parallel classes and can take the necessary action. The absence of any monitoring of teaching however means that a mismatch between planning and outcomes is

much harder to identify successfully. There are clear systems to feed back to all staff about local and national issues in mathematics and these help to improve current standards in division and problem solving. The analysis of results and trends in the school's results inform future practice well because not only are targets set but work sampling follows up the identified issues.

55. The school has made satisfactory improvement since the last inspection against the issues identified for further attention but the day-to-day assessment of skills and knowledge is not sufficiently rigorous. Teachers in Years 1 and 2 in particular have not had sufficient training to help them to understand how to make better use of the assessment opportunities that arise in lessons.

Mathematics across the curriculum

56. Mathematics supports work in other subjects well and at various times in the school day and the use of the opportunities that arise in other subjects supports learning in mathematics. Teachers encourage pupils to explain clearly to one another the methods that they use for different operations and the pupils learn to listen attentively so that they can explain their own variations. Teachers ask a variety of mathematical questions during registration time and this helps to relate work in class to the importance of mathematics in everyday life. In history, work on the wages of Tudor seamen led on to an understanding of relative costs in different eras, whilst tabulating results in science contributed further to pupils' ability to handle data.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well by the end of Year 6 and their standards are above average.
- Teaching and learning are good overall in Years 3 to 6.
- There is a lack of consistency in planning, assessment and marking.
- Subject leadership is good but management is only satisfactory.

Commentary

57. Pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. This is resulting in standards in line with the school's results in the 2003 national tests and assessments, which matched the national average at the end of Year 2 and were above average by the end of Year 6. This represents an improvement for the junior pupils as at the last inspection standards throughout the school were found to be only in line with those nationally.
58. The improvement in standards by the end of Year 6 is due in particular to good teaching in Years 5 and 6. The quality of teaching and learning varies from year to year across the school due to inconsistencies in planning, marking and the use of information from assessment. The school has a scheme of work but it is not used effectively to support teachers' planning, which leads to various inconsistencies. The full range of concepts is taught throughout the school but science topics are not built upon regularly or systematically. Sometimes there are long periods of time between the teaching of a science concept such as forces. Sometimes work is repeated. For example, pupils in Year 1 and Year 4 do very similar work at the same level of understanding on human growth and development. At other times pupils are introduced to science concepts at an inappropriate level which does not match their understanding. For example, pupils in Year 2 are introduced to activities focused on refraction of light in their exploration of prisms.
59. Inconsistencies in planning have an effect on pupils' rates of progress. When children enter Year 1 their knowledge and understanding of the world is satisfactory. Most pupils in Years 1 and 2 make satisfactory progress. They have opportunities to explore and investigate materials

using their senses and to record their observations. For example, in a lesson seen during the inspection pupils observed and sorted seeds. However an examination of the pupils' books shows that they have insufficient practical opportunities to develop investigative skills over time and in particular to carry out fair tests and record measurements in a range of contexts.

60. Pupils' progress in science in the junior part of the school is variable. Teaching in Year 3 is closely related to cross-curricular topics such as houses and homes and science concepts are not clearly identified or developed. Pupils have many opportunities for practical science in Year 4. However, the level of teaching is sometimes not well matched to pupils' understanding. For example, they make detailed labelled drawings of the human skeleton using a vocabulary that is too advanced and investigations are occasionally too strongly directed by the teacher which limits achievement for some pupils. Overall, teaching takes account of and builds upon what pupils already know, so that pupils work with confidence and enthusiasm and make good progress. Pupils make good progress in Years 5 and 6. Teachers have a good understanding of the development of the scientific concepts they teach and of their relevance to everyday life. Clear teaching of scientific terms and constant verbal and visual prompts ensures that pupils are very familiar with the language of science. Pupils have many opportunities to plan and carry out investigations in a range of contexts, to review and improve upon scientific method and to analyse data and explain their findings. This and appropriate end of topic tests based on past papers ensure that pupils achieve well in the national tests in Year 6.
61. The assessment of pupils' work in science is at an early stage of development. All teachers make assessments at the end of each year of the levels at which pupils are working and these are used to track pupils' progress. Teachers' assessments are not always consistent and there are at present no examples of pupils' assessed work for teachers to refer to in order to standardise the judgements they make. Records are passed on to the next teacher and are used to track the progress of individual pupils and to set targets. They are insufficiently detailed to use in planning as they do not refer specifically to pupils' understanding of the science concepts taught, so they cannot be used effectively to plan work that builds on previous teaching. All teachers assess their pupils informally on a daily basis and some use these assessments of pupils' understanding well and adapt their planning and teaching accordingly. The marking of pupils' written work is a weakness throughout the school. All teachers mark pupils' work regularly but comments in pupils' books are mainly related to spelling and presentation. Where teachers refer to the learning objectives identified at the beginning of their lessons comments are often not sufficiently analytical so that pupils do not know what they need to do to improve.
62. The management of science is satisfactory. The subject manager has a good overview of teaching throughout the school and has clear plans to address the weaknesses in the present provision when the subject becomes a focus for whole school development. In the meantime curriculum development is limited because there is no effective system for implementing her recommendations across the school. The manager monitors the taught curriculum retrospectively by checking pupils' written work and matching this to the scheme of work identifying areas of weakness. She is available to support teachers informally in their planning and has recommended appropriate activities for all year groups which reflect the increased emphasis on investigative work. Where teachers have made good use of this support it has been effective in raising standards. This is indicative of good subject leadership. The subject manager carries out a comprehensive analysis of the results of national tests and has identified strengths and weaknesses in teaching but this has not yet been fully effective in raising standards because all teachers across the school have not adapted their planning accordingly.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and by the end of Year 6 standards are above those found in most schools.
- The quality of teaching and learning is good.
- The subject manager leads and manages the subject very well.
- Information and communication technology makes a very good contribution to pupils' learning in other subjects.

Commentary

63. By the end of Year 2 many pupils are achieving well and standards are at least in line with those found nationally. Good achievement continues throughout Years 3 to 6, resulting in levels of skill, knowledge and understanding that exceed those seen nationally. By the end of Year 6, pupils display high levels of confidence and good understanding of the use of computers as a tool to extend their learning in many subjects. Skill levels are high by Year 6, with pupils across the ability range using a wide variety of computer programs very knowledgeably. Current literacy-based work on biased reporting in newspapers by pupils in Year 6 reflects these high standards. Pupils demonstrate good understanding of the features of the Internet and web-sites and explain these features well, using technical vocabulary knowledgeably. Such technical explanation is particularly impressive in the pupils with special educational needs whose responses to questioning show that they have a confidence as high as that of their peers.
64. The actual teaching observed was satisfactory in Year 2 and good in Year 6 and further evidence demonstrates that teaching throughout the school has many good features. Particular strengths are the levels of subject expertise, the planning of a very wide range of learning opportunities and the very good organisation of lessons. These factors contribute to the good learning evident over time. The quality of learning is influenced very positively by pupils' very good concentration levels and ability to work collaboratively with one another. Teachers' good use of resources aids pupils' learning well. For example, the prompt cards that provide step-by-step guidelines for pupils at computers enable them to work with a good degree of independence and understanding. The organisation of learning is a significant strength, for many classes have only two computers and pupils' practical experience has to be fitted around their work in other lessons. The good range of learning opportunities, particularly in Years 3 to 6, is indicative of teachers' good use of time. Those teachers whose classrooms are fitted with ceiling mounted projectors to make whiteboards interactive use this facility well, particularly at the start of a week when pupils' tasks for the week are being explained. In Years 4 to 6, pupils' learning is also influenced positively by their recording of the tasks they have completed, what has been learned and self-assessment of what they need to do to improve. Pupils thus have a good awareness of their own skill development.
65. The subject manager provides very good leadership and management that is promoting rapid subject development through a broad range of actions to support teachers' planning and extend their subject knowledge. As a result, the teachers are constantly working towards raising pupils' standards. Monitoring and evaluating the quality of teaching and the standards being achieved by pupils throughout the school give the subject manager a clear picture of priorities in subject development. These are recorded in a well-structured action plan. The school has invested well in resources and continues to do so - for example, by planning for the leasing of a 14 laptop mobile suite in order to involve far more pupils in ICT learning activities at any one time. The subject manager runs a popular computer club for Year 5 pupils. Their work is of a very high standard and this is exemplified by the exceptional quality of the multi-media presentations on their hobbies. There has been good improvement in the subject since the last inspection due to improved resources, better teaching and higher standards by the end of Year 6. The school benefits from its involvement in local initiatives. These include a project that is evaluating the effectiveness of the interactive whiteboard as a tool for teaching and learning. A further project that is designed to ease the transfer of pupils from primary to secondary schools is the arrangement whereby Year 6 pupils are taught half of a unit of work at the end of their primary schooling and the second half of the unit on arrival at the secondary school.

Information and communication technology across the curriculum

66. This aspect of provision is very good and there is a very broad range of evidence of ICT work related to different subjects in every class. The subject manager has produced a comprehensive overview of all topics throughout the school in which ICT supports pupils' learning and he is currently refining this to ensure that the learning activities in a topic are consolidating the specific skills that pupils should be acquiring at that age. In addition to computer activities, pupils throughout the school are very competent at using a digital camera to record their work. In Year 2, pupils gain first-hand knowledge of how adults use ICT in the workplace by visiting the school office and discussing the use of word processing with staff.

HUMANITIES

67. Too little evidence was gained from the inspection to make secure judgements about provision in **geography**. Pupils were interviewed and two lessons were seen. An interview was held with the subject co-ordinator.
68. By the end of Year 2 and Year 6, pupils' knowledge and understanding are in line with the standards found at these ages in most other schools. Pupils in Year 2 have a sound awareness of the human and natural features of their environment. Pupils are beginning to have opinions about their local town. They know about different types of weather but do not understand how they affect people's lives. Pupils know how to use maps but cannot explain how a key is used. By the end of Year 6, pupils have progressed to having opinions about human changes to the world. This includes pollution, global warming and thinning of the ozone layer. Pupils compare different villages and cities and two places they have visited. They discuss the advantages and disadvantages of out-of-town supermarkets.
69. There was a great difference between the quality of teaching in the two observed lessons, the teaching in one of the lessons being very good and in the other being less than satisfactory. It is not possible to make an overall judgement. Where teaching was very strong, the lesson included all pupils by giving them the knowledge and understanding they needed to learn mapping skills. Consequently, pupils with special educational needs achieved well. A wide variety of very well prepared resources maintained pupils' interest. The teacher skilfully involved pupils in initiating their own ideas for map symbols, which led to tangible enthusiasm to learn. The lesson was characterised by high expectations of pupils' reasoning. The teacher made good links with pupils' work on computers. Where teaching was weak, the atmosphere was not conducive to learning and planning did not meet pupils' needs. Some pupils produced inaccurate answers because the teacher had not checked their understanding.
70. The limited amount of evidence suggests that there has been satisfactory improvement since the last inspection. The subject manager is in the process of assessing pupils' knowledge and understanding in order to refine the curriculum still further should there be any gaps in pupils' learning.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well and standards are higher than in most schools.
- Pupils develop a good understanding of the topics they study.
- Carefully prepared use of eyewitness testimony brings history alive.
- Expectations in different years are inconsistent.

Commentary

71. Improvement since the previous inspection is good in the range and quality of independent research. The way that work is now often presented in the form of books about a particular topic not only allows pupils to follow their own interests as well as cover key information but it also allows them to develop skills such as indexing and citing their sources of evidence.
72. In the one lesson that took place during the inspection, in Year 1, all the pupils, including those with special educational needs, achieved well because their teacher ensured that they knew what they wanted to learn about and were well-prepared to ask their eye witness questions about life 50 years ago. A great deal of the work in Years 1 and 2 uses such eyewitness testimony and this learning from grandparents makes a big impact on the pupils. It also produces some excellent first hand accounts that really involve families in the work of the school and adds significantly to the resources available. Pupils in Years 1 and 2 achieve well and, by the end of Year 2, standards are higher than are seen in many schools. Pupils develop good knowledge and very positive attitudes to the study of the past on the basis of this early work and by Year 4 they explore different aspects of Tudor life in depth, from life on board ship to the relationship between Henry VIII and Sir Thomas More. Pupils talk with enthusiasm about their work and use their knowledge of the past to explain about present day divisions between different faith communities. Their achievement at this point is some way ahead of national expectations but by the end of Year 6 it is back in line with them. This reflects an inconsistency from one year to another and means that, although work in Year 6 is in line with that in other schools, pupils do not go further to develop higher order skills, such as evaluating different sources of evidence about the ancient Egyptians.
73. Leadership of the subject is good because the manager has a clear sense of what skills need to be developed by pupils and has a range of materials to support teachers' understanding of that process. The effectiveness of the subject management is limited, however, because there are no opportunities to go beyond looking at planning, sampling workbooks and talking to pupils in order to monitor teaching and learning in lessons.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above expectations by the end of Year 6.
- The quality of teaching is very good.
- Leadership and management of the subject are good.
- The curriculum covers a good range of work.
- Resources are good.

Commentary

74. By the end of Year 2, pupils' knowledge and understanding are in line with the expectations of the local Agreed Syllabus. This represents satisfactory achievement. They know basic facts about Jesus' life and what he stood for. The more able recount bible stories such as the account of Jesus and Bartemaeus. Pupils understand that bread and wine are important in the Easter story, even if they do not fully grasp their significance. They have a good recall of the internal features of a Christian church and know some of their purposes. Pupils take other faiths seriously and know some of their major festivals. By the end of Year 6, pupils achieve well. They have a detailed knowledge of the events leading up to Easter and speak and write very sensitively about people's feelings at the time. Classes produce books of illustrated writing which show a strong empathy for the joy with which Jesus was welcomed by some on Palm Sunday: for example, "I am going to tell everyone about this special news, so that they all know

about it. I am going to actually say to my family I've seen the great Lord, the one and only, our king called Jesus". Presentation is good and sometimes pupils develop their computer skills through word-processing their work. Pupils' knowledge of other faiths is less secure. Pupils have a good understanding of religious symbolism and eagerly discuss deep religious questions, often asking their own questions. A scrutiny of work and lesson observations showed that pupils with special educational needs learn by making important and valued contributions.

75. The quality of teaching and learning in Years 3 to 6 is very good. No lessons were observed in classes for younger pupils but a scrutiny of work shows good coverage of a broad curriculum, with pupils being expected to think about what they study. Teachers make strong links with personal, social and health education. The work shows that they plan well by linking pupils' learning about feelings to thinking about others. In classes for the older pupils, teaching has several strengths. For example, in a Year 3 lesson about journeys, the teacher developed in pupils a sense of wonder as they learnt about the courage of a young woman in rowing single handed over the Atlantic Ocean. In a Year 6 lesson about friends, the teacher created a respectful atmosphere where the pupils learnt to make very deep comments about concepts such as loyalty and trustworthiness. This reflective thinking was found in the work scrutiny where teachers asked pupils to write an eulogy for themselves: "He was a sensitive person and a great son. He was a good brother and friend and, most important of all, human being".
76. The subject manager leads and manages the subject well. She supports the teachers in their classwork with both advice and good resources such as topic boxes for each religion. In addition, the school welcomes families of other faiths who contribute to the pupils' understanding of their practices and lifestyles. Pupils therefore have access to a variety of sources of information and this includes the Internet.
77. The school has made good improvements since the last inspection. Standards have risen and the quality of teaching has improved in association with improvements in leadership, management, the curriculum and resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Good achievement in Years 3 to 6 is resulting in pupils' standards exceeding those found in other schools.
- Learning activities are integrated well into subjects across the curriculum.
- There is insufficient assessment of pupils' learning.
- The subject manager provides good leadership and management.

Commentary

78. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. This results in standards matching those in most schools by the end of Year 2 and being above typical standards by the end of Year 6. This represents an improvement in standards in the junior part of the school where standards at the last inspection were judged to be satisfactory.
79. The school has a good range of resources which are well used by most teachers and consequently pupils are taught to develop skills and interpret their ideas in a range of media. They work collaboratively and individually in two and three dimensions, although there are

fewer opportunities for them to develop large scale three dimensional pieces. Teachers use a nationally recommended scheme of work to support their planning which ensures that all aspects of the subject are taught and that contexts are appropriate for the age and stage at which pupils are working. Consequently, work planned generally builds on previous teaching and pupils make good progress.

80. The quality of teaching and learning varies between classes and year groups. During the inspection, standards of teaching ranged from satisfactory to very good and were good overall. Good teaching in Year 5 engaged pupils' interest and they brought a range of precious objects from home to use when setting up their own still life group. Many pupils demonstrated their enthusiasm by having practised grouping materials already at home. Clear teaching built upon pupils' ideas and interests and the range of art materials available gave good opportunities for individual choice and interpretation so that work was well differentiated according to ability. There are many examples of the good use of art and design across the curriculum. Historical contexts are used for the very effective three dimensional fabric collage pictures in Year 4, which illustrates the inspirational effect of the wide range of quality materials available. Very good teaching in Year 3 used reggae music to evoke the atmosphere of the Caribbean as pupils developed colour mixing skills and created silhouette pictures in the context of their geography studies. The objectives for the lesson were clearly defined so that pupils were well aware of the success criteria and able to make positive contributions during the plenary evaluation. Pupils study the work of painters and often develop their appreciation of art by working in the style of a famous artist. Creative teaching enables pupils to study works of art in other contexts. For example, in a well planned religious education lesson, pupils in Year 4 discussed what Jesus was like as a person by looking at a range of famous paintings.
81. The assessment of pupils' work is underdeveloped across the school. Some teachers are developing pupils' skills in self and peer assessment but in other lessons pupils are not told the criteria for success and consequently are unaware of what they need to do to improve. For example, during a lesson in Year 2, planning focused on what pupils were to do rather than on what they were to learn. Here useful assessment records were not available and teaching opportunities were lost because the focus of the lesson was to identify pupils' skills in order to teach them effectively.
82. The leadership and management of art and design are good. The subject manager monitors teaching and is maintaining a photographic record of work completed. She supports teachers in their planning, monitors teaching and replenishes the stock of resources. Good use is made of outside agencies to increase teachers' skills and recently a teaching workshop introduced the paper laminate technique which teachers used to good effect in three dimensional chair designs and alien sculptures. Currently teachers are collecting samples of pupils' work to discuss and assess in order to demonstrate progression and standardise assessments.

Design and technology

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

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6.
- Pupils experience a good breadth of learning opportunities.
- Leadership and management are good.
- There is insufficient assessment of pupils' learning.

Commentary

83. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. Standards are in line with those expected by the end of Year 2 and above national expectations by the time pupils reach Year 6. This differs slightly from the judgements of the last inspection where standards for the majority of pupils were above those nationally.
84. Teachers use a nationally recommended scheme of work when planning and this is effective in ensuring that all aspects of the subject are taught and that pupils have regular opportunities to work with a range of materials including textiles, food and resistant materials. Facilities for teaching are adequate and teachers make suitable additional arrangements for the teaching of food technology paying appropriate attention to safety and hygiene. Resources for the teaching of textiles and for working with resistant materials are good, giving the pupils ample opportunity for individuality in the interpretation of their designs. For example, the good quality money containers made by junior pupils were of different shapes, and had different internal designs. They were made of a variety of materials and fastened by press studs or Velcro.
85. Teachers have adapted the scheme of work creatively to take account of pupils' learning and experiences in other areas of the curriculum. For example, pupils in Year 5 now do the unit on shelters following their residential visit to Hook Court when they make large scale outdoor shelters. Year 6 pupils adapted their unit on slippers and pupils now enjoy evaluating toys and then designing and making simple toys of their own. Pupils have many opportunities in design and technology to apply skills learned in other subjects. For example, they weigh food ingredients, measure construction materials, write clear chronological accounts of how they made a moving model using a cam, draw and label designs and apply their knowledge of circuits to make a range of switches for their burglar alarms.
86. The leadership and management of design and technology are good. The subject manager monitors the taught curriculum and keeps a record of teachers' planning and the time allocated to each topic. She supports change; for example, the Year 6 project now incorporates computer control into the unit on vehicles. She also initiates development and has raised awareness of design and technology across the school, for example by arranging the successful whole school technology day that was supported by Portsmouth University. She checks teachers' planning to ensure progression in relation to materials used and is currently working on the development of skills and tracking progression in this aspect of teaching across the school. The manager periodically attends training days and introduces new developments such as a strategy for assessing pupils' work. This is intended to help in identifying those pupils who achieve particularly well and those who need extra support but teachers' comments on assessment sheets, such as "excellent design" and "poor execution of ideas", are not specific enough for teachers to build upon when planning subsequent work.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The subject manager leads by example through the excellence of her teaching.
- Pupils experience a rich variety of musical experiences and learning opportunities.
- Pupils' achievement is good and standards are higher than those typically seen.

Commentary

87. The good provision at the time of the last inspection has been maintained and music continues to play an important part in the life of the school. A part-time teacher leads and manages the subject very well, giving much of her time to ensuring that the curriculum is broad, well planned and successfully taught. The inspirational quality of her own teaching was observed with pupils in Year 2 and Year 6. In both lessons, the qualities of teaching and learning were excellent and were a major factor contributing to pupils' standards being higher than is typical at these ages.

In the case of Year 2 pupils, the high quality of their learning was characterised by their excellent concentration, for example, when following the teacher's actions for ostinato patterns, their successful performance of complex rhythmic patterns, very tuneful singing and, above all, their obvious enjoyment of all that they did. These were the products of very skilful teaching that challenged pupils to perform difficult tasks well, with an ever-present emphasis on improvement, by providing the guidance and experiences that enabled this improvement to be achieved. Pupils of all abilities, including those with special educational needs, achieved very well in the course of a lesson, with their learning about music and their performance skills advancing significantly. Pupils in Year 6 showed similar types of response in the second of a series of lessons leading to an end-of-term musical performance. The good quality of pupils' singing owed much to the technical guidance provided by the teacher. In pairs and small and large groups, pupils' confidence grew as they experimented with 'sound conversations' and performed exercises to aid posture, breathing and voice control. At all times, the teacher explained the purpose of a learning activity and this developed pupils' technical knowledge very successfully. At the start of the lesson, many pupils admitted to a lack of confidence in their own singing ability. By the end, three quarters of the class were volunteering to sing a solo part in the lesson's final song.

88. In other year groups there is good evidence of standards being consistently higher than usual in tape and video recordings of singing and instrumental performance and, in the case of pupils in Year 5, in a comprehensive folder of learning activities that develop knowledge and appreciation of the work of many composers. The teaching and learning observed in Year 5 were good. This provided pupils with a well-planned progression of learning activities leading to pupils matching notation to the rhythmic patterns being performed by their classmates, composing their own patterns and, finally, showing obvious enjoyment as they listened to an example of skat singing. The latter typifies the good breadth of learning opportunities that extends into extra-curricular activities such as recorder and steel pan groups as well as instrumental tuition. Provision for those pupils identified as gifted is well planned, for example by including opportunities to attend classical concerts and by using such pupils as accompanists in assemblies.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject manager provides good leadership.
- The school is strongly committed to local initiatives for the development of school sport and physical education.
- Teaching is satisfactory overall but teachers' levels of subject knowledge range from very good to unsatisfactory.
- There is insufficient emphasis in lessons on the health-related benefits of exercise.

Commentary

89. The subject manager, although comparatively new to the role, leads the subject well. This good leadership is an effective source of support and guidance for colleagues but overall management of the subject is satisfactory due to the lack of opportunities for the observation of teaching and learning across the school. Such observation is carried out by the headteacher and plans for the subject manager to develop her own skills of lesson observation, for example, by working alongside the headteacher to carry out joint observations, have been slow to materialise. Physical education is a key priority in the school's current development plan and the subject manager's extensive action plan identifies appropriate targets and strategies for achieving the main aim of raising pupils' standards. These standards reflect satisfactory achievement and are currently typical of those seen in other schools at most ages although

there is a significant proportion of talented pupils in the present Year 4 and Year 6 that make the standards for these year groups above those usually seen. This is most evident in the good control, co-ordination and overall technical ability that the pupils show in games skills.

90. A major initiative that has the school's full support is the local sports alliance that co-ordinates sport and physical education in a group of primary schools and a secondary school. This is a source of teacher training as well as a promotion of links with community sports providers. Teachers and pupils are starting to benefit from this initiative and its focus on developing teachers' expertise in the areas of dance and gymnastics. Teaching and learning are currently satisfactory overall although the subject manager's very good teaching of Year 6 pupils is an exemplary model for colleagues in many ways. She dresses appropriately, one of only two teachers seen to do so. Her lessons have well-structured periods of warming up and cooling down whereas this is not a consistent feature in other classes. There is generally insufficient emphasis on the principles of health-related exercise either in teachers' questioning or in pupils' activity or understanding. However, some of these essential features were present in the good teaching seen in a Year 2 movement lesson. Here, pupils' learning was also good because they had frequent opportunities to observe one another and were encouraged to evaluate performance in a positive way that emphasised what was good about what was seen. The teacher's good observational skills identified what pupils needed to do to improve and, through appropriate guidance, they were helped to improve their performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

91. The policy provides a sound basis for covering the expected curriculum. The scheme of work covers all important health matters and prepares pupils to be good citizens. Teachers discuss personal feelings with pupils as part of their religious education, to which pupils respond sensibly. In addition to specific lessons, teachers find many opportunities in the school day to develop pupils socially, such as working in pairs and groups on scientific investigations. Pupils contribute to establishing rules to help everyone to live together safely and happily. Lunchtime supervisors support them by expecting considerate behaviour. Pupils vote for their representatives on the school council as part of learning about democracy. By raising points for discussion, they make their voice heard through their fellow pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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	2
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

