

INSPECTION REPORT

WIMBORNE JUNIOR SCHOOL

Southsea

LEA area: Portsmouth

Unique reference number: 116217

Headteacher: Mr James Ridge

Lead inspector: Dr Colin Lee

Dates of inspection: 21st - 23rd June 2004

Inspection number: 258447

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	330
School address:	Wimborne Road Southsea Hampshire
Postcode:	PO4 8DE
Telephone number:	(023) 9273 3784
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Kenneth Dobson
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Wimborne Junior is a larger-than-average primary school with 330 pupils on roll. The majority of pupils are of white British heritage with six per cent from minority ethnic groups. Fourteen pupils have English as an additional language, the main first languages being Arabic, Bengali or Mandarin. Two of these pupils are at an early stage of English language acquisition. 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. Thirteen per cent of the pupils have special educational needs, which is below average. Eight pupils have statements of special educational need and this represents an above average proportion for schools of this size. The special needs cover a spectrum of general and specific learning difficulties, with a significant number having social, emotional and behavioural difficulties. Attainment on entry is average overall. Pupils are taught in three 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 in 2001 and the Investors in People Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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23721	Dr H Gibson	Team inspector	Mathematics Religious education Personal, social and health education
22685	Mrs N Moss	Team inspector	English Geography History
22704	Mr G Williams	Team inspector	Information and communication technology Art and design Design and technology English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wimborne Junior School is an effective, well-led school that provides a **good quality of education** and good pastoral care for all pupils. It is a school that provides good value for money. By the end of Year 6, pupils' standards are above average in several subjects and their personal development is good. Overall, this is good achievement in relation to their past attainment.

The school's main strengths and weaknesses are:

- Pupils' good achievement in Year 6 results in standards that are above average in reading, science, information and communication technology, geography and music.
- Standards of writing are improving but not yet matching national averages.
- Good leadership and management by senior staff and governors are having a good impact on school improvement.
- Good provision for pupils' moral and social development leads to attitudes and behaviour that are good overall.
- Teaching and learning are good overall but that in Years 3 and 6 has especially good impact on pupils' achievement.
- In relation to their past attainment, achievement by higher attaining pupils is not consistently high enough across all classes and in all subjects.
- Some subject leaders do not have sufficient opportunities to monitor or evaluate pupils' standards or the quality of teaching.
- A broad, rich curriculum is provided.
- There is a good partnership with parents and carers and good links have been established with the community and with other schools.

The school was previously inspected in April 1998. The main weaknesses identified at that time have been rectified, with the overall quality of teaching having improved and all statutory requirements now being implemented. Since the last inspection, the school has experienced several changes in leadership and it has seen a significant rise in the number of pupils with statements of educational need, mostly relating to behavioural difficulties. These factors initially slowed school improvement but, with permanent, good leadership now in place and staff successfully trained to meet pupils' individual needs, the school is showing a satisfactory improvement in its effectiveness since the last inspection.

STANDARDS ACHIEVED

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

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

Achievement is **good** overall. Results in national tests over time show very good improvement in science, good progress in mathematics, but a decline in English, due to lower standards in writing. In 2003, pupils failed to reach the very challenging targets that had been set for them in the tests. The targets for current Year 6 pupils were even more challenging. The recently-announced 2004 test results show all round improvement and reflect the good teaching that pupils receive in Year 6. Standards seen in the inspection are average overall in English, with standards in reading being above average and those in writing improving, though not yet high enough. Standards are above

average in science, geography, information and communication technology (ICT) and music. Standards are average in mathematics, art and design, design and technology, history, physical education and religious education. Pupils with special educational needs achieve well, as do pupils with English as an additional language. 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. The progress of higher attaining pupils is satisfactory overall but attention to their needs varies between classes.

The quality of pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes and behaviour are **good**. Attendance rates are **above average** and punctuality is **good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**, reflecting **good** teaching by teachers and teaching assistants. The quality of pupils' learning is **good** and they experience a **good breadth of learning opportunities** across the curriculum. Opportunities for learning outside the school day are **very good**.

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

LEADERSHIP AND MANAGEMENT

Leadership and management are good 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, there is insufficient monitoring of the quality of teaching by some subject co-ordinators. Governance is good and the very well-led governing body ensures that all statutory requirements are being met. Management is good overall. Financial management is good and administrative staff, as well as providing a very welcoming first contact for visitors to the school, also make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are particularly pleased with their children's progress, the quality of the teaching and the fact that children are expected to work hard. They have a high level of respect for 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:

- Establish clearly defined strategies that enable subject co-ordinators to monitor and evaluate pupils' standards and the quality of teaching.
- Further develop the standard of pupils' writing skills and the opportunities for them to produce longer pieces of writing.
- Ensure greater consistency in the provision of appropriate learning activities for higher attaining pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is **good** overall, being especially good in Years 3 and 6 and satisfactory in Years 4 and 5. Pupils enter Year 3 with average standards but, by the end of Year 6, standards have risen to above average levels in several subjects.

Main strengths and weaknesses

- Good achievement in Year 6 leads to standards being above average by the end of the year in reading, science, ICT, geography and music.
- Standards of writing are improving but do not yet match national averages.
- In relation to their past attainment, achievement by higher attaining pupils is not consistently high enough.

Commentary

1. The attainment on entry of the majority of children who start in Year 3 is average overall. The school's thorough tracking of pupils' progress indicates that their annual improvement varies considerably both between years and between classes in each year. This is confirmed by inspection findings which show achievement in a year currently to be highest in Years 3 and 6, where it is good, but only satisfactory in Years 4 and 5. However, the overall achievement of pupils between Years 3 and 6 is judged good. Where pupils with special educational needs are concerned, in comparison with their past attainment, their achievement is good. The same is true of the small number of pupils with English as an additional language. The achievement of higher attaining pupils is satisfactory overall but there are some inconsistencies between teachers and between subjects in the extent to which learning activities are planned with these pupils' specific needs in mind.
2. The results in the national tests at the end of Year 6 show varying trends over time between the subjects. Whilst results in mathematics and science have improved, English results have fallen. The 2003 tests are the latest for which national data is available. In the individual subjects, English results were close, to but nevertheless below, the average for all schools, mathematics results were average and science results above average. Compared with the results in other schools where Year 6 pupils had similar results when they took the Year 2 national tests, the comparisons were the same as with all schools. Too few pupils have been achieving the higher-than-expected Level 5 in English and this brings overall results below the average in other schools. The school makes well-informed predictions of the standards that pupils are likely to achieve in national tests at the end of Year 6. This is done on the basis of performance in tests taken at the end of each year from Year 3 to 5. There is a widening gap between what the school predicts and the targets agreed by the governing body and the local education authority. Such targets are very challenging and not achievable while too few pupils gain Level 5. In 2003, the targets were not achieved. The recently-announced 2004 test results show a general improvement, particularly in the percentage achieving Level 4 in writing, but, again, targets were not met.

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

Standards in:	School results	National results
English	26.2 (26.4)	26.8 (27.0)
mathematics	26.7 (26.4)	26.8 (26.7)
science	29.6 (29.9)	28.6 (28.3)

There were 82 pupils in the year group. Figures in brackets are for the previous year.

3. Following the 2003 results, the school analysed the data thoroughly and introduced measures to improve areas seen to be weak. These were writing generally, but particularly that of boys, and girls' performance in mathematics. These priorities have been addressed successfully, with gender differences gradually being removed and the standard of writing improving by the end of Year 6. Overall, the standards of the pupils now in Year 6 are average in English and mathematics and above average in science. Within English, reading is a strength and standards are above average. Pupils' speaking and listening skills are average but writing, although improving, does not yet match average levels due to weaknesses in basic skills such as spelling and punctuation. Interestingly, while there are generally too few opportunities for pupils to produce written work of significant length, the best quality writing is often being produced in subjects such as history, geography and science rather than in English lessons. This is often because pupils of average and above average ability are being stretched by the need to carry out additional research that, when incorporated in their writing, produces extended work of a good standard.
4. Consistently good teaching in Year 6 means that the pupils make particularly good progress in the year and exceed the predictions based on past performance. Additionally, teachers have had to overcome the negative effect of some of the particular characteristics of this year group, notably the higher proportion of pupils with special educational needs than in other year groups. Within this group is a significant minority who have a very high level of need relating to emotional and behavioural difficulties. The challenge for teachers is compounded by the fact that there is no external funding for in-school support for some of these pupils. Teachers have met this challenge very successfully and the result is good achievement by pupils in Year 6 that is having a positive impact on levels of attainment compared with where they were at the start of this school year. Standards exceed those found in most schools in information and communication technology, geography and music. Standards match expected levels in art and design, design and technology, history, physical education and religious education. These standards are below those found at the time of the last inspection in art and design, design and technology, history and religious education. In contrast, standards in science and geography have improved.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school and their learning are **good**. Behaviour is **good** and personal qualities are developed well. Attendance and punctuality are good. Provision for the pupils' moral and social development is **good**, while that for their spiritual and cultural development is **satisfactory**.

Main strengths and weaknesses

- Pupils show a strong willingness to be enterprising and take responsibility.
- Pupils' confidence and self-esteem reflect their positive attitudes.
- The school works hard to encourage good attendance by pupils.
- Attendance rates are above average.

Commentary

5. There is a happy and purposeful atmosphere in the school. Children are polite, listen attentively and have good attitudes towards their learning. They respond with real enthusiasm in their work across most areas of the curriculum. For example, in a Year 4 history lesson on the Tudors, pupils were eager to share their information with others. This led to lively discussions that reflected interest and enjoyment of learning. The pupils have self-confidence and self-esteem because the school involves them in decision-making and provides well for their personal, social and health education. Pupils from minority ethnic groups and those learning English as an additional language, as well as those with special educational needs, show the same positive attitudes to school as their classmates. The pupils take responsibility seriously by running a very effective School Council and their own Class Councils. Other responsibilities, such as the distribution of play equipment at lunchtimes and acting as

librarians, are carried out diligently. They have contributed to the class and school rules, for example, suggesting the implementation of after-school detentions, and they have presented their ideas about such sanctions at a meeting with parents. The School Council recently raised £3,000 for the school and for charity by being solely responsible for instigating and organising a sponsored walk and other fund-raising activities.

6. Behaviour is usually good during lessons, when pupils move through the school, in clubs and in and around the dining room at lunch time. Parents have expressed some concerns about the inappropriate behaviour of a minority of pupils. In discussion and through the questionnaire that they completed prior to the inspection, the pupils themselves report that the behaviour of a minority is not good enough, especially at lunchtimes. Although no examples of the reported misbehaviour or disrespect were observed by inspectors, the cramped conditions for pupils' recreation put pressure on relationships because there is not enough space for pupils to be suitably distanced from other pupils when they engage in individual or small group play activities. The pupils themselves say that other pupils are, on the whole, friendly. Incidents of bullying or racism are comparatively rare and, if they do occur, pupils agree that the school's handling of such incidents is prompt and effective.
7. Pupils' moral and social development is good. In assemblies and in lessons, children refine successfully their understanding of right and wrong, they learn to appreciate the feelings and values of others and to respect individual differences. Spiritual development is fostered when children are helped to appreciate the world around them and when they become totally engrossed in lessons such as music; however, this is an area that has deteriorated since the last inspection and is now only satisfactory. Social skills are developed effectively as children learn to work collaboratively, to take responsibility for daily tasks and to participate in the democratic processes of the school council. Residential trips for older children give valuable experiences of community life away from home, while the school's good programme of support for charities leads to an appreciation of social responsibilities in the wider world. The cultural provision is satisfactory but is not tapping into the range of opportunities within the school itself to explore, for example, the first hand experiences of some of its pupils. There is generally insufficient attention in teachers' planning to how learning activities will contribute to pupils' spiritual, moral, social or cultural development.

Attendance

8. Good attendance and punctuality are strongly promoted by the school. The school has tried hard to deter some parents from taking family holidays during term time. This has had a positive effect on attendance rates, which are now above the national average and continuing to improve. Pupils' punctuality is good and there is very little late-coming.

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 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

- Two examples of excellent teaching raised pupils' standards significantly above what could normally be expected.
- The very detailed collaborative planning by teachers in Years 3 and 6 has a good impact on pupils' achievement.
- Good day-to-day assessment is used well to plan the next stage in most pupils' learning although planning to meet the needs of higher attaining pupils varies in quality.
- Teaching assistants are used very well to support the learning of the pupils with whom they work.

Commentary

9. The quality of teaching and learning is good overall but shows some variation between year groups. A consistently high quality is evident in Years 3 and 6. Indeed, all teaching and learning observed in Year 3 was good or better with half the lessons being very good and one excellent. The excellence of the Year 3 music lesson was matched by the teaching and learning in a Year 4 mathematics lesson. Both shared the characteristics of teachers' very high levels of subject expertise and a passionate enthusiasm for the subject that captured pupils' attentions and imaginations. Learning activities were stimulating, challenging and promoted at least good achievement by all pupils. In the case of mathematics, the Year 4 pupils were in the lowest ability group yet were achieving expected standards for their age by the end of the lesson. The Year 3 pupils were taken to exceptional musical standards in their performance, with the teacher recognising that their xylophone playing was very special as he introduced more and more complex demands while pupils were in the middle of performing and the pupils responded as one to the changes being asked of them.
10. In each year group, the three teachers meet for weekly planning sessions. The effectiveness of teaching and learning is influenced by the thoroughness of this planning. The higher quality of teaching in Years 3 and 6 reflects the detail of teachers' planning for all subjects and the attention paid to the needs of groups of pupils of different abilities. This means that work planned for pupils with special educational needs is closely matched to the specific targets in the pupils' individual education plans. It also means that the higher attaining pupils are presented with challenges that extend their learning very effectively. In contrast, higher attaining pupils in other year groups are sometimes required to complete the same tasks as average ability pupils before moving on to an extension of the task. The initial tasks are often not needed, or teachers are simply expecting that the more able will, for example, write at greater length or complete more worksheets, and there is insufficient planning of different tasks for the higher attainers to really develop their knowledge and understanding. This inconsistency in provision for higher attaining pupils is most evident in the teaching of English.
11. Despite some inconsistency in the quality of provision for pupils of different abilities, the overall quality of pupils' learning is good. A good feature of all lessons is the teachers' explanations of the learning objective of the lesson. Pupils are totally familiar with this term and it is often referred to in teachers' marking of work and by the pupils themselves in their self-assessment of their learning. Additionally, each lesson includes a written statement on class whiteboards of the criteria that teachers are using to assess whether pupils are achieving the objective. These strategies are part of the current whole-school priority of raising the quality of teachers' assessment of pupils' learning, with the emphasis on ongoing assessment on a lesson-by-lesson basis rather than just at the end of a project or unit of work. This is resulting in a good quality of feedback to pupils that, in the best examples, provides far more than confirmation of correctness or a good effort and informs the pupils of what can be done to improve their work or sets further questions or task suggestions to extend the pupils'

learning still further. The marking of science in Year 6 exemplifies this constructive approach when, for example, each of the separate sections of a pupil's written report of an investigation is annotated with a written comment by the teacher.

12. The very good assessment procedures now in place owe much to the hard work of the assessment co-ordinator and his leadership of staff towards the effective implementation of a detailed assessment policy. By integrating the information from assessment into the planning process, teachers in Year 6 in particular demonstrate the usefulness of this information in planning the next stage of learning for groups of pupils of different abilities. As indicated earlier, there remain situations in some classes where the needs of the higher attaining pupils are not considered sufficiently in this process. Because the school is placing so much emphasis on reaching its target percentage of pupils who achieve Level 4, there is insufficient drive to raise the percentage at Level 5 in English and mathematics. The school has not learned from its own success in science, where there has been a determination by the subject leader to increase the number of pupils working confidently at Level 5. The fact that increasing numbers of pupils are working at this higher level has served to demonstrate, to all pupils, what is possible and this has motivated all, with a knock-on effect of raising the percentage at Level 4.

13. The good co-ordination of provision for pupils with special educational needs (SEN) includes a weekly briefing of all teaching assistants by the SEN co-ordinator. This combines an element of training with an ongoing review of the progress being made by the pupils. This results in a well-informed group of teaching assistants, who demonstrate detailed knowledge of pupils' needs, good communication skills and very good relationships with the pupils and their class teachers. A thorough briefing by class teachers, emphasising learning objectives and assessment criteria, prepares teaching assistants well for their support of the pupils. In response to immediate needs, work with small groups occurs in the classroom or for short periods away from the rest of the class. Any withdrawal of groups or individuals for extra literacy work follows a variable timetable so that pupils are not missing parts of the same subject lesson each week. Lack of suitable teaching spaces requires some of this work to take place in corridors, which is unsatisfactory but unavoidable. Teachers are particularly aware of pupils with English as an additional language and, as a result, they ensure, at the planning stage, that learning activities are matched well to the pupils' abilities and needs. Teachers and teaching assistants make helpful notes on pupils' progress. In the case of the few pupils receiving specialist support, there is very good liaison between class teachers and the visiting specialist who, although only in school for one morning a week, provides a plan of appropriate activities and support for the week.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	10 (22%)	19 (42%)	14 (31%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

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

Main strengths and weaknesses

- The provision of a broad and balanced curriculum provides a good range of interesting learning opportunities.
- Good planning and clear curriculum guidelines provide a well-structured progression in pupils' learning.
- There is very good provision for learning opportunities outside the school day.

- There are good specialist rooms for music, ICT and library but outside facilities are limited by a lack of space and the rooms for learning support are very limited.
- Good resources for learning are used well by teachers.
- Provision for pupils with special educational needs is good.
- There is good provision for personal, social and health education.
- Planning for cross-curricular links need greater co-ordination to ensure coverage.
- Planning to support the learning of higher achievers could be further developed in English and in mathematics.

Commentary

14. The school has been successful in maintaining a good curriculum since the last inspection. It is not static, however, but a curriculum that is regularly reviewed, changed and developed. It is one that is supported very well with good schemes of work and long and medium-term planning. Year groups are good at planning collaboratively, especially in Years 3 and 6. What planning might do better, however, is co-ordinate how aspects of the curriculum that link across subject boundaries are combined to ensure that all opportunities for pupils' learning are fully exploited. There are good links with both feeder and secondary schools, with some innovative ties between classes having been developed in respect of reading activities with the infant school and of physical education with the secondary school.
15. The curriculum provides well for pupils with special educational needs. This is because of good co-ordination, the high quality of support by teaching assistants in lessons and because these pupils are clearly identified and provided with appropriate individual plans to help them progress. Provision is no better than good, however, because of limited funding, lack of accommodation for support outside of classes and because some pupils who are not progressing sufficiently well in mathematics do not have explicit targets for their learning on their individual education plans.
16. There is a good programme for personal, social and health education with detailed guidelines that guide teachers' work well. It includes a good programme for sex education that is taught by a visiting nurse. It is, however, a recently devised part of the school curriculum and is still in the process of becoming embedded in teachers' classroom practice. The school acknowledges this and is looking at strategies for improvement.
17. There is a good range of visitors to the school, including past pupils, former World War II evacuees and theatre groups. The school values 'first hand experience' and so pupils are expected to visit localities, such as Wickham Village, as part of a Year 3 geography study and Little Canada in Year 6 as part of a residential trip. As in the last inspection, there is still provision of a very good range of opportunities for pupils to join in extra-curricular activities outside the school day, including football, sewing, stamp collecting, the pom-pom club, drama, angling, sport and music clubs.
18. Accommodation for learning in respect of specialist rooms for teaching ICT, music and library skills is good. The well-stocked spacious library is used well and a part-time librarian liaises well with class teachers so that lessons in subjects such as history and science provide good opportunities for the practice of research skills. Accommodation for outdoor activities is, however, very restricted and this has an adverse effect on the provision for physical education. Internally, the school lacks meeting rooms and much of the support work with pupils who need extra tuition outside their classes has to take place in corridors. Overall, accommodation is therefore merely satisfactory. Resources for learning are good, sufficient in number and readily available for teachers to use. The good use of these resources is another factor in the provision of stimulating learning activities for pupils across the curriculum.

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

- There is good provision for pupils' care, welfare and guidance.
- Pupils are involved with the school as it is very good at seeking, acting on and valuing their views.

Commentary

19. The formal policies and practices relating to health and safety and child protection are well considered and properly carried out. Formal written risk assessments are carried out on the premises, equipment and school trips. The school, parents and other agencies work together effectively. Good maintenance ensures the building and equipment are kept in a clean and safe condition. Pupils told inspectors how happy they were in the school and it was evident that they appreciate the good levels of care and support that they receive.
20. Pupils feel they are able to go to most members of staff and discuss any concerns or worries that they might have. Teachers and other staff know the children very well and recognise their needs. They act quickly if a child is unhappy or under pressure and are particularly careful to ensure new arrivals are helped to settle in. Those children with special educational needs are very well supported by individual teaching assistants and enjoy very trusting relationships. Staff have a very good understanding of children's achievements and their development is based on comprehensive, ongoing assessment procedures.
21. The School Council, consisting of children from all year groups, has discussions with the headteacher on school issues. This has resulted in reviewing class rules and the implementation of after-school detentions. Matters raised by the Council have been of concern to all members, young and old alike. All are good at articulating the views of their classmates that, in turn, are debated in class councils. Pupils believe that their views matter and that they are valued.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The provision for parents of information about the school and about pupils' standards and progress is very good.
- Parents' views are sought at regular intervals.
- Parents make a good contribution to their children's learning both at home and in school.
- Good links with other schools help pupils to transfer smoothly from one stage of education to the next.

Commentary

22. The school makes a very good effort to involve parents and to inform them about their children's standards and progress. There is comprehensive curriculum information accompanied by school and parent-teacher newsletters. The end of year academic reports that parents receive about their child's progress are of a high quality. Attainment levels, what a child can and cannot do and targets to aim for are clearly outlined. Parents appreciate the

opportunity to discuss their child's progress with teachers on a weekly basis in the recently-established 'drop in' session on a Wednesday after school.

23. Concerns or complaints that parents may have are dealt with very effectively. Parents are proud of the school and its achievements. They show strong support and many of them participate in its life and work. The friends and parents' association is now well supported and raises funds for school resources, such as the new school gates.
24. There is a comprehensive sharing of information about children, their play, learning and behaviour and how they can be supported at home. Staff work very closely with parents to meet the educational needs of their children. Parents respond by making a good contribution to their children's learning. A number come into school to help with projects and listen to pupils read. The introduction of Family Learning sessions for Literacy, Numeracy, ICT and Special Educational Needs has been welcomed and supported by parents as these sessions enable them to support their children's learning still further. The school's lead status in Family Learning strongly supports the Portsmouth Primary Strategy for Adult Education.
25. The good links that exist with other schools are the basis of smooth induction for pupils joining the school and of a well-planned transfer to secondary education. The school now shares some of its training with the neighbouring infant school and this has helped to develop closer relationships between teachers and increased continuity in pupils' education. Towards the end of the summer term prior to transferring to the school, Year 2 pupils are given guided tours by the pupils in Year 3. The infant pupils enjoy this because they are with someone whom they know and the Year 3 pupils respond admirably to the responsibility. There are similarly good links with the other feeder primary school and the secondary school. Transfer to the latter is helped by pupils starting to visit the secondary school in Year 5 and by means of a range of curriculum initiatives, for example, in art and design and physical education, which help Year 6 pupils to familiarise themselves with both the secondary site and some of the teachers.
26. There are strong community links with local residents and shopkeepers, who are encouraged to support school events. The school is playing an increasingly important role in the local community with several organisations using the school's facilities after hours. The effectiveness of the school's role within the community owes much to the hard work of the teacher responsible for co-ordinating community links.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads the school well, with professionalism and the firm goal of raising standards in all areas. He is aided in this commitment by a good team of leaders. Management is equally **good** and this accounts for the good quality of education, the strong ethos and the effectiveness of the school. The governing body is also **good**.

Main strengths and weaknesses

- The headteacher's purposeful leadership since his permanent appointment has enabled the school to improve standards and to plan for the school to move forward in many areas.
- The deputy headteacher's drive and vision are key factors in the good leadership and management of the school.
- The senior management team and subject co-ordinators create a motivated atmosphere throughout the school which is reflected in the encouragement they offer to both pupils and staff and the building of effective teaching teams.
- Some subject co-ordinators do not have sufficient time to monitor the quality of teaching in their subjects.
- Long-term planning is good and is designed to ensure consistent development and improvement.

- The school has developed good systems for ensuring good teaching and for using school data for pupils' benefit.
- Finances are well used, ensuring that the school makes the most of its available money.
- The well-led governing body are secure in their detailed knowledge of the school, evaluate its strengths and weaknesses well and provide vision and direction to its work.

Commentary

27. The headteacher has worked very hard since his appointment was made permanent to help the school to evolve and improve standards, and to plan for the school to move forward. He provides good clarity of direction for the school and has clearly inspired other staff to share his aspirations. He works with drive and determination and has the confidence in his staff to delegate responsibilities, so that he and the senior management team work alongside each other in a collegiate manner. He shows determination in seeking ways to meet his aims of ensuring that all pupils receive a high quality of education in all areas. He has been successful in giving the school direction after the problems caused by many changes in the past few years. He consults and communicates well with staff, parents and pupils and knows them and their needs very well. He is strongly supported by a very effective deputy headteacher.
28. The senior management team's wide range of skills is deployed to good effect. The whole team work well together through their mutual motivation and shared desire to continue to improve the quality of education. The result of this good teamwork is a shared sense of ownership of the management of the school, encouraged by the headteacher, through which all staff feel valued and have their part to play in the school's development. They ensure that pupils receive the benefit of the management's provision for good teaching and learning for all abilities and for a strong and relevant curriculum. The happy, interested and motivated atmosphere of the school is directly attributable to the headteacher and his team. Many subject co-ordinators also fulfil their roles well, offering help and guidance to ensure that teachers are fully confident in teaching their subjects, leading to good learning by the pupils. However, not all co-ordinators are able to monitor and share good practice in the teaching of their subjects as the current arrangements for providing time for co-ordinators to carry out their responsibilities are unsuccessful.
29. The school improvement plan is a good, clear document, based on the priorities raised by standards achieved in tests and a clear vision for improvement and for further development. The current plan addresses all priorities in detail, ready to move the school further forward in the next academic year. It is systematic, relevant and clearly demonstrates a desire for the school to continue to improve with consistency. The plan covers standards throughout all curriculum subjects, as well as important aspects of assessment, pupils' welfare and self-esteem. It includes many opportunities for out of school activities, as well as good provision for the moral, social and cultural development of the pupils and for the teaching of citizenship.
30. The determination of the school to continue to raise achievement is evident in the good systems the headteacher has put in place, together with the senior management team, to check regularly and rigorously on the quality of teaching and learning and to evaluate the success of the school's daily work and the use of new initiatives. In addition, a careful analysis is made of the results of tests at all levels in order to track individual pupils' progress and introduce appropriate measures to ensure that all pupils reach their full potential. These systems are new, but are already having a clear effect on pupils' achievement.
31. Under the leadership of an extremely knowledgeable and able Chairperson, governors are able to commit themselves whole-heartedly and with confidence to aiding with the development of the school. Governance is good, partly because of the way it is led with vision and experience by the Chair and partly because of the trust governors put in the headteacher's judgement and suggestions, so that they are very willing to help to achieve them. The governing body ensures that all statutory requirements are being met and carry out their statutory duties very well, particularly in their insistence on good provision for the

inclusion of pupils with special educational needs. Many governors visit the school regularly, help in its activities and understand the impact of initiatives and outcomes. Most are secure in their ability to evaluate the school's progress and to understand its strengths and weaknesses. This, in turn, makes it possible for them to act as a truly critical friend to the school and provides further evidence of the teamwork which has built up within the school, based on a shared vision for its future.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	885,506	Balance from previous year	20,120
Total expenditure	893,572	Balance carried forward to the next year	12,054
Expenditure per pupil	2,620		

32. Rigorous monitoring of expenditure by the Management Committee of the Governing Body ensures that funds are directed to areas of most need and that there are very good links between school development planning and spending. One example is the sharp rise in the number of pupils with significant special needs relating to behavioural difficulties. In the absence of additional funding for these pupils, the school allocates some of its own funds to meeting the need for support staff and staff training. This ensures that staff are well equipped to meet these pupils' needs and the pupils themselves are fully included in all aspects of school life. End-of-year balances being carried forward to the next financial year are appropriate and reflect very good financial planning and management. Priorities for the next year are firmly established and a planned reduction in staff costs should ensure a balanced budget.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are good.
- Pupils' skills in speaking and listening and in writing are weaker than in reading.
- Writing, throughout the school, is often weak in punctuation, spelling and grammar and the amount of extended writing is not always enough to extend the higher attaining pupils.
- Teaching has many good features, thus improving learning.
- Assessment data is not yet sufficiently used to ensure that work for all pupils, especially the higher attainers, is challenging and suited to their needs.
- The subject contributes well to pupils' spiritual, social, moral and cultural development, and pupils' enjoyment of lessons is clearly to be seen.

Commentary

33. Standards reached by pupils were below, though close to, average in the 2003 national tests at the end of Year 6 when measured against national standards and those of similar schools. Since 2001, results have fallen slightly, largely because too few pupils reach the higher Level 5. The overall standard at the end of the current Year 6 is now in line with the national average. More importantly, pupils' achievement is satisfactory when measured against their level of attainment when they enter the school. Most pupils are helped to achieve at the level of which they are capable, particularly pupils with special educational needs, but higher attaining pupils do not achieve as well as they might. Boys achieve less well than girls; this is a focus in the teaching of English at present and the gap is narrowing.
34. Pupils' skills in speaking and listening are less good than their reading skills. They are usually very ready to contribute orally in class, but often they have too little sense of the purpose of their speech or of what is appropriate for their audience. They do not always listen well, either to their teachers or to each other. Reading skills, however, are above average; most pupils read fluently, with a good level of comprehension of what they read and many of the older pupils show a good knowledge of increasingly complex reading skills, which helps them become independent in their work when researching topics. Writing, however, is often below average. Although vocabulary is often mature, spelling, punctuation and grammar are often weak, detracting from the quality of the content. Although there are many examples of longer pieces of writing of good quality, such as work seen in Year 6 on 'The Story of Marwell Manor', which clearly seized pupils' imaginations, too often pupils do not finish interesting units of work begun in class. Because of this lack of practice of extended writing, they are sometimes disadvantaged when writing in test conditions.
35. The National Literacy Strategy is used very well in lessons to ensure coverage of all desirable objectives. The curriculum has recently been reviewed in the light of the National Curriculum and long and medium-term planning are good, comprised of units of work which cover the learning objectives well and make very good use of literature as a teaching tool. Much interesting and thoughtful poetry written by pupils was seen in all years and poems such as 'The Highwayman' were well used to arouse pupils' imaginations. Cross-curricular links between English and other subjects are very good; these links are deliberately built into the planning and give maximum opportunities to emphasise literacy skills.
36. The quality of teaching and learning is satisfactory overall, though with many strong features. There are particular strengths in teachers' knowledge of the subject, their enthusiasm, the

ways in which they encourage and engage pupils and their use of teaching assistants and resources. All these contribute well to pupils' knowledge and understanding of English; they work with effort and interest and learn to think and write independently. This, in turn, leads to effective learning. Some extremely good practice was seen, such as in a Year 5 lesson in which pupils were very excited and enthusiastic about writing their own 'concrete' poems after the teacher had very skilfully introduced them to the concept and examples of it. However, lessons often lack challenge and extension work planned for the higher attaining pupils, so that the pace of work is often too slow for them and their achievement is lower than it should be. Teaching methods vary considerably; there is room for greater sharing of good practice. More use could be made of homework, particularly in Years 5 and 6, to provide opportunities for extended writing. Teachers also use assessment well. They carefully record individual pupils' progress and put their findings to good use in targeting work for most levels of ability, through the setting of groups within each class.

37. The subject is well led and managed by an experienced subject co-ordinator. She has built up an effective team of teachers who are becoming increasingly confident in the planning and delivery of the subject. She has high expectations of teachers, provides them with a very good role model and ensures that planning, both long and short-term, is relevant and tailored to meet the needs of most pupils. Pupils' work is regularly checked and teaching observed by the subject co-ordinator to ensure both continuity of work through the school and pupils' progress. The subject leader has brought a high degree of expertise to the design of the curriculum and manages the subject effectively. Areas which encourage spiritual, moral, social and cultural development are carefully planned in all units of work. Assessment data from tests and other sources is not yet sufficiently used to ensure that the needs of all pupils are met in full. Pupils with special educational needs are well tracked and assisted to achieve their full potential, and assessment is being used increasingly well to provide booster and other additional literacy classes. However, planning for higher attaining pupils is still not fully developed and is a priority for the school in raising attainment and achievement levels.
38. Improvement since the last inspection has been good. Despite the fact that standards were average and achievement was satisfactory at that time, as they are now, there are strong indications of improvement in curriculum planning and the pace of achievement, through improved teaching and learning. Innovations such as the National Literacy Strategy have been well used to provide for improvement in standards and achievement. Accommodation is good, resources are good and the school makes good use of ICT in the subject.

Language and literacy across the curriculum

39. Throughout the school, the standard of literacy is satisfactory. Because all teachers are confident in their understanding and use of the National Literacy Strategy, they are aware of the need to underpin literacy in the teaching of all other subjects. Consequently, there is much good practice in the school of the writing up of scientific experiments, in the specific vocabulary taught for given topics, such as the characteristics of leisure and tourism in geography and in the use of empathy in writing on historical topics. There are many word banks on display in classrooms and many good examples of cross-curricular literacy. The school also arranges extra-curricular activities to promote literacy, such as visiting drama groups and professional storytellers. The school is making a priority of fostering oral skills throughout the curriculum and is focusing much effort on the improvement of writing skills throughout all subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are rising steadily because of the implementation of effective strategies since the last inspection.

- Leadership and management of the subject are very good.
- Teaching is good.
- Provision for higher attaining pupils is not always adequate.
- Pupils with special educational needs who have been identified as having concerns for their learning of mathematics do not have well targeted goals.
- The use of ICT to support the learning of mathematics is not well developed.

Commentary

40. Pupils' achievement is satisfactory. By the end of Year 6, standards are in line with the national average, with strengths in mental mathematics, investigative activities and in problem solving that place a significant minority of pupils at above average levels in these areas. Pupils work with interest and experiment successfully with a range of strategies when faced with a problem. The use of work sheets has diminished since the last inspection and coincides with a rise in the expectation that pupils should explain their methods and mathematical strategies. This has been an intentional aim of the school and they have succeeded well in this for pupils are now confident and capable. Whilst standards generally are satisfactory, there are indications that they are rising steadily across the school.
41. Teaching and learning are good with the occasional very good and excellent lesson that signifies an improvement since the last inspection. This is because teachers plan together well in year groups using the school's good curriculum guidelines. They start their lessons by sharing their learning objectives clearly in a way that is meaningful to their pupils. Their explanations are clear and reflect their good subject knowledge. They are skilled in getting pupils to explain their mathematical thinking and strategies. There is also good support from teaching assistants during lessons. There is good teacher feedback to pupils both during lessons and in their books and pupils care about their work and present it neatly. Pupils like learning mathematics at this school.
42. However, provision for higher attaining pupils across the school is not consistent and some pupils are insufficiently challenged and could achieve more. The school needs to consider whether the tasks set for these pupils are always adequate and whether there should be more mobility between the ability groups. Provision for the lowest attaining pupils, where teachers have identified concerns for their learning of mathematics, is similarly inconsistent because not all pupils have clear targets for mathematical learning in their individual education plans. Teachers do not always use information and communication technology sufficiently to support pupils' learning of mathematics during their lessons.
43. The leadership and management of mathematics are very good. The co-ordinator is knowledgeable, astute and enthusiastic. She has a good strategic view of the strengths and needs of the subject but is not always given appropriate time to help colleagues whom she has identified as needing support.

Mathematics across the curriculum

44. There are some good cross-curricular links made with subjects like geography and ICT where pupils apply their data handling skills well. There are also some teachers who use their class topic – such as the Caribbean in Year 6 - as a focus for their problem-solving questions in mathematics. However, there is little systematic planning for these links and the school should consider more rigorously how aspects of the mathematics curriculum might be taught through other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Good teaching helps pupils to achieve well.
- Very good assessment of pupils' learning provides information that is used well in planning the next stage in their learning.
- The subject co-ordinator provides very good leadership and management even though opportunities to monitor and evaluate the quality of teaching are limited.
- ICT is not used sufficiently to support pupils' learning.

Commentary

45. The school's success in raising pupils' standards in science is one of its most significant achievements since the last inspection. The upward trend in the results in national tests for Year 6 pupils has led to these results being consistently above the national average. This continues with the present good achievement of pupils throughout the school and standards of pupils currently in Year 6 being above average. A significant proportion of the pupils are attaining the higher Level 5 and the majority of lower attaining pupils, including those with special educational needs, are at Level 4, the level most pupils are expected to achieve nationally. A variety of factors contribute to this good achievement, most notably the consistently good quality of teaching and learning and the very good subject leadership.
46. Teaching is good because teachers' levels of subject knowledge are high, they plan learning activities that are well matched to the needs of pupils of different abilities and they make very good use of information from assessment to plan the next stage in pupils' learning. Teachers have also learned from the subject co-ordinator's example that their expectations should be high. Learning is good because pupils are faced with just the right amount of challenge in their work, they experience a well-planned curriculum that provides excellent coverage of the required programme of study and so much of their learning is based on practical, investigative work that develops understanding as well as knowledge. In this investigative work, pupils throughout the school present their work in a logical format that encourages them to establish a prediction, to report thoroughly the methods and tests used and to draw conclusions that relate back to the original prediction. Teachers consistently encourage the use of scientific vocabulary in pupils' writing. Pupils know the criteria that teachers are using to assess how much has been learned. As a consequence, pupils present their work neatly with clearly-labelled diagrams and well written reports of what they have done and found out.
47. Much work has been done on developing the assessment of pupils' learning. There has been excellent liaison between the subject co-ordinator and the assessment co-ordinator and they have been the driving force behind this process. Their guidance to colleagues has established a team of teachers who are highly effective at moving pupils' learning forward. There remain a few inconsistencies between teachers in the success with which they use the marking of pupils' work as an assessment tool for planning future learning. However, the majority provide very constructive feedback through their marking, commenting in detail on good features, the extent to which learning objectives have been achieved and guiding pupils on what needs improving. Assessment, like learning activities, is carefully matched to pupils' needs and abilities. When, for example, a pupil with English as an additional language experiences difficulty with scientific vocabulary, help is quickly provided in the form of an additional word bank or peer or teacher support. The same attention to needs applies to the provision for pupils with special educational needs.
48. Leadership and management are very good. The co-ordinator has a very good knowledge of pupils' standards across the school. Her sampling of the work of different classes has led to

clear priorities in subject action planning which place further emphasis on the refinement of developmental marking and the introduction of target cards that present pupils with specific goals for their learning. This reflects the high expectations that she has for ongoing improvement in the quality of teaching and in pupils' standards. She is joined in these ambitions by the knowledgeable, very supportive governor who is linked to the subject. Both acknowledge that the other main area for development is the use of ICT as a tool to support pupils' learning. This is not happening in any systematic way at present. Similarly, the co-ordinator's monitoring and evaluation of teaching is not rigorous enough. Present arrangements for the regular release from class teaching of the subject co-ordinator to carry out monitoring activities do not work because the relief teacher is too frequently diverted to teach in other classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and their competence in ICT is good throughout the school.
- Teaching is good overall.
- Pupils from all groups make good progress and those with special educational needs or with English as an additional language are progressing as well as their peers.
- Pupils' acquisition of skills is planned well and good learning is achieved, particularly through cross-curricular activities in the computer suite.
- There is insufficient use of ICT in science and mathematics.
- Resources overall are good.

Commentary

49. Pupils achieve well throughout the school. Standards match those in schools nationally in skills development but the planning and use of ICT across the curriculum are above that normally expected. The effectiveness of teaching and support staff in developing and extending pupils' skills is good. Teaching in the computer suite is good overall and good use is made of the carpet space in front of the interactive whiteboard during introductory and plenary sessions. The need, however, to place two pupils with each computer for computer skills development does limit the access of each individual and makes it difficult for the teacher to support a class of around 30, and carry out accurate assessments. Nevertheless, effective teaching is having a significant impact on the learning of all pupils, including those with special educational needs and English as an additional language.
50. Pupils across all areas of the school display confidence in their use of computers. They are keen to try out new software. Very effective use of this was observed in a Year 3 class when pupils working in pairs used a computer package to develop their musical compositions, adding their own percussion and lyrics. As pupils move through the school, their development of skills is systematic and carefully planned. Within the suite and using the stand alone computers in the classroom, pupils work in pairs, discuss and resolve problems and use appropriate vocabulary. Pupils persevere, concentrate well and show interest. They listen attentively to their teachers and are enthusiastic, behave well, work hard and are pleased with what they achieve. They display total familiarity and confidence when demonstrating to their peers, as was observed in a Year 4 class.
51. The quality of teaching is good overall. A range of questioning styles is used effectively as teachers endeavour to assess pupils' achievement. Questions are at a suitable level for each pupil, including those with special educational needs and those for whom English is an additional language, and are used well to focus pupils' attention. Behaviour is well managed through a brisk pace, clear and appropriate expositions and explanations that are used effectively to enhance pupil learning.

52. The leadership and management of the subject are highly effective. The co-ordinator has worked hard to improve computer access and to ensure that all staff now feel secure and confident in teaching information and communication technology. This includes the use of roamer as a pre-cursor to 'control', and the use of the digital camera to record evidence in other subjects, as well as to record the many activities Year 6 pupils experienced during their residential visit to the Isle of Wight. These aspects have played an important role in improving information and communication technology using all its elements. Although the overall judgement appears similar to that made in the previous inspection, it needs to be acknowledged that resources, staff expertise and teaching overall have improved significantly. The school acknowledges the need for strategies to improve the current sound assessment procedures in order to further raise standards in this area. Resources are good overall.

Information and communication technology across the curriculum

53. This is a strength of the school. The school plans carefully to include ICT in almost all its subject areas and there was clear evidence during the inspection week of this happening in English, mathematics, history and music, for example. However, there is a need to raise the profile of the use of ICT in science and mathematics, where its use in lessons was minimal. This has been acknowledged by the school and there is an intention to remedy this as a matter of urgency.

HUMANITIES

Only one lesson was seen in **history**, but an analysis of pupils' work, and discussions with staff and pupils, indicate that the full requirements of the National Curriculum are being met. Year 6 pupils have carried out successful investigations into many aspects of life in Victorian England, have looked at the history of their local area of Portsmouth and are completing an interesting unit of work on the Ancient Greeks, which includes a study of the Olympic Games. The lesson seen was very successful in encouraging pupils' research skills and their use of primary and secondary source materials.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The curriculum is well planned and enriched by good opportunities to learn outside the classroom.
- Pupils take great interest in geography lessons.
- Written work is full and varied.

Commentary

54. By the end of Year 6, pupils reach standards that are above those expected nationally. By Year 6, pupils have looked at the processes and use of water and the need to conserve it. They enjoy and are interested in the topics they study; they have become familiar with the countries of the EU, compared life here with that in Montreuil and completed a sophisticated study of the economy, tourism and leisure of St Lucia. There is much well recorded work in the books and pupils talk enthusiastically about their work on planning routes and calculating real distances. Achievement is good in all areas of the geography curriculum and includes good use of mathematics, science and ICT, as well as of literacy.
55. Teaching and learning are good. Two lessons were seen during the inspection in which teachers demonstrated secure subject knowledge and stimulated pupils' interest well. For example, in one Year 3 lesson, in which pupils were very fruitfully sharing ideas on how to improve the school environment. Teachers also shared the learning objectives for each lesson with the class. Pupils made good progress and achieved well.

56. Geography is well led and managed. The planning of the curriculum is good, following national models, and geographical skills are built up well. Good opportunities are provided for out of school activities such as field work and the study of other countries and cultures. There has been good improvement since the last inspection.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the Locally Agreed Syllabus.
- Pupils develop thoughtful attitudes.
- Resources are good.
- Teachers' subject knowledge is not uniformly good.

Commentary

57. By Year 6, pupils' achievement is satisfactory and they reach standards that are in line with the expectations of the Locally Agreed Syllabus. This means that standards have not been maintained since the last inspection, when they were judged to be good. This is partly because of changes to leadership and management that have prevented continuity in subject development. A good feature of pupils' work is that they generally use their speaking and listening skills well in lessons to ask questions of visitors, to listen to others' explanations and to raise questions that follow from class discussion.
58. Pupils develop thoughtful attitudes towards Christianity and some other major religions. In Year 3, they learn about Holy Week and Easter. In Year 4, pupils learn about Martin Luther King and about the Jewish New Year. In Year 5, they deepen their knowledge of Judaism, by questioning a member of the faith who visits the class, and they also learn about the Muslim Hajj, the Qu'ran and the five pillars of Islam. In Year 6, pupils learn about the nature of symbols, rituals, creation myths and can write interesting play-scripts about the three wise men.
59. The standard of teaching is satisfactory. Teachers are generally skilled at asking questions and at listening to pupils' views, and show sensitivity in their responses. Teaching is less satisfactory where teachers have insufficient experience of using a variety of approaches to learning when appropriate, such as drama, and where they ask questions without real clarity and anticipation of how to handle the complexity of the pupils' responses.
60. Leadership and management of the subject are satisfactory. The co-ordinator is new and not yet well versed in the multi-faith approach of the Agreed Syllabus. He has recently started to monitor pupils' work and this is developing satisfactorily his awareness of the standards being attained by different year groups. He is enthusiastic and hard working and has already planned strategies to raise pupils' standards, for example, by arranging visits for pupils to gain first hand experience of other faiths by attending a local synagogue and a mosque in the coming year. He has also planned to attend courses to augment his own skills. Resources and religious artefacts for teaching the subject are good and are used well by teachers in their planning of learning opportunities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Neither art and design nor design and technology was a main focus of the inspection due to so few lessons occurring during the inspection period. Consequently, only a limited sampling of evidence was undertaken. From this sampling in **art and design**, there is evidence that pupils' achievement is satisfactory and standards by the end of Year 6 are similar to those found in most schools. The analysis of pupils' work throughout the school shows that a wide range of techniques and media are used. For example, landscape showing perspective,

sketching using different mediums and drawing interesting objects, such as windmills from observation. Photographic evidence confirms satisfactory learning in all classes, including Year 5, who also experienced an artist 'in residence', which they evaluated as part of a cross-curricular exercise. Leadership and management are satisfactory and resources appropriate.

62. In **design and technology**, a scrutiny of teachers' planning and pupils' designs and products indicates that the pupils are receiving a curriculum which matches statutory requirements and is firmly based on teaching and learning of the basic skills. Pupils complete design sheets, identify materials and discuss how completed models could be improved. Resources are satisfactory. The co-ordinator is experienced, committed and enthusiastic but, due to a variety of teachers being given responsibility for this area over the past number of years, continuity has lapsed and the area until now has not had the status it enjoyed during the previous inspection. However, the current co-ordinator has established a clear action plan for developing the subject, with appropriate strategies for raising standards from the present satisfactory levels to the higher standard seen during the previous inspection.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The very good teaching by the part-time specialist teacher has good impact on pupils' achievement and standards.
- Pupils' work is not recorded or kept and this prevents the subject leader from having firm evidence of progression in pupils' learning.
- Resources, accommodation and opportunities for music activities outside the school day are all good.

Commentary

63. 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 well, ensuring that the curriculum is broad and well planned. His teaching is very good overall and, on one occasion during the inspection, reached an inspirational level. This latter occurred with pupils in Year 3. This excellently taught lesson produced a similarly excellent quality in pupils' learning and standards that were much higher than is typical at this age. The high quality of their learning was characterised by their confident identification of a melody being played in a minor or major scale. Their excellent concentration was seen when four groups simultaneously played their own repeated phrases on xylophones, creating a wonderful texture that interpreted the elements of a storm. These were the products of very skilful teaching that challenged pupils to perform difficult tasks well, with an ever-present emphasis on improvement. 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. The enjoyment of doing something so well was demonstrated in their urging the teacher to let them play the piece again.
64. In the school as a whole, pupils' achievement is good and standards by the end of Year 6 are above those found in other schools. Pupils with special educational needs and those with English as an additional language are fully included in all lessons and achieve as well as their peers. A good quality of pupils' singing was heard in a lesson with Year 6 pupils and when all classes combined for a weekly practice. The good standards owe much to the technical guidance provided by the teacher because he explains the purpose of each learning activity, constantly assesses where improvement is possible and this develops pupils' technical knowledge very successfully.

65. The part-time teacher acts as subject co-ordinator, supported in this role by a full-time member of staff. By teaching all classes, the co-ordinator has first hand experience of pupils' standards and so monitoring is effective. However, there is no retention of pupils' work, in forms such as tape recordings of performances or storage in folders of compositions or written work. This prevents the tracking of pupils' progress over time and is a weakness.
66. The very good provision for music combines the specialist teacher's work with every class in a well-resourced music room with a good range of opportunities for additional music activities outside class lessons. Instrumental tuition is offered on guitar, woodwind, keyboard, violin and brass. The charge to parents and carers is less than in most schools because the school uses school funds to subsidise the cost. More than 60 pupils are involved in this tuition. Additionally, recorder club and choir are held weekly and the annual concert is an important celebratory event in the school calendar. The new curriculum guidelines produced by the subject leader provide opportunities for pupils to experience a very good range of music from different cultures, both as a listening activity and as a stimulus for their own music making. Beyond music lessons, class teachers contribute effectively to pupils' musical knowledge and understanding through their use of ICT, using composition programs well to reinforce the pupils' knowledge of musical elements.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject co-ordinator provides very good leadership.
- The teaching of a full curriculum is hindered by the limited outdoor space.
- The school is very strongly committed to local initiatives for the development of school sport and physical education.

Commentary

67. The co-ordinator's very good leadership is founded on his good level of subject knowledge, his infectious enthusiasm and the very effective support and guidance that he offers colleagues. In contrast, overall management of the subject is only satisfactory due to the lack of opportunities for the co-ordinator to observe teaching and learning across the school. The co-ordinator's action plan identifies appropriate targets and strategies for achieving the current priorities of improving the quality of teaching and pupils' standards in gymnastics and dance. The areas of activity being taught during the inspection were athletics and games. In these, teaching and learning were satisfactory overall with pupils' standards reflecting satisfactory achievement by being typical of those seen in other schools at most ages. However, in the Year 6 athletics lesson observed, the class included a significant proportion of talented pupils who were restricted from performing to their true potential by having to work in a very small area. Where activities could be adapted to an indoor lesson, as was possible in a Year 3 athletics lesson, pupils achieved well and very good teaching and learning occurred because the teacher could provide a well-planned progression of tasks that fully extended the learning of individual pupils. Good achievement was also apparent in video evidence of dance by pupils in Years 3 and 5, interpreting the themes of 'The Body' in Year 3 and of 'Robin Hood' in Year 5. Group performances demonstrated good choreography and imaginative responses to the musical stimulus.
68. The small playground areas restrict the range of learning activities that teachers can provide. Thus, in the Year 6 lesson on baton changing in relays, the focus had to be on technical instruction that could not be applied to the necessary progression of practising the technique at increasing speeds. This denied pupils an opportunity to gain maximum learning. The same was true of a games lesson with Year 4 pupils, where the application of striking and fielding skills in a game situation was inhibited by the small playing area. The only positive benefit of

this situation is the attention that teachers have to pay to class organisation, which was consistently good in all lessons. In contrast, a negative feature in half the lessons was the tendency of teachers to talk for too long and thereby limit the extent of pupils' physical activity in a lesson. One example saw pupils provided with an appropriately vigorous warm-up activity that was followed by having to sit still for ten minutes listening to the teacher's instructions about the next learning activity. The physical effects and benefits of preparing the body for exercise were totally erased by this inactivity.

69. 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 good source of teacher training as well as a promotion of links between schools and with community sports providers. Teachers and pupils are starting to benefit from this initiative and its focus on developing teachers' expertise in all areas of physical education. New curriculum guidelines are being produced that will ensure that primary school pupils have the same broad range of learning opportunities that progress smoothly into the curriculum that is taught when they transfer to the secondary school. Outside the school day, pupils at Wimborne Junior have a very good range of opportunities for involvement in sporting clubs and competitions, including a judo club and most major games. Year 6 pupils get good experience of outdoor and adventurous activities during an annual residential visit. No judgement was made about subject leadership at the last inspection but in all other respects there has been satisfactory improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Good curriculum guidelines provide a good range of learning opportunities and a good scheme of work.
- PSHE is integral to the school and does much to enhance its ethos.
- Good links between the School and Class Councils encourage pupil participation.

Commentary

70. Good provision is made for personal, social and health education. The school's policy and curriculum guidelines have recently been developed and are bedding in well. Sometimes PSHE is taught explicitly, as in subjects like religious education and history, and sometimes in discussion activities like 'circle time' and in Class Council meetings.
71. The school sees pupils' personal development as an important part of its work and strives to achieve this through, for example, charity work, responsibilities allocated to pupils, citizenship and sporting competitions. The school's work on social education involves such activities as Year 6 children visiting the Isle of Wight where, along with the challenging physical and mental activities, issues like team work are well addressed. In Year 3, visitors to school talk about their wartime experiences and add well to pupils' social awareness. There is a good range of reward systems throughout the school, ranging from 'Golden Time' to the issuing of 'yellow/green' cards to indicate to pupils the acceptability of their behaviour during lessons, and this works successfully. The school is currently working towards the Healthy Schools award and the Active Mark award that link well with the science curriculum that teaches about 'Our Body' and with the work in general in physical education. The school has an agreed policy for teaching drugs education and sex education and these are often taught by visitors to the school, such as the local policeman and the school nurse.
72. Only two lessons were seen where PSHE was explicitly taught, but teaching and learning were good in both. In Year 3, the planning for raising children's awareness of the nature of adult work was well structured. In a Year 6 class, the teaching enabled pupils to become

actively involved in discussion during their Class Council meeting. The links between the School Council and Class Councils are good for they involve all pupils in the decision making processes of the school and encourage them to become responsible citizens. Leadership and management of this area of the curriculum are currently the responsibility of the headteacher, who has a good awareness of where this area could be developed still further.

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	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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