

INSPECTION REPORT

MOORINGS WAY INFANT SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116220

Headteacher: Mrs J Tagg

Lead inspector: Mrs L Woods

Dates of inspection: 4th – 6th October 2004

Inspection number: 267343

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	80
School address:	Moorings Way Milton Southsea Hampshire
Postcode:	PO4 8YJ
Telephone number:	0239 282 9147
Fax number:	0239 229 1023
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Loader
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Moorings Way Infant School is a smaller than average school in Southsea to the east of Portsmouth. The school was awarded Beacon status in 1999, and takes an active part in local Excellence in Cities initiatives. There are currently 80 boys and girls on roll between the ages of four and seven, with all children in reception attending school full-time. Pupils come from a wide variety of different socio-economic backgrounds, which present an average picture overall. Most pupils live locally, but a number travel some distance to attend school. Around 13 per cent of pupils come from minority ethnic backgrounds, and although English is an additional language for a small number of these, none has any difficulty in taking a full part in lessons and the life of the school. The percentage of pupils known to be eligible for free school meals, at just over 5 per cent, is low when compared with the national average. The proportion of pupils with special educational needs, however, is increasing, and currently around 19 per cent of pupils are on the school's register, which is above the national average. One pupil has a

Statement of Special Educational Need. Attainment on entry varies each year; for current children, it is average, but was below average last year. Parents are very keen for their children to attend this popular school, and although the small size of the school makes the proportion of pupils joining and leaving seem high, pupils do not leave unless they have to!

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	The Foundation Stage English as an additional language Mathematics Information and communication technology Art and design Design and technology Music Physical education
32698	Mr S Barker	Lay inspector	
21372	Mr K Hobday	Team inspector	Special educational needs English Science Geography History Religious education Personal, social and health education including citizenship.

The inspection contractor was:

Altecq Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Standards in reading and mathematics have been consistently very high in national tests for the past four years, and standards in writing have improved to being above average. Attainment on entry to the school varies each year, but whatever the starting point, pupils achieve very well during their time in the school. This is because the quality of teaching and learning is consistently good, and frequently very good, and the warm, inclusive ethos of the school encourages pupils to develop as mature and confident individuals in an exceptional way. The school is led and managed very well by the headteacher, with the enthusiastic and committed support of all who are involved in the school. Governors provide caring support, but are not sufficiently active in strategic management. Overall, the school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well, and they reach very high standards in English and mathematics in national tests.
- The care, support and advice the school provides for pupils are exemplary, leading to a very good, inclusive ethos, and very good relationships.
- There is excellent enrichment of the curriculum; which includes community links and links with other schools; and leads to very good personal, citizenship, spiritual, moral, social and cultural development for the pupils.
- Curriculum planning has not been fully adjusted to meet the needs of the very recently reorganised class structure.
- Pupils' attitudes, behaviour and attendance are very good because they enjoy school so much.
- Individual education plans for pupils with special educational needs are not as detailed as they should be.
- The headteacher provides an excellent vision for the school; leadership and management are very good overall.
- Whilst governors are very supportive of the school, they are not fulfilling all statutory requirements.

The school has maintained, and continued to build on, its many strengths since the last inspection, and its effectiveness is very good. It has made good overall progress in addressing the issues identified at that time, particularly in relation to the youngest children's access to outdoor play, and implementing the National Numeracy Strategy effectively. However, governors do not fulfill all their statutory responsibilities and that was also an issue at the last inspection.

STANDARDS ACHIEVED

Pupils' achievement is **very good**. Children achieve well in the reception class, and continue to build on this over the next two years to reach standards which are at least above average by the time they leave the school at the age of seven.

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A*	A*
writing	D	B	B	C
mathematics	A*	A*	A	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 with similar percentages of pupils eligible for free school meals

Over the past three years, standards in reading have been in the top five per cent of all schools nationally, and very high when compared with similar schools. Standards in mathematics have been equally impressive, and the school is improving standards in writing as a result of focused attention on this aspect. Although national comparisons are not yet available, pupils in 2004 achieved similar standards in reading, and better standards in writing and mathematics than those in 2003. The school's comprehensive assessment shows that children's attainment on entry varies year-on-year, broadly meeting expectations this year, but having been below expectations last year. Whatever their starting point, however, pupils achieve very well because of good and very good teaching and learning, and a shared determination amongst all staff to enable each individual to achieve of their best. Current reception children are meeting expectations in their personal, social and emotional development and in communication, language and literacy, and exceeding expectations in their mathematical development. Pupils in Year 2, at this stage in the year are reaching above average standards in English, mathematics and science, and meeting expectations in information and communication technology information (ICT) and religious education.

Pupils' personal, spiritual, moral, social and cultural development is **very good**, because of very effective provision. Their attitudes, behaviour, attendance and punctuality are all very good. Pupils really enjoy coming to school and are reluctant to leave at the end of the day!

QUALITY OF EDUCATION

The quality of education is **good** overall, with very many very good features. **Good** teaching and learning are the norm throughout the school and are frequently very good, notably in the oldest class and where subject co-ordinators are teaching their particular subjects. Very good assessment means that teachers have a very clear understanding of the individuals in their classes. The school provides a good, broad and balanced curriculum, supported by very good provision for personal, social, health and citizenship education, and excellent opportunities for enrichment. The care provided for pupils is very good, and the support and advice they receive is exemplary. The very good links with parents, and excellent links with the community and other schools make a highly significant contribution to the quality of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher has an excellent vision for the school and her leadership, and that of other key staff is very good. Good management by this small, close-knit staff ensures the continual smooth running of the school. Governance is satisfactory. Governors take a close interest in the school, but do not take a sufficiently active role in monitoring its work, and they are not meeting all their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are delighted with the education the school provides, and support it wholeheartedly. Pupils are fiercely proud of their school and appreciate all the opportunities it provides.

IMPROVEMENTS NEEDED

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

- Ensure curriculum planning takes account of pupils of the same age in different classes.
- Improve the quality of individual education plans for pupils with special educational needs.

and, to meet statutory requirements:

- Make appropriate provision for the headteacher's performance management, and fully meet requirements for providing information to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are **above average** by the end of Year 2. Children's achievement is **good** in reception, and **very good** overall throughout the school.

Main strengths and weaknesses

- Results in the reading and mathematics national tests are consistently in the top 5 per cent of all schools nationally.
- Pupils of all abilities have achieved very well by the time they leave the school as a result of the highly effective learning environment.
- The school needs to reorganise support for the increasing proportion of pupils with special educational needs in the school, so that they can make the best possible progress.

Commentary

Foundation Stage

1. Children's attainment on entry to school varies each year; last year it was below expectations, particularly in communication, language and literacy, where it was well below expectations. Current reception children's attainment is broadly in line with expectations, but again lower in communication, language and literacy, and higher in mathematical development. Whatever their levels of attainment when they start school, however, children achieve well in this first important year, because of the very effective introduction they receive, and consistently good teaching. At this early stage of the academic year, children are making satisfactory progress; meeting expectations in their personal, social and emotional development and in communication, language and literacy, and exceeding expectations in mathematical development.

Key Stage 1

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

Standards in:	School results	National results
reading	19.9 (19.9)	15.7 (15.8)
writing	15.5 (15.1)	14.6 (14.4)
mathematics	18.3 (19.2)	16.3 (16.5)

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

2. Standards in the national tests for seven-year-olds have almost consistently been in the top 5 per cent of all schools nationally in reading and mathematics for the past four years. Standards in the writing tests are lower, but have improved from below average in 2000 and 2001 to being above average in 2002 and 2003. Compared with similar schools, based on free school meals statistics, reading standards have consistently been very high and mathematics standards well above average, with standards in writing being average overall. Although national comparisons are not yet available, in the 2004 tests, pupils achieved a similar point score in reading and a better point score in writing and mathematics than they did in 2003.
3. Inspection findings confirm these high standards in English and mathematics for the pupils who left Year 2 in 2004. The school has very good systems to monitor pupils' progress and predict achievement in national tests, from which it sets challenging targets. It is aware, however, as a result of this comprehensive assessment, that standards are likely to be lower for both current Year 1 and Year 2 pupils, and inspection findings confirm this. This is because the proportion of pupils identified as having special educational needs joining the school is rapidly increasing. As a result of the highly effective learning environment, however, all pupils have achieved very well by the time they leave the school.
4. Pupils with special educational needs achieve well when their previous levels of attainment and capabilities are taken into account. Most of them reach the nationally expected levels in Year 2 tests. Some pupils currently, however, are progressing rather more slowly. The school is considering the best way to reorganise support for these pupils to help them to make good progress.
5. Standards in science are above average and pupils achieve well, particularly as a result of an increasing emphasis on practical and investigative work in the subject. In information and communication technology and in religious education in relation to expectations in the locally agreed syllabus, standards meet expectations, and pupils' achievement is satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Overall spiritual, moral, social and cultural development is **very good**. Pupils' attendance and punctuality are **very good**.

Main strengths and weaknesses

- The school promotes pupils' overall personal development very effectively, with excellent provision for their social development.
- Almost all pupils enjoy school and behave very well, both in lessons and in the playground.
- Pupils have very good opportunities to exercise independence and initiative and so develop very confident and responsible attitudes.
- Consistently high expectations of behaviour are made explicit and pupils respond very positively.

- Rates of attendance are well above average and pupils arrive at school in good time.

Commentary

6. Provision for the development of positive attitudes and to promote pupils' personal development is a significant strength of the school, and reflected in very positive outcomes. The school has fully maintained, and in some instances enhanced even further, the very good provision noted at the previous inspection.
7. Excellent provision for pupils' social development centres on a daily session led by the headteacher. Following morning playtime most pupils make their way to the hall for 'Specials'. Sitting around the four sides of a square enables all to see and hear fully. Everyone's views are valued and older pupils support younger ones to express themselves very well. The headteacher uses an impressive variety of strategies, including dramatic demonstrations and discussion in small groups, and is careful to include pupils with speech and communication difficulties. In one session observed, pupils discussed the activities they would like to undertake as a reward for amassing 'Prod Points', which are awarded for a wide variety of positive responses to work or behaviour. One pupil in each group had the responsibility of acting as scribe to record the group's ideas. Next day, the headteacher presented the results in graphical form and negotiated successfully with pupils which activities would occur, giving clear reasons for any which were omitted. Small groups of pupils, in rotation, stay with their teacher during 'Specials' to discuss progress towards their individual targets or to set new ones. These pupils do not miss out on what happens because discussions are always followed up on subsequent days.
8. There are many other ways in which pupils are taught to live harmoniously in a caring community. The school takes very seriously its commitment to the 'Healthy Schools' initiative. There are pupil representatives from each class forming groups to discuss environmental issues, such as recycling or the organisation of the 'walking bus'. Pupils have a wide range of responsibilities ranging from litter pickers to lunchtime table leaders, all of which they carry out very conscientiously. Job descriptions have been developed for most of these duties. Pupils are encouraged to take responsibility for their own actions and to develop independence and leadership skills very successfully. Teachers listen to and respect pupils' views and this increases confidence and self-esteem. As a result, pupils enjoy coming to school and are eager to take part in a wide range of after-school activities. They have very good relationships with their teachers and with each other.
9. Pupils, including most of those with special educational needs, behave very well because there are high and consistent expectations about behaviour. There have been no recent exclusions. Classroom rules are carefully formulated by negotiation with pupils and enforced well. Teachers and support staff clearly indicate what is acceptable and take time to explain how and why pupils should improve. For example, the headteacher had noted pupils not sitting properly on

their chairs. In a 'Specials' session, she used comedy very effectively to demonstrate how not to sit, then gave detailed information about possible damage to internal organs. The headteacher takes an active approach to promote good behaviour. For example, she is present in the hall for lunch every day. This ensures good behaviour and a pleasant social atmosphere as pupils eat.

10. Provision for pupils' spiritual development is very good. Assemblies contribute well to this area. Pupils have the opportunity to reflect upon their homes and upon those less fortunate than themselves. They are encouraged to think about good things they have seen or heard during the day. In 'Super-Student Assemblies' teachers identify pupils who have achieved the greatest success in meeting the class' two weekly targets, but also celebrate the efforts of many more who have tried hard. Pupils are asked to reflect on their self-knowledge as they consider their own preferences for learning styles and their plans for the future. Opportunities are incorporated into lessons in several subjects to appreciate and enjoy the natural world, often making good use of the school's own grounds. For example, pupils watched spellbound as butterflies emerged from chrysalises.
11. There is good provision for cultural development. Special theme weeks, such as the Arts Week, enable pupils to understand features of their own culture. Pupils' understanding of the diversity of cultures present in Great Britain is promoted well through close links with a Portsmouth inner city, multi-cultural school, through the Excellence in Cities initiative, as well as celebration of, for example, Chinese New Year and Diwali.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.3
National data:	5.4	National data:	0.4

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

12. Children are happy to come to school and arrive punctually and enthusiastically. The school promotes good attendance and punctuality at every opportunity. What absence exists is due to short-term childhood illness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good**, with **very good** assessment procedures. The curriculum is **good**, with **excellent** opportunities to extend learning. Pupils are **very well** cared for, with **exemplary** provision of support and advice. The school has **very good** links with parents, and **excellent** links with the community and other schools.

Teaching and learning

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

Main strengths and weaknesses

- Good and very good teaching makes learning relevant, interesting and fun.
- Very good assessment systems give teachers a comprehensive overview of standards, achievement and the value they add during pupils' time in school.
- Planning does not fully take into account pupils of the same age in different classes.

Commentary

13. Teaching and learning throughout the school are good overall, with a wealth of very good features, and much that is very good. The quality of teaching and learning has improved since the last inspection, as have assessment procedures.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (%)	5 (%)	9 (%)	4 (%)	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.

14. Teaching and learning for the youngest children in reception are good. Class teachers and their assistants have a very good understanding of how young children learn, and work hard to encourage children to think and talk about what they are doing as they work. Teaching for pupils in the oldest class is consistently very good, and learning is exciting, and very good as a result. Subject leaders demonstrate their secure grasp of their subjects, through good and very good teaching and learning in lessons which are lively, well paced and packed with activity. This was seen, for example, in English, mathematics, religious education, music and design and technology.
15. Lesson planning is based securely on schemes of work, which ensure that all aspects of each subject are covered fully. A strength within the planning is the effective linking of subjects into interesting topics, so that pupils find learning relevant and fun. However, the very recent reorganisation, from three classes into four, means that planning for pupils of the same age in different classes is not completely in place. The school is aware of this, and has plans to address the issue.
16. A strength within all teaching is the way that teachers encourage, interest and motivate the pupils in their classes, so that they are eager and enthusiastic to learn. This is in part a result of the clear understanding of the different ways in which pupils learn, and the incorporation of teaching methods to suit different

learning styles within lessons. It is also, however, a direct result of teachers' own enthusiasm for their work. Very good relationships result from this shared enthusiasm for learning, and introductions to lessons are accompanied by lively and interesting discussion. The purpose of the session is shared carefully with pupils at the beginning, so that they are clear about what they are expected to do. Aims are revisited at the end of the lesson, as pupils decide whether they have been achieved or not. Additionally, all adults working in the school share, and implement, consistent high expectations of pupils behaviour and concentration. As a result, despite the open plan nature of the school, all lessons are characterised by hard work and sensible behaviour. For the most part, pupils work happily together, sharing ideas and equipment sensibly. Learning support assistants play an invaluable role in lessons, supporting pupils individually and in small groups, so that all pupils have very good equal access to all activities.

17. Very good assessment procedures throughout the school mean that teachers have a very clear knowledge and understanding of the attainment, progress and achievement of the pupils in their classes. Children joining the reception class bring assessment information from their pre-schools, which provides a good starting point. However, this assessment lacks sufficient detail to enable staff to identify securely children's attainment on entry, and teachers sensibly spend time in the first weeks assessing this. All subjects are assessed in detail, using a very useful commercial package, which identifies curriculum coverage, and pupils' attainment and progress, both for classes and for individuals. This is in its second year, with previous assessment being done 'by hand'. The combined information provides teachers with a very clear picture of the value added to each pupil during their time at school, and enables the school to set challenging, and realistic targets each year. Pupils are set clear targets in English, mathematics and science, which are reviewed regularly and extended as they are achieved. Not all marking is equally evaluative, but discussions between teachers and pupils are continuous, and ensure that pupils are very clear about what they need to do to improve their work and achieve the next target. Significant pieces of work are collated in pupils 'logbooks', which provide a detailed, interesting and comprehensive record of each individual's progress.

The curriculum

The school provides a **good** curriculum, with **excellent** opportunities for enrichment. Accommodation and resources are **good**.

Main strengths and weaknesses

- The excellent level of enrichment activities makes the school an exciting learning environment.
- Very good provision for personal, social, health and citizenship education ensures pupils develop mature, thoughtful attitudes.
- Individual education plans for pupils with special educational needs lack sufficient detail.
- All staff work together as a cohesive team, making a significant contribution to the positive ethos in the school.

Commentary

18. The school has improved the quality of its curriculum since the last inspection. The curriculum is good; remains broad and balanced, covers all statutory requirements, and is made interesting and relevant by effective linking of subjects together into topics. It is significantly enhanced by very good provision for pupils' personal, social and health education, including citizenship, which results in pupils developing as mature, thoughtful and confident individuals by the time they leave the school. The excellent range of enrichment activities, which include an exciting range of clubs, visits, visitors and other activities, such as morning exercises, 'Specials', and 'target-setting time', are appreciated and enjoyed by pupils and staff alike. Some activities, such as litter picking and gardening take place simultaneously with other activities. However, the school is very careful to ensure that all pupils have equal opportunities to take part in everything that is going on, by rotating the groups undertaking each job, and the time at which they take place.
19. Whilst overall provision for pupils with special educational needs is good because of the school's warm caring ethos, and teachers detailed knowledge of each individual, the school recognises the need to improve these pupils' individual education plans. At present they are unsatisfactory. Each includes only a single target and so does not cover the whole range of a pupil's needs. They do not provide pupils with work in small successive steps on specific targets, the attainment of which can be measured using clear success criteria. The plans are written by the special educational needs co-ordinator (SENCO), who has already made some improvements. The school is planning that in future class teachers will write the plans with the SENCO's support. This is a sensible development as teachers are responsible for implementing these plans.
20. The school is well staffed with experienced, enthusiastic and dedicated teachers, with a good number of learning support assistants, whose work is very much appreciated. Office staff provide a friendly, welcoming 'front' for the school, and are always willing to help pupils staff and parents. The bright, well cleaned and maintained accommodation creates a lively and stimulating learning environment, as a result of the extensive displays of pupils work, which celebrate their achievements and generate a clear sense of pride in these. Whilst the open plan nature of the school can occasionally be noisy, neither pupils nor staff are distracted by this, and the school is a friendly harmonious and united community. Extensive grounds provide pupils with an interesting and imaginative range of play areas, which they use to the full! Good resources overall are used well, making a positive contribution to the quality of teaching and learning.

Care, guidance and support

The school's provision of support, advice and guidance for pupils is **exemplary**. Procedures to ensure pupils' care, welfare and safety are **very good** as are the steps taken to involve pupils in the work and development of the school.

Main strengths and weaknesses

- Staff know all pupils extremely well and this leads to very close relationships and an overall very good ethos of care in the school.
- The views of the pupils are very regularly sought, valued and acted upon.
- Very strong links with partner schools ensure a smooth transition into school and on to junior schools.

Commentary

21. The very good procedures to ensure pupils are well cared for and kept safe maintain the position found at the last inspection. All procedures, for child protection, risk assessment and ensuring equality of access for all, are rigorously implemented and clearly understood.
22. The school works tremendously hard to ensure that all children benefit from the exceptionally thorough induction programme. By the time they start school, children entering the reception class are excited and enthusiastic about school and show a genuine desire to learn. Parents and other family members are thoroughly involved in the wide variety of induction events the school has in place, and these contribute to the sense of security that the children feel when starting at school. The excellent range of links with partner schools and other feeder nursery schools ensure that all children are well known to staff. Relationships between staff and children are a strength of the school and add to the school's overall very good care of its pupils.
23. Trained classroom support staff provide a good level of support for pupils with special educational needs. The quality of support is usually good because teachers and support staff know the pupils well and full account is taken of the ways they prefer to learn. Support staff keep very thorough notes of the activities undertaken, enabling teachers to judge how much progress pupils are making. The advice of external experts is sought when necessary, and there are good links with experts such as the educational psychologist and speech therapists.
24. The school has a wide range of formal and informal procedures in place to ask pupils for their views on a variety of issues and these are consistently used to shape the life and future of the school. All pupils feel valued and have a genuine appreciation that the school cares very well for them. Each day, for example, the whole school meets for 'Specials' when lively discussion and debate involves all present, for example in discussing issues such as playground safety. This is an excellent opportunity to develop listening and speaking skills and makes a highly significant contribution to the pupils' personal development.

Example of outstanding practice

The school is developing an outstanding system to motivate and stimulate pupils by involving them very closely in their own learning.

'Special things I want my teacher to know about me to help me learn really well' is the sub-title, and underlying principle of the school's Cherish Learning Plans. These closely involve pupils discussing and evaluating with the adults involved in their learning; the headteacher, teachers and learning support assistants; their preferred learning style as well as other personal likes and dislikes. This valuable information is fully shared, regularly reviewed and used to build exceptionally strong relationships with the pupils. It also makes an invaluable contribution to shaping teaching, in order to meet all needs and preferred styles.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links with the community and with other schools and colleges are **excellent** and have a very positive impact on pupils' learning and personal development.

Main strengths and weaknesses

- The school has developed an outstanding range of partnerships with other schools through the Excellence in Cities initiative, and its former Beacon school status.
- Links with the local and wider community make a hugely significant contribution to pupils' learning.
- Parents are actively encouraged to get involved in their children's learning.
- The Governors' Annual Report to Parents does not meet statutory requirements.

Commentary

25. The school's links with other schools, which have grown up over the past five years as a result of national and local initiatives, are many and varied. They make a very significant contribution to children's smooth induction into the school, transfer on to junior schools, enhance the curriculum and extend the learning opportunities for children in this and other schools. The school is rightly, very highly regarded for its active role with partner schools.
26. The school's outstanding links with the community are hugely impressive and make a very significant contribution to the taught curriculum and to children's personal development. The school very successfully harnesses much that the local community offers and the imaginative and extensive links with museums, the police and fire services, local care homes and other community members amongst very many examples, make a sustained and exceptional contribution to the children's achievement and excitement in learning.
27. The school works in genuine partnership with parents and this enables them to make a significant contribution to their children's learning. Parents receive consistently high quality information from the school, although the governors'

annual report to parents, in combination with the prospectus, does not contain all required information, and thus does not meet statutory requirements.

28. Most parents of pupils with special educational needs support the school in an effective partnership to improve their children's learning, giving them help at home in areas identified by the school. Notes from parents' meetings are recorded, and signed, in diaries, as they are for all parent consultations. However, this partnership is not evident on pupils' individual education plans, which do not include signatures of parents or teachers. The role for parents in helping their children to meet their targets would be clearer if negotiated agreement was evident in the actual individual education plans.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The headteacher and other key staff provide **very good** leadership. Management is **good**. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The energetic headteacher provides inspirational leadership and is very clear about what she wants the school to achieve.
- Other leaders fully share the headteacher's vision, and support her very well.
- All staff work very effectively together as a team and provide very good role models to pupils.
- There is very good planning to enable the school to meet its goals.
- The school evaluates its own performance rigorously and realistically, taking prompt action and often employing innovative strategies to improve weaker areas.
- Governors support the school well, but fail to ensure that all statutory requirements are met.

Commentary

29. The school is very well led. The headteacher knows exactly what she wants the school to achieve and has successfully communicated this to her staff. She has established a very good ethos that has led to a highly successful environment for learning, and motivates staff and pupils very effectively. As a result, teachers are eager to learn from research and good practice elsewhere and readily adopt innovative methods where these help pupils to learn. All staff share the common aim of developing pupils into responsible and caring citizens who are confident and independent as well as literate and numerate.
30. The headteacher and deputy headteacher provide very good role models for other staff and pupils through their care and concern for pupils as individuals. The headteacher maintains a high profile around the school, lending support where necessary. She sets the tone for the school in the 'Specials' session each morning and in assemblies. Here she emphasises the importance of including all pupils and

of high expectations. The inspection fully supports the views of the overwhelming majority of parents who describe leadership as 'exceptional' or 'excellent'.

31. The school plans very well for its future development. Priorities are clearly identified for the current year, although not all financial implications are explicitly stated. Priority areas focus on raising standards and currently include writing, the use of the inter-active whiteboards shortly to be installed and the emotional well being of pupils. There is a good system to monitor and evaluate progress in achieving each target.

32. Governors provide loyal support to the school. Increasingly they are asking challenging questions to secure improvements. However, they depend too much upon information provided by the school and are not sufficiently taking the initiative, such as through asking their own questions and in contributing to strategic development. They have not ensured that they fulfil all their statutory duties with regard to performance management and the information they are required to provide to parents.

33. The school is well managed. Systems and procedures, though sometimes informal, are generally efficient and allow teachers to concentrate on helping pupils to learn. Management reacts well to changing circumstances. For example, higher numbers of pupils were admitted than expected at the beginning of the school year. Three classes were rapidly reorganised into four, but this led to no teacher being available to provide support for others. Consequently, the school has arranged to employ an extra teacher for one day a week to provide this support. Performance data, including the results of the national testing programme, is analysed very carefully. Where weaknesses are discovered, prompt action is taken to improve performance. An example of this is the school's use of a range of strategies to improve writing, where more precise expectations for pupils' progress are being introduced. As the school is small, each teacher is responsible for several subjects and aspects, which they lead well, although there is limited time to monitor teaching. Daily discussion between teachers at 'tea-time', and regular scrutiny of work, such as that in pupils' logbooks, ensures that pupils' work and progress are kept under close review. The recent substantial increase in the number of pupils with special educational needs, however, has resulted in the co-ordinator having insufficient time for her duties, and the school is reconsidering this.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	337 413	Balance from previous year	77 752
Total expenditure	357 863	Balance carried forward to the next	57 302
Expenditure per pupil	4 647		

34. Financial management is good. A very large surplus in 2002 was caused by the allocation of extra grants too close to the end of the financial year to provide the

opportunity to spend them. The surplus has steadily reduced because the school has sensibly chosen to keep class sizes as small as possible. Principles of best value are used well to ensure that money is used to best effect.

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**.

Main strengths and weaknesses

- Children achieve well and make good progress in this important first year.
- Good teaching focuses closely on developing children's skills and ability to think and talk about what they are doing.
- Planning is not fully taking into account the fact that reception children are now in two classes.

Commentary

35. Children's attainment on entry varies, year on year. Teachers are carefully assessing current children in reception, and overall their attainment on entry meets expectations for their age, although it is below expectations in communication, language and literacy. Assessment evidence shows that children starting school in September last year had overall levels of attainment on entry which were well below expectations for their age. Judgements relating to overall standards and achievement in relation to the Early Learning Goals based on the available evidence from last year's children shows that standards in communication, language and literacy, and in mathematical development were below expectations at the end of the year. However, children achieved well, and made good progress from a low starting point. Within this year group, now in Year 1, nearly half of the children were identified as having special educational needs, and teachers worked hard to develop their self-esteem and improve their personal, social and emotional development from below expectations in their attainment on entry to meeting expectations by the end of the year. Current children in reception are demonstrating levels of attainment below expectations in **communication, language and literacy** but exceeding expectations in their **mathematical development**. Too little work in the other areas of learning was seen to be able to judge standards. However, it is very clear that children thoroughly enjoy school, have settled well, and formed good relationships with their teachers and with each other, and are eager to take full advantage of all the opportunities provided.
36. Teachers place a very high priority on developing children's **personal, social and emotional development**. As a result of very good induction procedures, children are very familiar with their new environment before they start school and have already settled comfortably and enthusiastically into their new environment. Having spent several sessions working and playing with their new peer group, most children are happy to share, and co-operate. However, the majority are still playing alongside each other rather than with each other at this stage in the term.

37. Teaching and learning are good across the areas of learning. All staff working with these young children have a very good understanding of how they learn, and are highly effective at encouraging them to think and talk about what they are doing as they work and play. Teachers plan an interesting range of activities for each session, which are effectively linked to the focus area of learning. Very good relationships result in children, concentrating hard and being keen to please. During shared sessions, children are happy to share their thoughts and ideas, creeping forward on the carpet in their eagerness to answer questions. During an enthusiastic literacy session, for example, children provided thoughtful and interesting ideas about 'official hats'. These ranged from the recognition that a postman and a fire officer, wear official hats, to the interesting idea that so does the magician! The strategies the school is employing to raise standards in writing are introduced as early as possible within the reception year. An effective link, for example, between movements in dance and letter formation is designed to improve children's gross and fine motor co-ordination. Children enjoyed the session seen, but found it a little hard to grasp what the teacher expected them to do! The partnership between the teachers, and their assistants is very good, with shared high expectations and skill at managing the children. In a good outdoor session, for example, the reception class assistant enthusiastically re-enacted the story of the Three Little Pigs with five children, despite the fact that the wind was doing its best to blow the houses down as well!
38. Provision is led and managed well by an enthusiastic and knowledgeable co-ordinator, who has established very effective teamwork and who has produced clear, shared expectations that children will achieve as well as possible. Work is planned to ensure all requirements of each of the six areas of learning are covered fully. However, the very recent re-organisation of classes has resulted in reception-aged children being in two teaching groups. Planning has not yet been adjusted to ensure that all children receive similar experiences. Comprehensive and detailed assessment makes it possible for teachers, clearly to establish the progress and achievement of each individual child, and all adults are involved in assessing all children.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in all aspects of the subject.
- Standards in reading and speaking are well above average by the end of Year 2.
- The quality of teaching and learning is good.
- The school is working hard to improve standards in writing, adopting strategies to motivate pupils and to make writing relevant.

- Effective assessment systems provide teachers with good information about pupils' progress.
- The subject co-ordinator provides good leadership.

Commentary

39. The school consistently achieves excellent results in national tests in reading. In 2003, every pupil in Year 2 reached at least the expected Level 2, and three-quarters reached the higher Level 3. In 2004, almost all reached Level 2 and two-thirds reached Level 3. These results compare very favourably with those of similar schools and are similar to those at the previous inspection. Results in writing are steadily improving but are not as good as in reading. In 2003, almost all Year 2 pupils reached the expected Level 2, but only a single pupil reached Level 3. Results in 2004 were better, again with most pupils reaching Level 2 and around a tenth reaching Level 3. The 2003 results are about the same as those of similar schools, but are not as good as those reported at the previous inspection. In both reading and writing, however, pupils have achieved well when their levels of skill on entry to the school are considered.
40. Current Year 2 pupils, at this early stage of the school year, are not as far advanced as were last year's group. This is because this group contains a much larger number of pupils with special educational needs with delayed acquisition of reading and writing skills. However, with good teaching, they are on course to reach at least above average standards in reading by the end of the year, although only average standards in writing.
41. Standards in speaking and listening are above average. This is because the school is aware of the importance of these skills and provides very good opportunities for pupils to practise them. For example, pupils have a daily opportunity to contribute their ideas in the 'Specials' sessions. They listen respectfully and carefully to each other, including when those with special needs in speech and communication are contributing.
42. The school's consistently high standards of reading are the result of very good provision. Reading is strongly emphasised in the daily literacy lesson. Resources are good, with abundant 'big books', a new reading scheme backed up by good library resources and adequate collections of books within classrooms. There are good assessment systems. These specify clear expectations about the progress individual pupils should make through the reading scheme, spurring on pupils and their teachers. There is also a very effective partnership with parents, who are provided with very good information about how to help their children, including a checklist detailing the development of reading skills.
43. Although much energy has been devoted to improving writing, the school is concerned that the effects have been limited and continues to work hard on this area. It has recognised the importance of motivating pupils to write. To this end, it has increased the amount of writing carried out across the whole range of school life, so that pupils understand its usefulness. An example of this is the use of

'scribes' to record the results of group discussions. Pupils are taught at an early stage to form and join letters and to improve their fine motor skills to make the physical process of writing less arduous. Stories are frequently read to them, to enable them to appreciate how writing should be structured. All these strategies are having a positive effect. Sensibly, the school plans to implement expectations about monthly progress in writing similar to those already in place in reading. However, there are still some weaknesses in the school's provision for writing. In daily literacy lessons, the amount of writing actually completed is too little, and opportunities are missed to link writing to reading tasks, with some teachers having insufficiently high expectations about the amount of writing pupils can complete.

44. Teaching and learning are good. Teachers provide activities that interest pupils and demonstrate good practice effectively by, for example, showing them how to read with emphasis. They manage pupils well, motivating them to try hard and control the occasional unacceptable behaviour very well. A common, strong feature of lessons is the concluding plenary session. This is well planned and substantial enough to extend pupils' learning well. However, sometimes pupils do not have enough time to finish the work they are doing in the preceding group time. Occasionally work is not sufficiently adapted to meet the needs of all pupils, particularly those of lower ability or with special educational needs.
45. The co-ordinator provides good leadership and management. She has a good awareness of areas that need to be developed. She monitors pupils' performance effectively by scrutinising pupils' work. The new system for planning and assessment provides good quality information about areas needing further work, on both an individual and a class basis.

Language and literacy across the curriculum

46. Literacy skills are used satisfactorily across the curriculum. Teachers have increased the extent to which pupils use their literacy skills in other subjects, for example, to record the results of scientific investigations or to write about characters from history. Special attention is given appropriately to subject-specific vocabulary, for example in a well-displayed dictionary of words for parts of the body. Stories from, for example, history and religion are well represented in the big books available for literacy lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are consistently at least well above average in national tests, and pupils achieve very well.
- Strategies for teaching mathematics ensure all pupils are very well supported.

- Very good leadership and management ensure high standards are maintained.

Commentary

47. Standards in mathematics for current Year 2 pupils are above average, which maintains the position at the last inspection. In the national tests for seven-year-olds, standards have been consistently either well above average or very high over the past four years, compared both with the national picture, and with similar schools. National comparisons are not yet available, but pupils taking the tests in 2004 achieved a higher point score than those taking the tests in 2003, when results were well above average. Although standards vary each year, as a result of the differing abilities within year groups, pupils achieve very well, and the school can clearly demonstrate the value added for each year group during pupils' time within the school.
48. Teaching and learning are good overall, and often very good. For several years, the school has followed the practice of setting for mathematics, that is, teaching pupils in groups according to different criteria. The school has evaluated the different ways that pupils learn, and these different learning styles form the basis for setting arrangements. As a result, teachers are able to match the work they provide closely to the needs and abilities of pupils in their classes, supporting both the more able and those with special educational needs very well. This is a significant factor in the school's achievement of consistently high standards in mathematics. Teachers also enjoy teaching mathematics, and this enthusiasm is communicated effectively to their pupils. In a very good Year 2 lesson on time, for example, pupils worked with great interest and concentration to find dates within a diary, following a lively discussion on the carpet. Other pupils worked happily with the learning support assistant to identify activities at different times of the day, making a good contribution to their speaking and listening skills. Two pairs of pupils worked at computers, entering the class birthdays into a database. These two groups tackled the job in different ways, with interesting discussion!
49. Leadership and management are very good. The subject leader has a very good understanding of mathematics and a very clear overview of the work in the school. She provides a very good role model for her colleagues in her own teaching, and effective support and advice for them. Assessment is very good. All pupils have clear targets, which they understand and work hard to meet. Careful analysis of pupils' work in the national tests, ensures that the school is clearly aware of where development is needed, which, for example, resulted in the focus on dates and time observed during the inspection.

Mathematics across the curriculum

50. Numeracy skills and mathematics are used very successfully in different subjects across the curriculum, and to enhance topic work. In geography, for example, pupils made tallies, and then graphical representations of traffic surveys. Having chosen the names of butterflies for their classes, pupils have investigated the symmetrical nature of butterfly wings!

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are above average and most pupils achieve well.
- The good curriculum gives due emphasis to practical and investigative work and links well with work in personal, social and health education.
- Some pupils find it difficult to record their work because their literacy skills are weak.

Commentary

51. Standards in science at the end of Year 2 in 2003 and 2004, based on teacher assessment, were well above national expectations, as they were at the previous inspection. Almost all pupils reached the expected level and about a quarter reached a higher level. In 2003, the weakest area was pupils' ability to apply and use the science they learn. This matched the criticism in the previous inspection that pupils had insufficient opportunities to plan and carry out their own investigations. Since 2003, this area has been strengthened through much improved provision.
52. In the current Year 1 and Year 2 classes, standards are not as high as in 2004, though at least equalling national expectations. There has been a very substantial increase in the numbers of pupils with special educational needs, mostly in the area of language and literacy. Most of these pupils have the expected levels of skill and understanding but find it particularly difficult to record their ideas.
53. The school, under the guidance of the capable subject co-ordinator, has taken very good action to improve its weaker areas. It has ensured that practical activities, including observation and experiment, underpin every part of the curriculum. This ensures that pupils understand the relevance of what they learn. It also supports well the school's aim of increasing pupils' independence. Surprisingly, in view of this, classrooms contain little in the way of collections of materials and resources for pupils to examine and investigate on their own. The school makes good use of 'Challenge Days' to provide opportunities for exploration and extends enquiry methods to other subjects such as history. It has gained the 'Healthy Schools' award. This includes many aspects contributing strongly to the science curriculum, such as healthy eating and the development of the school grounds.
54. It was possible to observe only a single lesson in science during the inspection, insufficient to make overall judgements about the quality of teaching. An examination of pupils' completed work, mostly from the last academic year, indicates that pupils learn well and that some elements of teaching are strong. An

example of this is the marking carried out by teachers, which in most instances is thorough and encourages pupils to extend their answers.

55. The experienced co-ordinator leads the subject well, but because of a heavy workload as the English subject leader, amongst other duties, has limited time to monitor teaching and learning regularly. She is aware that assessment systems, although good, need to give greater emphasis to the oral assessment of pupils' understanding. Samples of work have been collected in an assessment portfolio, but this requires further annotation to indicate the circumstances under which each piece was completed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good teaching ensures that pupils' skills and understanding are developed confidently.
- Some opportunities to use computers are missed in lessons.
- Good leadership and management ensure that the subject is fully integrated into the curriculum.

Commentary

56. Overall standards in information and communication technology meet expectations by the end of Year 2. Whilst this appears to be a decline in standards since the last inspection, it nevertheless represents satisfactory achievement and progress for all pupils, because expectations have changed since that time. By the time they leave school, pupils confidently handle mouse and keyboard, load, edit and save their own work, and are competent at word processing. Planning ensures all aspects of the subject are covered appropriately.
57. Teaching is good. Teachers have worked hard to make sure that work using computers is relevant to the work covered within their topics. So for example, pupils in Year 1 confidently program the route for a programmable toy to move around a set course, which is later to be linked to work in both literacy and geography. In Year 2, pupils know how to enter information into a database, and then generate different kinds of graphs, such as block graphs or pie charts to display their results. This work is linked effectively to work in science, to illustrate healthy foods, and mathematics in relation to pupils' birthdays. In some lessons, however, computers are not always used to maximum effect, so that opportunities to extend pupils' skills are sometimes missed. In two similar literacy sessions, for example, pupils in one class were using a program which developed their control over the mouse by moving 'Goldilocks and the Three Bears' into position in their house, but computers were not in use at all in the other lesson. Skills development

programs are used effectively with pupils with special educational needs, and make a positive contribution to their progress.

58. Leadership and management are good. The co-ordinator has worked hard to maintain the level of resources in line with government guidelines and she and the staff are bitterly disappointed that the interactive whiteboards delivered in July have not yet been installed as promised. The ratio of computers to pupils is satisfactory at present. There is a good range of peripherals, such as digital cameras, and computer-controlled microscopes, which both teachers and pupils use with great enthusiasm. The co-ordinator provides her colleagues with effective support and advice, both in their use of information and communication technology for management purposes and in planning work for the pupils. The school is fortunate to have an enthusiastic and knowledgeable volunteer who provides invaluable support and technical assistance.

Information and communication technology across the curriculum

59. The school has worked hard to incorporate information and communication technology into all subjects of the curriculum, and pupils for the most part have a good understanding of how information and communication technology can support their learning. They are competent at word processing, and use these skills to publish work in English. Science programs are used to sequence life cycles and name the parts of the body. Graphics programs are used to produce lively artwork, and data handling is used in mathematics and science.

HUMANITIES

60. **Geography** and **history** were not a main focus of the inspection. No lessons in either subject were being taught during the inspection and no judgement can be made about overall provision or the quality of teaching and learning. Very little pupils' work in **geography** was available for examination and the programme of study appears rather sparse, although covering all required elements. Pupils create simple maps to illustrate stories and use computers to identify and correctly label the constituent countries of the United Kingdom. The programme in **history** is planned well in accordance with national guidelines and good attention is given to developing pupils' skills of enquiry. Standards of work in last year's Year 2 cohort were above average. Pupils learn about famous people such as Mary Seacole and Charles Dickens. They use their literacy skills well in writing about the Great Fire of London or Remembrance Day and are helped to develop an empathetic understanding of what it was like to live in past times.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The programme of study is well balanced.
- There are no significant strengths or weaknesses in the subject.

Commentary

61. Evidence about overall standards is limited because most lessons concentrate on developing pupils' understanding through discussion and stories. Thus only a small amount of written work was available for examination. One lesson was observed and this, with the written work completed by pupils, indicates that standards meet expectations in accordance with the requirements of the locally agreed syllabus, as they did at the previous inspection. Pupils, including those with special educational needs, achieve satisfactorily. There was insufficient evidence to make judgements about the overall quality of teaching.
62. A new locally agreed syllabus has recently been introduced and the school is in the process of adapting its own scheme of work to match the changes, although it considers that relatively few adaptations are necessary. The current scheme is well balanced, giving appropriate emphasis both to learning about religion and learning from religion. This was evident in the observed lesson, which was taught well. Pupils heard the story of Zacchaeus, read expressively using a pupil-friendly version of the New Testament story, but also learnt its significance in terms of their own sense of belonging within a community.
63. Religions studied are Christianity and Judaism. Pupils' written work indicates that a range of festivals and celebrations are studied, including Succoth, Christmas, Pesach and Easter, as well as stories from both the Old and New Testaments. Many of the daily assemblies make a positive contribution to the subject, enabling pupils to reflect on aspects of religion. For example, in an assembly during the inspection, the headteacher helped pupils to visualise what the home life of Jesus was like. There are regular visits to a local church, but not to meeting places for people of other faiths.
64. The subject co-ordinator leads the subject well, but has insufficient opportunities to monitor teaching and learning throughout the school. She is aware of the need to develop better assessment systems so that the level of pupils' understanding, as well as their written work, is used to decide the level they have reached.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. No lessons in **art and design** were seen during the inspection, so it is not possible to judge provision. Looking at work on display and in pupils' folders, however, it is clear that pupils have many opportunities to work in both two and three dimensions, using a good range of media. The portraits Year 2 pupils did of each other last year, for example, show careful attention to detail and lively observation. Pupils have used a variety of media, including graphics programs on the computer, to produce butterflies to illustrate the names of their classes. All pupils have sketch-books, but the use of these is patchy, and they do not provide a useful mechanism for monitoring pupils' progress. Similarly, whilst the folders of pupils' work show the good range of projects, much of the work is not dated or annotated, limiting its value as an assessment tool. Pupils thoroughly enjoy

attending the art club, which runs, in common with other clubs, for five weeks. Visiting artists, such as for Portsmouth Picture Book Award Day last term, add valuable additional stimulus and interest.

66. No lessons in **physical education** were seen during the inspection, so that it is not possible to judge provision. However, all aspects of the subject are covered appropriately, and there is no doubt of pupils' enthusiasm for and appreciation of healthy exercise! At playtimes, boys and girls enthusiastically demonstrated their skill (or not) at skipping, and persevered well to improve their efforts. During morning exercises, pupils and teachers enthusiastically perform the routines designed to stimulate and prepare the mind and body for the day ahead.
67. Although not enough teaching in **design and technology** was seen to judge provision overall, it is clear that all elements are covered satisfactorily, and standards broadly meet expectations. The co-ordinator is frank in her admission that the subject has not received a high profile in the past; a position she is keen to change. It is evident that she has the talent and enthusiasm to bring this about. In her lesson, teaching and learning were very good, as pupils were stimulated and motivated to design and make moving pictures. From the first exciting introduction, with examples made by the teacher, pupils worked exceptionally hard to incorporate these ideas into their own designs, started on paper the week before. Pupils' imaginations were clearly stimulated, and they made good progress to complete their designs, which they discussed and evaluated enthusiastically and intelligently at the end of the lesson.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The knowledge, expertise and enthusiasm of the headteacher inspire and motivate pupils very well.
- A good range of additional activities enriches the music curriculum very effectively.

Commentary

68. Music plays an important part in the life of the school, and standards are on course to exceed expectations by the end of the year for Year 2 pupils, which maintains the position at the last inspection. This is because the enthusiasm of the headteacher, and her talent in the subject, are very effectively shared with pupils, so that they are keen, themselves, to perform well. In assembly, pupils sing thoughtfully and tunefully, and in lessons they try very hard to meet the headteacher's high expectations of concentration and performance. In the lesson seen teaching and learning were good, and pupils achieved well, as they worked hard to think about sounds and sing high, low, long and short notes. The morning recorder club encompasses around half of the boys and girls in Years 1 and 2, who arrive at 8.15am, because they are so keen to take part. In these sessions,

teaching and learning were very good as the pupils worked eagerly and enthusiastically and achieved well to make good progress in playing new notes. The session also made an important contribution to pupils' social and personal development as the more experienced players help the less experienced ones and were thanked for their help!

69. Provision is led and managed well by the headteacher. A good range of resources includes a variety of pre-recorded music, which is played to establish a thoughtful atmosphere at the beginning and end of assemblies. Pupils perform regularly in concerts and the Portsmouth Music Festival, and appreciate the opportunities these activities present. Visiting musicians add a valuable additional dimension, such as in the Arts Network Dance Festival.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Teaching of these areas of the curriculum is very good.
- There is a daily session that gives effective practical expression to citizenship.
- The 'Healthy Schools' ethos underpins much of the school's work.

Commentary

70. Provision for these areas of the curriculum is a notable strength of the school. Standards reached are well above expectations. Pupils in Year 2 know the basic rules and skills for health and safety. They show initiative and a sense of responsibility constant recourse to adults. They are beginning to understand how they can participate in decision-making processes.
71. Pupils' very good standards and achievement result from a generous time allocation for these areas of the curriculum, a programme that provides good progression but also reacts to matters of immediate concern and high quality teaching.
72. The school's provision centres around three separate strands. The first is a programme in personal, social and health education based on a commercial scheme. The use of this scheme provides good continuity through weekly lessons and ensures no vital areas are omitted. The second strand is a daily session called 'Specials'. For twenty minutes pupils gather in the hall with the headteacher to discuss topics relating to the everyday life of the school. These include reports from groups of pupil representatives, such as the 'Eco School', 'Travel Plan' or 'Grounds Keepers' groups. There are discussions about problems noted by teachers or pupils. An example during the inspection was how to avoid being struck by skipping ropes in the playground. Pupils often work in small groups to find solutions to problems or to come up with a list of suggestions. Each group has a scribe to note decisions, but other collaborative roles such as chairperson or facilitator have not been introduced as yet. The third strand is the school's commitment to the 'Healthy Schools' scheme, under which the school has recently received re-validation. This underpins much of the school's work. In July, pupil representatives from Moorings Way attended a 'Healthy Schools' conference in London.
73. Teaching is very good, particularly that by the headteacher in the 'Specials' sessions. The atmosphere in the hall is relaxed but there are high expectations about good behaviour. The headteacher knows all pupils well and values all the contributions that are made. This helps everyone to feel important and to be willing to speak. The sessions are lively, varied and of immediate interest to the pupils, often including demonstrations by the headteacher with the help of pupils. Detailed information is provided, often enhancing pupils' knowledge in science or

mathematics. The sessions represent a very good use of time and contribute strongly to pupils' social and moral development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
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	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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