

# INSPECTION REPORT

## **NORTHERN JUNIOR COMMUNITY SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 115935

Headteacher: Mrs D J Fane

Lead inspector: Mr D Manuel

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 2004

Inspection number: 267406

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 to 11 years  
Gender of pupils: Mixed  
Number on roll: 207

School address: Richmond Rise  
Portchester  
Fareham  
Hampshire  
Postcode: PO16 8DG

Telephone number: 023 9237 0613  
Fax number: 023 9238 3308

Appropriate authority: The governing body  
Name of chair of governors: Mrs V Saunders

Date of previous inspection: February 1999

## CHARACTERISTICS OF THE SCHOOL

Northern Junior is a community school for pupils aged between seven and eleven years. The school is situated in Portchester in Hampshire. The school serves the local area, with a small but increasing proportion of pupils coming from further afield. In the past year, twelve pupils joined the school and seven departed at other than usual times. The local area is broadly average in socio-economic terms.

Distinctive features of the school include its consistent drive for improvement and its commitment to providing an inclusive education through considering the needs of every pupil, whether personal, social or academic, and providing the necessary support.

The school is below average size for a school of this type, with 207 pupils on roll, 100 boys and 107 girls, organised into eight classes, two in each year group. There are 51 pupils on the register for special educational needs (25 per cent) which is above average, 20 are at School Action Plus stage, and one pupil with a statement of special educational need. The number of pupils identified as eligible for free school meals is below the national average. Pupils' attainment on entry is below average overall. Most pupils are from a white British background except for eight from minority ethnic groups, one of whom speaks English as an additional language and is at an early stage of acquisition.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21090	Mr D Manuel	Lead inspector	English Information and communication technology Art and design Citizenship Music Religious education English as an additional language
9173	Mrs S McDermott	Lay inspector	
24019	Mr K Parry	Team inspector	Mathematics Science Design and technology Geography History Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Northern Junior Community is a good school with some very good features and provides good value for money.** Led very well by the headteacher, staff work very effectively as a team and have a very strong commitment to ensuring that all pupils receive a good quality of education that meets the full range of their needs. By the end of Year 6, pupils achieve well and attain levels which are above average in mathematics, religious education, art and design and music.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership which has resulted in good improvement since the previous inspection.
- Support and guidance for pupils' personal development are very good.
- Curriculum development and innovation are good.
- The quality of teaching is good overall and promotes good achievement by all pupils.
- The governors are effectively involved in the development of the school's priorities.
- Links with parents and the community are very good.
- Standards in writing are below expected levels.

The school was previously inspected in February 1999. The many weaknesses identified at that time have now been improved. Teachers' expectations and planning are very good, new schemes of work provide a good range of interesting tasks for pupils, pupils with special educational needs are supported well, cultural links are good, very good links exist with the local community and all statutory requirements are now met. Standards have improved in the six foundation subjects that were previously judged to be below average. The headteacher's very good leadership and the good influence and support of the governing body have also brought about improvements in a number of other areas since the previous inspection, particularly in the past two years following staff changes. These improvements are to the benefit of pupils' personal and academic development.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	C	D
mathematics	C	D	C	C
science	C	E	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with the same range of free school meals entitlement.*

In the most recent National tests of 2004, at the end of Year 6, pupils attained average standards in English and mathematics but just below average in science. When compared to similar schools, standards were average in mathematics and below average in English and science. However, during the time that this cohort of pupils was in the school, over 20 per cent of them were admitted from other schools and many were below average in their capabilities. Inspection evidence shows that pupils are achieving well in all these subjects, due to improvements in management and teaching which are bringing about notable improvements in

standards and achievement. Standards are above average in mathematics and average in English and science. In other subjects, standards are above average in religious education, art and design and music and average in all other subjects inspected. Gifted and talented pupils are supported well in their specialist areas and achieve well. Pupils with special educational needs achieve well in relation to their capabilities. The very small proportion of pupils from minority ethnic groups and those who speak English as an additional language also achieve well. Boys and girls achieve equally well. By Year 6 pupils have made good progress compared with their attainment when they entered the school. The quality of pupils' spiritual, moral and social and cultural development is **very good**. Relationships throughout the school are **good** and pupils' behaviour is **good**. Attendance is **above** the national average.

## **QUALITY OF EDUCATION**

The quality of education provided is **good** overall. The quality of teaching is **good** and promotes good learning by pupils throughout the school. Well-planned activities encourage pupils to work with interest and enthusiasm. Assessment procedures are good, tracking pupils' progress regularly and setting targets to help pupils know how to improve. Teachers use assessment opportunities in lessons well to adjust their teaching to meet pupils' needs. The curriculum is **good**, offering a broad and balanced range of interesting learning activities which successfully meets the varying needs of groups of pupils of different capabilities. Provision is regularly monitored and the most recent innovative changes have helped raise pupils' standards. There is a very good range of extra-curricular activities. The school provides very good levels of care, support and safety for pupils. There is good support for pupils with special educational needs. The school works very well with parents, providing good information about events and their children's education. The school has developed very good links with the local community.

## **LEADERSHIP AND MANAGEMENT**

The headteacher provides **very good** leadership and is committed to raising standards through the improved quality of teaching. She ensures good management by all staff in their respective roles. Improvements are managed well by a strong team approach and are effectively overseen by the headteacher, deputy headteacher, subject co-ordinators and governors, using good procedures to monitor and evaluate the school's progress. The quality of governance is **good**. The governing body contributes effectively to the increasing strengths of the school. The result is that the school provides a stimulating learning environment in which all pupils thrive. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very supportive of the school. In their responses, almost unanimously they agreed that their children like school, make good progress and arrangements made to help pupils settle when they start school are good. They also agree in high proportions that teaching is good, that staff treat children fairly, encourage them to work hard and expect them to do their best. They also agree that the school is well led and managed and that there is a good range of activities that children find interesting and enjoyable. However, a small proportion of parents feel that their children are sometimes bullied or harassed. No incidents were observed during the inspection but the inspection team is of the view that, when such incidents occur, they are managed very well. Pupils agree with this. Pupils are very positive, saying that they like school and enjoy their learning. Teachers listen to their ideas, make them work hard but help them

when needed. Most agree that teachers are fair, help them learn new things and that there is always someone to go to if they are worried about anything.

## **IMPROVEMENTS NEEDED**

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

- extend opportunities for pupils' sustained writing in order to raise standards in literacy.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Pupils' achievement is **good** overall. By the end of Year 6, standards are above average in mathematics, religious education, art and design and music. Standards in all other subjects are average. Although similar schools' grades indicate that standards are below or well below average, significant improvements over the past two years have resulted in good achievement by pupils and have enabled them to reach higher levels.

#### Main strengths and weaknesses

- As they progress through the school, pupils achieve consistently well.
- Standards in reading are above average but standards in writing are just below average.
- Pupils make good use of cross-curricular skills in literacy and numeracy to support learning in other subjects.
- Pupils with special educational needs are well supported, enabling them to achieve their full potential.
- Pupils achieve very well in developing their personal and social skills.

#### Commentary

1. Standards have improved in many subjects since the previous inspection, reflecting the significant impact of the various initiatives that the school has introduced over the past two years. Pupils' achievement throughout their time in the school is good. By the end of Year 6, standards are above average in mathematics, religious education, art and design and music. There is a clear trend of rising standards and continuing improvement from the time of the previous inspection when six subjects were below average. Boys and girls achieve equally well due to the focus on planning tasks to extend the learning of all pupils.

#### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	26.7 (26.8)	26.9 (26.8)
Mathematics	26.9 (26.2)	27.0 (26.8)
Science	28.1 (28.5)	28.6 (28.6)

*There were 67 pupils in the year group. Figures in brackets are for the previous year.*

2. The school's trends in national test results over the previous three years were close to the national average in mathematics and just below the national average in English and science, with little difference between girls and boys. Most improvement has been over the past two years, reflecting the focus on better provision and teaching over this period following the significant drop in 2001. During the time that this cohort of pupils was in the school, over 20 per cent of them were admitted from other schools with many being below average in their capabilities. Staff worked hard to enable these pupils to achieve well.

3. Inspection evidence shows that standards attained by the current Year 6 pupils are above average in mathematics and average in English and science. This demonstrates good progress by Year 6 pupils, who entered the school at a range of different stages, with standards that were below average overall. However, standards are above average in reading and below average in writing. In other subjects, standards are above average in religious education, art and design and music and average in all other subjects inspected. These are significant improvements from the time of the previous inspection when standards were average in religious education and below average in information and communication technology (ICT), art and design, history, design and technology, music and physical education. Pupils achieve well in response to good teaching and the enriched and well-balanced curriculum. Good links are made between subjects to make learning more meaningful. All pupils achieve very well in personal and social skills. Gifted and talented pupils are supported well to extend their talents in a range of subjects. Higher attaining pupils are achieving as well as they should and most lower attaining pupils and those of average capability also achieve their full potential. Throughout the age range, pupils with special educational needs achieve well due to the focused support they receive. This support helps them to reach their potential and, in some cases, to attain average standards by the time they leave the school. The very small number of pupils who speak English as an additional language are fully integrated into the school and achieve equally as well as other pupils.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and personal qualities are **good**. Behaviour is **good**. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **good**.

### **Main strengths and weaknesses**

- Very good relationships are evident between pupils and adults throughout the school.
- Teachers have high expectations of pupils' behaviour and involvement.
- Pupils behave well and are always willing to help each other.
- Pupils enjoy school and are keen to exercise responsibility.
- Important elements of personal development are promoted very well.
- Attendance and punctuality are good.

### **Commentary**

4. All adults in the school set high standards for pupils' conduct and these are consistently reinforced. The result is a positive and supportive learning environment for pupils, who gain increasing confidence and self-esteem as they progress through the school. Very good relationships between adults and pupils are evident in lessons and around the school. Pupils' behaviour is good overall and often very good in lessons. There are a few occasions when the behaviour of a very small number of pupils, outside lessons, is unacceptable but all incidents are managed very well. This fact was acknowledged by pupils in discussions. Pupils are very polite to each other, adults and visitors. Parents confirm that their children are very keen to come to school.
5. Teachers create a purposeful working atmosphere in lessons, setting clear guidelines for behaviour and work levels. As a result, during group activities, particularly role-play, pupils co-operate very well, agree decisions and carry out tasks thoughtfully, as observed in English, religious education and health education. Pupils with special educational needs have the same positive attitudes to their work as their classmates. Pupils respect

and support each other well and this encourages those who are less confident and raises their self-esteem. A small minority of these pupils have behavioural as well as learning difficulties. Skilful management by teachers minimises the impact on their own learning and that of others. Pupils enjoy school and talk about their achievements with enthusiasm.

6. A number of pupils in Year 6 have been appointed as monitors and willingly undertake helpful duties and tasks around the school, in classes, the library and with lunchtime duties. They demonstrate good levels of initiative, independence and personal responsibility. Selected Year 5 pupils have been trained as 'Buddies' to help Year 3 pupils who are experiencing personal or friendship problems at break-times. Their support is proving very successful. No incidents of bullying or harassment were observed during the inspection. The school's expectations are consistently maintained in subsequent years and help to reduce the small number of incidents of unacceptable behaviour.
7. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils appreciate opportunities for prayer and reflection within the very good provision for their spiritual development. Pupils respond very well to the school's very supportive approach and most of them develop their moral and social skills considerably during their school life, learning right from wrong. Staff and other adults are very good role models and their consistent reinforcement of positive moral and social standards is reflected in pupils' understanding and respect for the values and beliefs of others. Pupils' cultural development is good and enables them to understand the importance of the beliefs and traditions within their own culture and those of other countries. This was an area identified for improvement in the previous inspection. Since then, improvements have been made. Stimulating experiences and a good range of visits to learn about their own and other cultures contribute effectively to provision that prepares pupils well for life in a diverse multicultural society.

## Attendance

8. The attendance and punctuality of the pupils are good. Pupils arrive in good time for the start of the school day. Registration is prompt and effective. The school is good at encouraging high levels of attendance. It makes very effective use of the computerised system to monitor trends in attendance and to support individual pupils who are having problems in coming to school regularly. Regular attendance and good timekeeping make positive contributions to the pupils' good achievement. Parents are conscientious in notifying the office of the reason for their children's absences. The office staff will immediately follow up the unexplained absence of any pupils causing concern, but this good practice of 'first day calling' is not sufficiently extended to checking up on other pupils. The attendance of the pupils is just as good as at the previous inspection and punctuality has improved.

### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	197	2	0
White – any other White background	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
No ethnic group recorded	2	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching is **good** throughout the school. Assessment is **very good** in the core subjects. The statutory curriculum is **good** and is effectively enriched by a good range of additional learning activities. The school provides **good** levels of care. Support, guidance and the seeking of pupils' views are **very good**. Links with parents, the wider community and with other schools are **very good**.

### Teaching and learning

The overall quality of teaching and learning is **good**. The quality of assessment and its use are **very good** in English, mathematics and science and **good** in other subjects.

### Main strengths and weaknesses

- Teaching is good.
- Very good planning provides stimulating learning activities.
- The school extends pupils' literacy and numeracy skills in good links across other subjects.
- Support staff are used well to support learning.
- Pupils enjoy learning.
- Teachers use assessment very well to adjust their teaching to meet pupils' needs.

### Commentary

9. The quality of teaching overall is good, an improvement on the judgement made at the time of the previous inspection when it was satisfactory. The proportion of good and very good teaching has increased and all teaching was satisfactory or better during this inspection. Previously 14 per cent was unsatisfactory. Good monitoring and evaluation of teaching and learning by the headteacher, deputy headteacher and subject co-ordinators have contributed to the improvement, particularly in the past two years.
10. Teachers' planning is very good and provides a good range of activities that interest and stimulate pupils. The outcome of this is the good quality of learning by pupils of all capabilities. Pupils achieve well and maintain good progress over time, building on their earlier attainment at below expected levels overall. Teachers have high expectations of pupils' work and conduct. As pupils develop a wider range of knowledge and skills, teachers introduce very good strategies and ever increasing challenges to stimulate pupils and extend their learning even further. Good links are made in most subjects to develop and extend pupils' literacy and numeracy skills.
11. Another consistently good feature of teaching is the use of support staff. Teaching assistants provide good guidance to pupils with whom they work as a result of the thorough briefing they receive from class teachers. Such staff are vital to the good progress of pupils with special educational needs in particular, whether in class or when withdrawn in small or booster groups. Targets in their individual action plans are precise and this helps teachers to set tasks that match their needs. This is another significant improvement from the previous inspection when provision for these pupils was unsatisfactory. Good progress is also evident in the very few pupils who speak English as an additional language and who have positive attitudes to learning. A small number of gifted and talented pupils are identified and they, with higher attaining pupils, are given suitably challenging learning activities. The good standards that they attain are a sign of their continuing good achievement. Pupils confirm that they enjoy their learning.

12. Assessment procedures are very good in English, mathematics and science. Pupils' progress is monitored closely in year groups. Teachers use a variety of effective strategies, such as questioning, observing and reviewing work, to find out what pupils understand and can do in lessons. Pupils are involved in target setting and self-assessment of their progress. Teachers make good use of the information gained to adjust their teaching and to plan the lessons that follow so that each individual pupil's needs are met. This information is regularly shared with pupils and, through marking and discussion, provides guidance that helps them to know what they should do in order to improve.

**Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	13	8	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; (percentages are only shown where 30 or more lessons are seen).*

**The curriculum**

The curriculum is **good** overall. Enrichment of the curriculum is **very good**. Accommodation and resources are **good** overall.

**Main strengths and weaknesses**

- The school provides a broad, rich and varied curriculum.
- The school is continuing to develop good, innovative strategies.
- All pupils, including those with special educational needs, enjoy equality of access and opportunity.
- A very good range of visits, visitors, clubs and other activities enhances pupils' learning.
- The accommodation is very good.

**Commentary**

13. At the time of the previous inspection the curriculum was judged to be unsatisfactory. Since then, national and local guidelines have been used well to develop a broad and balanced programme of interesting and stimulating learning experiences. It is based firmly on the requirements of the National Curriculum and the local agreed syllabus for religious education. All statutory requirements, including those related to sex and relationships and drugs education, are met. There is good emphasis on pupils' personal, social and health education and citizenship. All subjects are supported by detailed guidance to assist teachers' planning. This is a key factor in the average or above average standards now seen in all subjects. There is a strong emphasis on English and mathematics and the national strategies for literacy and numeracy are used effectively and consistently as the basis for planning. These improvements ensure that pupils throughout the school achieve well and are well prepared for the next stage in their education. A significant strength is the way that the curriculum is kept under continuous review as the school constantly seeks to improve its provision.
14. The school's intention to balance excellence with enjoyment in line with national guidance is evident in its efforts to secure the all-round development of pupils. This is to be seen in

the very rich programme of interesting opportunities to take part in sport, the arts and many other activities. Educational visits and visitors, including a residential experience for pupils in Year 6, are built into the planning framework as integral parts of the teaching and learning process. They make a powerful contribution to the quality of teaching and learning, as well as pupils' personal development. In addition, there are numerous extra-curricular clubs and activities that cater for a very wide range of interests.

15. The school achieves equality of access and opportunity for all its pupils. This is reflected in the good provision for pupils with special educational needs. Work is carefully adapted to meet their individual needs and as a result they achieve as well as other pupils. Better individual education plans and the support of well-trained learning support assistants contribute to this marked improvement since the previous inspection. Gifted and talented pupils are also challenged to achieve high standards in their particular subjects. The very small number of pupils who are at an early stage of language acquisition are supported well.
16. The level of staffing is good and the hard-working team of teachers and support staff are deployed well to make the best use of their expertise. The very good accommodation supports the curriculum very well. The extensive school grounds have been developed well and add considerably to the quality of the learning environment. Particular features include outdoor teaching areas, wild life areas and a planting plan. The school has identified the need to improve accessibility to the playing field because of the steeply sloping area. Overall, the provision and quality of learning resources are good.

### **Care, guidance and support**

The care, welfare, health and safety of the pupils are **good**. Pupils are given **very good** support and guidance. Pupils are very well involved in the running of the school.

### **Main strengths and weaknesses**

- The welfare of the pupils is a high priority.
- The school has very effective strategies to help pupils to improve their behaviour.
- Pupils are very well supported as they join the school and as they prepare to move on to secondary education.
- Pupils have a strong voice and are valued members of the school community.

### **Commentary**

17. The school has well organised systems to ensure the pupils are safe and sound. The staff are well trained in first aid and know what to do should they be suspicious of abuse. Educational visits are very carefully planned with the safety of the pupils paramount. Since the previous inspection the school has eliminated the identified hazards by removing the redundant swimming pool and ensuring cleaning equipment is locked safely away. Overall this aspect has improved since the previous inspection.
18. Pupils are given very good guidance in their personal development. Staff quickly and effectively establish a positive rapport with pupils and their parents. Teachers are quick to notice if any pupil is unhappy or not achieving as well as expected to put the pupil happily back on track. Pupils with special educational needs are identified early in their school lives and teachers respond promptly. Individual learning plans are reviewed and updated regularly. Of particular note is the very effective work with the few pupils who find

it difficult to behave properly. The school is set up well to call on outside experts to help in supporting these pupils. Parents definitely appreciate the fact that they are included in helping to devise their children's behavioural improvement plans. The support and guidance of pupils has improved since the previous inspection.

19. New pupils are settled into school life very effectively. The majority move up from the adjacent infant school and start confidently because they are already familiar with many aspects of the junior school. Together with incoming pupils from other schools, they sample a full day in the summer term including lunch arrangements and lessons. These pupils arrive happily in September because they already know their teachers and many of their minor worries have been ironed out.
20. Pupils are very well involved in helping to run their school. A wide range of responsibilities highlights the importance of teamwork and looking after the school environment and fellow pupils. Although there are few formal surveys of the pupils, the headteacher, governors and staff are very good at listening to pupils' concerns or suggestions. The school council works very well as a pupils' forum because each class has a set time each week to discuss school issues with their representative. Council meetings are efficiently presided over by the headteacher, but there is scope for the older pupils to have more of a role in chairing and taking minutes.

### **Partnership with parents, other schools and the community**

The school has a **very good** partnership with parents. Links with the community and other schools are **very good**.

### **Main strengths and weaknesses**

- The school involves parents very well in their children's learning.
- The school listens to parents' concerns carefully and deals with them very effectively.
- The school has very good links with the local community to support learning and develop the pupils' social development.
- Very good liaison with other schools extends the curriculum and professional development very effectively.

### **Commentary**

21. The school has strengthened links with parents further since the previous inspection. Parents receive very good levels of communication about school events and good information on the progress their children are making. In particular, parents rightly appreciate the regular opportunities to talk to the teachers and find out how their children are getting on. Annual reports give parents useful information on what their children know and how this compares with national expectations, but not consistently about how their children have improved in each subject since the last report. Thorough details about topics to be covered and information on the latest way of teaching subjects such as mathematics mean parents can be very effective in working with their children from home. Homework routines are well established and pupils' good achievement is supported very well from home as well as in school. Parents are strong backers of the school through the active parents', teachers' and friends' association and the supporters' club.
22. Parents justifiably report that the school is very approachable. The headteacher and her staff listen carefully to any concerns and do all they can to settle them. The school values



the views of the parents and seeks out parental opinions at every possible opportunity. Recent concerns about bullying led to a special meeting to clarify misconceptions and to help parents to work effectively with the school to stamp out any intimidation. Parent representatives are fully involved with the management team in discussing vision for the school and planning the future.

23. Community links have improved impressively since the previous inspection. They are now very good and bring a wealth of extra experiences to the pupils. The Portchester area is used very productively to enliven many subjects of the curriculum. The pupils are gaining a real sense of the importance of community life through their successful involvement in many local events. Of special note is the well-deserved successes in the Fareham in Bloom and the South of England in Bloom competitions which have positively raised the school's profile in the locality.
24. Liaison with other schools and colleges has also improved significantly since the previous inspection. Northern Junior is a very active member of the local cluster of primary schools. Teachers benefit from shared expertise and training opportunities, whilst the popular activity week brings staff together to share skills for the benefit of the pupils. Links with several specialist secondary schools are bringing a whole raft of added experiences for pupils in science, mathematics, physical education and the creative arts. Close working with these secondary schools and the feeder infant school enhances and smoothes the transfer process for the pupils. Year 6 pupils, and often Year 5, have valuable experience of their selected new school surroundings and teachers before they start. Even if only a few pupils are transferring to a particular secondary school, the headteacher ensures there is sufficient familiarisation for a confident move.

## **LEADERSHIP AND MANAGEMENT**

The headteacher provides **very good** leadership. The leadership of other key staff is **good**. Management is **very good**. Governance is **good**.

### **Main strengths and weaknesses**

- The headteacher's very clear vision and high expectations provide a sharp focus for the work of the school.
- The deputy headteacher makes a very good contribution to the leadership and management of the school.
- The very good procedures for monitoring the work of the school have been used effectively to improve the quality of education.
- There is a strong commitment to ensuring that all pupils achieve equally well.
- Arrangements for the support and professional development of staff are very good.
- Governance of the school is good.
- Financial controls and management are very good.

### **Commentary**

25. The headteacher has brought about significant improvements to the overall quality of leadership and management of the school since the previous inspection. Her very good leadership is based on a very clear vision of what she wants for the school and high expectations for pupils' academic and personal development. She deals rigorously with areas of concern.

26. She is very well supported by the deputy headteacher. Their strong partnership has been a key factor in ensuring that planned improvements have been carried through despite recent changes of staff and long term absences. It has also helped to build a caring and supportive team of staff. The roles and responsibilities of all staff are carefully defined so that everyone is very clear about what is expected of them. Newly appointed staff are very well supported. All staff with management responsibilities are effective in helping to bring about improvements. The management of the arrangements for pupils with special educational needs is good. In the short time since her appointment the co-ordinator has gained a good overview and is clear about ways in which the provision could be improved further.
27. The school is managed very well and there are very good systems in place to enable it to run smoothly and efficiently. Procedures to monitor the work of the school and to deal with identified weaknesses are a strength. Staff, governors, parents and pupils contribute to the process. The school makes good use of national and local data and its own testing procedures and monitors pupils' progress closely to ensure that all achieve well.
28. The school improvement plan ensures that key priorities are dealt with as matters of urgency. Although it deals in detail only with the current year, it is shaped by their long-term vision. It provides a clear focus for the work of the school and is effective in bringing about improvements in teaching and learning, standards and teamwork. There are good arrangements for performance management which link well with the programme of training and professional development.
29. The governing body provides good support for all aspects of the school's work. The governors' strong commitment has been instrumental in their effective influence on the school and the improvements since the previous inspection. Governors visit the school regularly to report on activities and learning in subjects. Progress towards the school's targets is monitored rigorously and key aspects of the school's work, such as the raising of standards in writing, reading and scientific enquiry skills, are monitored regularly by the governors with key staff. They have a very good appreciation of the need to apply the principles of best value in the school's work, including comparing how well the school is doing with schools nationally and locally. They ensure that, in determining spending priorities, judgments are made about the benefits and impact on pupils and continuing improvements in provision. All statutory requirements are met.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	628,177	Balance from previous year	760
Total expenditure	562,777	Balance carried forward to the next	66,160
Expenditure per pupil	2,569		

30. The overall efficiency of the school is very good. The headteacher and governors have developed well-structured procedures that effectively support the school's educational priorities and the efficient use of resources. Very good use is made of new technology in all aspects of school life. Specific funding, such as that for special educational needs and national funding for ICT, has been used efficiently and resources acquired are used very

effectively to support teaching and learning. The carry forward figure was more than the recommended 5 per cent as it included money allocated for the new resources room and new computers, work which had not been carried out by the end of the financial year.

31. The school applies the principles of best value for money very well and regularly consults and involves all those concerned in decision-making about spending, including staff, parents and pupils. As a result, money is spent efficiently. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to monitor and evaluate spending decisions closely. The most recent financial audit took place six years ago, before the previous inspection. All recommendations made then have been implemented. Taking into account the good achievement by pupils, the good teaching and learning which take place, the good quality of education provided and the average unit costs, the school provides good value for money.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Improved provision has led to good achievement by pupils.
- Consistently good teaching builds on good planning and the use of regular assessment.
- Teachers make good links with other curriculum subjects.
- Standards in reading are above average.
- Standards in writing are just below average.
- The subject co-ordinator provides good leadership and management.

#### **Commentary**

32. By the end of Year 6, standards are average overall. Standards in reading are above average, in speaking and listening standards are average and in writing standards are just below average. All pupils achieve well from starting points that year by year, are generally below expected levels. Standards in reading and writing are similar to those at the time of the previous inspection but those in speaking and listening are lower, since they were judged then to be very high. Results from the 2004 national tests confirm average standards at the end of Year 6 last summer.
33. Having identified the need to raise standards following a significant drop two years ago, the school introduced new strategies for improving literacy skills. These strategies have been successful in improving pupils' achievement. However, there are still insufficient opportunities for pupils' sustained writing. Boys and girls attain similar standards due to the focus given to interesting texts and the effective direct teaching of small groups alongside worthwhile activities for the rest of the class.
34. The quality of teaching and learning is good overall. Strengths include the planning of a good range of interesting activities, regular assessment of pupils' progress and the adjustment of the pace of learning in relation to the rate of achievement by pupils. Lessons are well structured, often stimulating and have a clear sense of purpose, resulting in good learning. Relationships are very good and bring a happy and co-operative spirit to learning activities. All teachers use questions and prompts skilfully to promote further understanding of tasks and to stimulate different ways of thinking. As a result of these effective strategies and good links with other subjects, all pupils achieve well and contribute confidently.
35. All pupils have good attitudes towards reading and enjoy group sessions, sharing a range of books and other texts together. Guided reading sessions are used effectively to focus on key elements such as vocabulary and developing empathy with characters in their group reading books. Year 6 pupils read independently for enjoyment and for information in a range of other subjects. They gain increasing knowledge of authors and confidently discuss events and main characters in stories. Standards in writing are just below average. Pupils effectively demonstrate different styles of writing, including narrative, instructional, character descriptions and persuasive writing. However, there are

insufficient opportunities for pupils to develop their skills in sustained writing. As a result, their ideas are not sufficiently developed nor is the use of more complex sentences.

36. Most pupils speak and listen with confidence and make thoughtful contributions to discussions, as demonstrated in Year 6 when discussing their non-chronological reports. Pupils express views confidently, knowing that their contributions will be listened to by adults and peers alike. All pupils, including higher attaining pupils, those with special educational needs and the very small number of pupils at an early stage of language acquisition, are suitably challenged at their different levels of capability to achieve their full potential.
37. The co-ordinator provides good leadership and management and has supported colleagues very well in maintaining the school's development of literacy strategies. Assessment procedures are very good and are used effectively to track pupils' progress and meet the needs of all pupils. Pupils are aware of their most recent targets and work hard to achieve them. Resources are of good quantity and quality and are used well to support pupils' learning. Parents are encouraged to help with pupils' reading and do so regularly and this involvement supports pupils' learning and the school's efforts to raise standards still further.

### **Language and literacy across the curriculum**

38. Teachers' very good planning is often linked to other curriculum subjects such as history and religious education to consolidate and extend pupils' literacy skills. There are adequate links with ICT when lessons in the computer suite focus on reinforcing key skills in both subjects. Teachers encourage all pupils to share and discuss how they have used their knowledge and skills to complete written tasks successfully. These experiences later help pupils to contribute their own well-considered views relating to the different subjects involved.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above average in Year 6.
- There is a strong focus on developing pupils' numeracy skills.
- Teaching is good overall, although there are some variations between year groups.
- There are good systems for checking and tracking pupils' progress.
- The leadership and management of the subject are very good.

### **Commentary**

39. Standards in the current Year 6 are above average. This is an improvement on the school's national test results in 2004 when standards were average. As a result of good and very good teaching in the current Year 6, pupils are making rapid progress. The school's tracking systems confirm that these pupils are achieving well. Pupils with special educational needs achieve just as well as others and there is no evidence of differences between the achievements of boys and girls. The school is targeting higher attaining pupils as well as those who are just below average in order to raise standards further. Pupils in Years 3, 4 and 5 entered the school with below or well below average

attainment. Work seen during the inspection shows that these pupils are achieving well to attain standards that are average.

40. Teachers consistently make good use of the National Numeracy Strategy and the linked unit plans to ensure continuity of approach and the systematic development of numeracy skills and understanding. Teachers introduce pupils to different methods of calculation in the quick-fire mental arithmetic starter sessions. They encourage pupils to use a range of strategies and to explore and discuss the different methods used by others. This approach is common to all classes and is a strength of teaching and learning. As a result, pupils grow in confidence and work with more complex calculations as they move through the school. Teachers are currently focusing on providing more opportunities for pupils to use and apply these good basic skills to practical situations.
41. The quality of teaching and learning is good overall, although it is stronger in Years 3 and 6. In the lessons seen, it ranged from satisfactory to very good. The school already has strategies in place to ensure greater consistency in the quality of teaching and learning by boosting the amount of good and very good teaching. The most successful lessons were based on high expectations. Teachers used questions and prompts skilfully to promote further understanding and to stimulate different ways of approaching a problem. In these lessons, teachers demonstrated effective use of recent initiatives and showed a clear understanding of the differing learning styles of pupils. As a result all pupils achieved well. Where teaching is satisfactory, strategies are not always successful in ensuring that pupils settle to work promptly and are not distracted. This has a clear impact on the pace and continuity of learning, which are satisfactory overall.
42. Feedback provided by teachers in the form of marking and comments during lessons is good. It is constructive and designed to help pupils improve. However, pupils' individual targets could be more specific and, for older and higher attaining pupils in particular, could offer more explicit guidance to help them make progress through the National Curriculum levels.
43. Very good leadership and management of the subject and a well thought out programme of development are key factors in the school's drive to raise standards. There are very good systems for assessing pupils' attainment and test results are analysed in detail by the subject leader. Pupils' progress is carefully tracked and the school is now making good use of this information to compare and evaluate results and set targets for improvement. Combined with regular lesson observations, these provide the subject leader with a clear overview of strengths and areas for improvement in the mathematics curriculum. Taking the period as a whole, improvement since the previous inspection has been satisfactory with some fluctuations but noticeable improvements in the past two years. The subject is well placed now to move forward more rapidly.

### **Mathematics across the curriculum**

44. There are good opportunities for pupils to use mathematics as part of their work in other subjects. These include the development of measuring skills and the analysis of data in subjects such as science, design and technology and geography. Links with ICT are developing well, with tasks such as using a spreadsheet in Year 6 extending basic skills in both subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Teachers' planning is good and lessons are well prepared.
- There are well planned opportunities for pupils to take part in practical activities and investigations.
- Additional activities, including an increasing use of ICT, are used well to enhance pupils' learning.

### **Commentary**

45. Standards in Year 6 are average as they were at the time of the previous inspection. Although standards vary from year to year, depending on the make up of the year group, it is evident from the work seen that all pupils, including those with special educational needs, achieve equally well. There is no evidence of differences between the achievements of boys and girls. Pupils achieve well from relatively low starting points.
46. Teachers are well supported by the school's planning framework which ensures that pupils' learning builds systematically as they move through the school. Pupils' current studies of life processes in Years 3, 4 and 5 illustrate this clearly. It also ensures a good balance between enquiry skills and scientific knowledge and understanding. It is clear from examining pupils' work that all elements of science are covered.
47. Teaching and learning are good overall. Lessons are well prepared and teachers have good knowledge of the subject. Practical and investigative tasks are common features of pupils' learning. They capture pupils' interest and develop their understanding well. In addition, teachers make good use of questions from earlier national test papers to develop pupils' knowledge of scientific vocabulary and planning processes.
48. Good examples of these teaching strengths were seen during the inspection. In Year 3, pupils sorted and classified foods into different groups. They identified which foods would form part of a balanced diet and planned a healthy lunch box. The teacher encouraged good use of the correct terminology and the practical nature of the task developed their understanding well. In another lesson, pupils in Year 6 made good use of their prior knowledge to suggest well thought out hypotheses. Their learning was supported effectively by a thoughtful blend of direct teaching and challenges requiring independent work. They showed good recall and understanding of their earlier learning when planning an experiment to recover dissolved solids from a solution. Open-ended tasks and investigations allow pupils of all abilities to work at their own level.
49. The science curriculum is considerably enhanced by a good range of additional activities. These include the increased use of ICT links to enhance pupils' research and investigative skills. Good arrangements are also made for visits and visitors to link with particular study units, a science week and a science club for younger pupils. All of these help to raise the profile of science within the school and contribute towards the good progress pupils make.
50. The subject leader, although relatively inexperienced, is well supported by the school's management structure and is making a good contribution to the overall leadership and

management of the school. Although she has not had the opportunity to observe teaching and learning in the classroom, she looks at samples of pupils' work and monitors teachers' plans to gain an overview of provision across the school. She has identified individual target setting as one of her priorities and is trialling some ideas in Year 3. Her intention, quite rightly, is to develop a clearer awareness among pupils of precisely what they have to do to make progress through the National Curriculum levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Provision and standards have improved since the previous inspection.
- Pupils achieve well because their learning is purposeful.
- Teachers structure lessons well so that pupils apply and extend what they have learned.
- The good use of resources is raising pupils' levels of basic ICT skills quickly.

### **Commentary**

51. Pupils' achievement is good. They make good progress and most reach average levels by Year 6. This is an improvement from the time of the previous inspection when standards were below average and provision was unsatisfactory. Improvements are due to the improved programme of learning, training of staff to improve their expertise and the improved use of ICT resources. Boys and girls achieve equally well and with high levels of interest.
52. Teaching is good and inspires good learning, with pupils acquiring new skills and knowledge at a good rate from previous low levels. Pupils also develop the capacity to become more independent users of ICT. The main characteristic of the good teaching is the strong emphasis on using ICT for a purpose, not just to acquire skills. Thus, pupils see the relevance of their learning, are well motivated, apply themselves well to their tasks and achieve well. Teachers give clear instructions, use ICT-related vocabulary accurately and consistently. When necessary they provide helpful demonstrations of systems and program functions and of tasks pupils are to undertake. These strategies help pupils understand what is required of them so they settle to tasks quickly and with enthusiasm, work productively and enjoy the successes they achieve. Pupils are also encouraged to review and evaluate their work.
53. The leadership and management of the subject are good and have ensured that there has been good improvement in provision since the previous inspection. A new programme of learning is in place and resources are much improved. The co-ordinator's monitoring of teachers' plans and pupils' work has enabled her to confirm that the full requirements are now being taught and this is borne out by work seen during the inspection. Good assessment procedures are in place to monitor what pupils achieve and what they need to do to improve.  
The decisions taken to bring about improvements have been effective in raising standards and improving staff knowledge and confidence in teaching ICT. Resources have been improved and are used effectively to raise the levels of pupils' skills. Shortly after the inspection, new computers will be placed in the computer suite and the present computers will be distributed to increase the numbers of machines in classes so that



pupils have more 'hands on' time in classroom lessons in links with other subjects. The school is also considering increasing the number of interactive whiteboards.

### **Information and communication technology across the curriculum**

54. The school has taken effective action to improve this aspect of the subject. Some good examples were seen where ICT was effectively linked with other work to extend pupils' skills and understanding. These links included using a digital camera to create graphics and adding text to create a school brochure from the pupils' points of view. Other good links include the use of data handling and spreadsheets to extend learning in numeracy and research into various sources to extend pupils' knowledge about a range of historical periods.

## **HUMANITIES**

### **Geography**

55. No lessons were planned to take place during the inspection. Although it is not possible to make a secure judgement about overall provision, an examination of pupils' work, teachers' planning and discussions with teachers indicates that the school's coverage is at least satisfactory. Pupils' achievements are satisfactory and standards of the work seen are at average levels, as they were at the time of the previous inspection. The school's portfolio of completed work shows that there is good coverage of the requirements of the National Curriculum. Fieldwork and other first-hand experiences are used well to develop pupils' enquiry skills as well as their understanding of the wider world. Visits, visitors and use of the locality play an important role in making learning interesting and relevant and constructive links are often made with pupils' work in other subjects. Good use is also made of the local area as a resource for learning in Year 4 when pupils learn about Portsmouth harbour and, in Year 5, when they study Minstead as a contrasting locality.

### **History**

Provision in history is **satisfactory**.

#### **Main strengths and weaknesses**

- Good progress has been made in dealing with weaknesses identified by the previous inspection.
- A broad and balanced curriculum effectively promotes the development of skills.
- A good range of first-hand experiences supports pupils' learning.
- Assessment arrangements need strengthening.

### **Commentary**

56. There has been substantial improvement since the previous inspection when the curriculum and pupils' progress were judged to be unsatisfactory and the standards they attained were below average. The range and depth of coverage have been improved considerably. As a result, pupils achieve satisfactorily and standards in Year 6 are average.

57. A well-planned programme of learning reinforces and extends pupils' knowledge and understanding of the subject. As they move through the school, pupils acquire a developing sense of chronology through the use of dates and timelines and by considering and comparing distinctive periods in history. They acquire a sound knowledge and understanding of past events and of the personalities involved. The local area provides a very good resource and teachers make good use of it with a range of well-planned visits and visitors to bring pupils' learning to life. Pupils' learning is further enriched by the successful links that teachers make with other subjects including literacy, art and design and ICT. For example, pupils in Year 5 used photographs and the Internet well to enhance their study of World War II.
58. Teaching and learning are satisfactory. Teachers have good subject knowledge and plan interesting tasks to motivate pupils and to develop their enquiry skills. In Year 4, for example, pupils investigated three women who opposed the Roman occupation. Their discovery that Boadicea, Bonduca and Boudicca were the same person effectively extended their understanding of the different ways that the past can be interpreted. In a lesson in Year 5, the pupils thoroughly enjoyed re-enacting a day in a Victorian classroom. Their prior learning based on an examination of photographs and documents, handling artefacts and a visit to Petworth House prepared them well for the experience. Pupils were enthusiastic because history came alive for them.
59. The leadership and management of the subject are good and this is leading to good improvement in the subject. The subject leader has a clear overview of provision and is working steadily to improve continuity in the development of pupils' skills and to refine the planning framework. She has identified the need to develop a common approach to assessing pupils' attainment and progress and this will address the most significant weakness in provision.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils have good knowledge of Christianity and other religions.
- Teaching is good and deals with sensitive issues well.
- Good links are made between the subject and everyday life.
- A good range of visits and activities enhances learning.
- Pupils learn not only about religion, but from religion, in being able to understand and interpret their own experiences and those of others.

## **Commentary**

60. By the end of Year 6, standards are above average in relation to the locally agreed syllabus and national guidelines. This is an improvement since the previous inspection when standards were judged to be average. Boys and girls achieve equally well and all pupils, including those with special educational needs, make good progress in gaining more knowledge and understanding of their own and others' religious beliefs.
61. Teaching and learning are good and, as a result, pupils gain a sound understanding of Christianity and other religions such as Islam and Judaism. In response to stimulating activities, pupils make good gains in their learning and understanding of the beliefs,

practices and lifestyles of the religions they study. They learn about the place of Christmas and Easter in the Christian calendar and similar important festivals within other faiths. Teachers use good strategies to ensure that lessons contribute very well to pupils' personal development through the links that are made between the subject and everyday life. This was demonstrated very well when Year 4 pupils shared views and opinions about the need for rules in modern day life. They discussed very maturely the impact of the Ten Commandments in the Holy Bible and the rules set out in the Torah and compared these with the need for laws within society.

62. Good contributions are also made to pupils' spiritual and cultural development. To support work at different stages of learning, pupils visit a local church, a synagogue and a mosque, appreciating the beauty of such buildings and how they influence people's lives. Pupils also learn about the different rituals and beliefs and compare these to their own. They consider how certain symbols and customs are very important to others. Pupils in Year 6 extend their knowledge of different customs and traditions by designing patterns in the style of Batik fabrics, linked to the study of the Indian culture. Very sensitive prompts by the teacher and the provision of moments of quiet reflection enable pupils to consider their own attitudes and beliefs, whilst being encouraged to respect those of others. These attributes are also promoted well through role-play tasks.
63. The subject is led and managed well by the co-ordinator, who has a clear view of standards across the school. Areas of learning have been reviewed in relation to the new locally agreed syllabus and good planning contributes well to pupils' good achievement. Pupils' understanding of Christianity and other world religions is effectively enhanced through a range of visitors to the school to discuss their work and the work of different charities. Through these visits, pupils have provided funds for children less privileged than themselves. Resources are good and are used effectively in classroom displays.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Design and technology**

64. No lessons were seen in design and technology. It is not possible therefore to make secure judgements about provision, although the limited evidence indicates that coverage is at least satisfactory and that standards in Year 6 are average. This represents a marked improvement since the previous inspection when pupils made insufficient progress and standards were below average. Pupils are encouraged to look at examples of artefacts, carry out research and consider the design brief before making a variety of products. Throughout the school teachers ensure that activities are relevant and purposeful by linking the work with current topics. There are good intercultural links which also contribute to pupils' personal development. Teachers' planning shows that pupils work with a variety of materials and techniques and the products include different working mechanisms. The school is aware of the need to improve the variety and quantity of resources to provide pupils with more opportunities to select from a broader range of tools, components and materials.

### **Art and design**

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

### **Main strengths and weaknesses**

- Standards are above average.
- Pupils achieve well and enjoy the subject.
- The school provides a good range of activities that inspires pupils' creative and practical skills.
- Teachers create good links with other subjects.

## Commentary

65. By the end of Year 6, pupils achieve well and attain standards which are above average. This is a significant improvement since the previous inspection when progress was judged to be unsatisfactory and standards were below average. Pupils achieve well because the subject is highly valued and because of the contribution it makes to their understanding of other subjects through well-developed curricular links. Provision for art and design also makes a major contribution to pupils' spiritual, moral, social and cultural development, particularly through links with art work from Australia and India and from different periods in the past. As a result, pupils enjoy the subject immensely and this makes a significant contribution to the good progress made in learning by all pupils, including those with special educational needs.
66. Teachers plan a good range of activities and good emphasis is placed on attention to detail in initial sketch work and on encouraging experimentation with colour tones. Teachers have good subject knowledge and use skilful prompts to encourage pupils to look analytically at their own work and the work of others. Inspired by good teaching and the good range of resources, pupils work successfully with a variety of media. Pupils' learning develops well as they move through the school in response to the good teaching. Boys and girls achieve equally well. Resources are good and are used effectively to inspire pupils' learning. Good links are made with ICT, when pupils create their own designs and extend their knowledge of famous artists in order to study their different styles.
67. Good cross-curricular links enhance pupils' learning well. For example, pupils in Year 3 made Canopic Jars in links with Egyptian history and Year 4 pupils designed mosaics in links with their work about the Romans. Year 6 pupils made good links with their science work when they produced good quality sculptures representing physical actions. Pupils also study the work of other artists, such as Van Gogh, Monet and Warhol, and produce their own good representations in their styles. Pupils' work is celebrated and displayed in classrooms and corridors and is much appreciated by teachers, pupils and parents. This encourages pupils always to do their best.
68. The subject co-ordinator provides good leadership and management. She has developed a carefully planned programme of learning for each year group, which has contributed greatly to the enjoyment of the subject and the good quality of work around the school. Progress is monitored effectively in order to provide further challenges when necessary.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Pupils' standards are above average.
- The school's decision to employ a specialist music teacher has been very successful.
- Teachers' good subject knowledge and enthusiasm result in good achievement by pupils.
- Good resources are used effectively in practical sessions.
- Pupils show good levels of interest in the subject.

## Commentary

69. All pupils achieve well and by the end of Year 6 attain standards which are above average. This is significant improvement on the below average standards judged at the time of the previous inspection. Pupils with special educational needs also enjoy the subject greatly and make good progress. Boys and girls achieve equally well and with the same high levels of interest.
70. Pupils learn quickly and develop an enthusiasm for music. This was demonstrated very effectively by Year 3 pupils when singing and playing accompanying phrases, with good control and rhythmic accuracy using body parts and untuned percussion instruments. As pupils pass through the school, they extend their listening, appraising, composing and performing skills in response to the good and very good teaching. Pupils are encouraged to evaluate their own work and also to suggest sensitively how others might improve their performances. These strategies improve the quality of work well.
71. Pupils in Year 5 and Year 6 performed very well in their lessons and showed the high levels of confidence and pleasure that all pupils are gaining from the subject, as they performed rhythmic phrases in the style of North Indian Raga. The enthusiastic and stimulating efforts of the specialist teacher highly motivated all pupils in both lessons. Pupils' good achievement, learning and enthusiasm for the subject is also evident in assemblies, where singing is very tuneful and varied in its speed and volume to match the mood required.
72. The quality of teaching and learning is good overall. Pupils benefit greatly from the good subject knowledge of teachers, particularly the very good part-time specialist who teaches the subject in more than one year group. In addition to class lessons, pupils are given opportunities to learn individual instruments. These include violin, guitar, brass, woodwind and keyboard. Resources are of good quantity and quality and are used regularly by pupils of all ages and capabilities. Pupils benefit from a good range of extra-curricular activities. They regularly perform in assemblies and school productions, which are greatly appreciated by parents. They also represent the school in festivals with good levels of success.
73. With no co-ordinator available at present, the subject has been led well by the leadership team. The part-time specialist teacher has been added to the staff and new activities have been introduced to make learning more stimulating, with good effect. The programme of learning is broad and enriched with good, relevant links to other subjects. Pupils' progress is tracked carefully and adjustments made in lessons to set challenges at the correct level.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Provision has improved significantly since the previous inspection.
- A broad and balanced curriculum is considerably enhanced by a very good range of extra-curricular activities.
- Teachers' confidence and expertise in some aspects of the curriculum need to be strengthened.

## Commentary

74. At the time of the previous inspection pupils' progress was unsatisfactory and standards were below average. Teaching was also unsatisfactory. Since then the school has been successful in improving the overall provision and the quality of teaching in particular. Standards are now average and pupils are achieving well in response to these improvements.
75. As a result of the improved provision, it is clear that pupils' skills development in dance, games and gymnastics is now satisfactory and standards in Year 6 are average. Swimming is also included in Year 5 and most pupils meet or exceed the required standard of being able to swim 25 metres or more. Arrangements are also made for pupils in Year 6 to take part in outdoor and adventurous activities during their residential experience. The very good opportunities for pupils to follow their particular interests by taking part in extra-curricular activities extend the skills learned in lessons as well as supporting their personal development. Good links are also made with the local secondary school, which have improved provision for pupils and their learning.
76. The quality of teaching and learning is satisfactory overall. In the lessons seen the quality of teaching ranged from satisfactory to very good. Pupils are managed well, resulting in good behaviour and positive attitudes. They are encouraged to watch each other and constructively evaluate each other's performance in order to refine and improve their work. In the more successful lessons there was a strong focus on the quality of pupils' movements as they were constantly being challenged to improve their work. In Year 3, for example, this enabled pupils to make much better progress in dance than might be expected at this age. In satisfactory lessons, some opportunities were missed to monitor and support individuals and groups as they worked.
77. The subject leader has been in post for only a matter of weeks. However, her enthusiasm and her experience as the literacy leader have enabled her to make a good start on this additional responsibility. While there has been no time for her to have any real impact, she has begun to review provision for the subject and has good ideas about areas for development. These include improving teachers' confidence and expertise, providing more opportunities for competitive sport and refining assessment procedures.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- A very good range of activities develop pupils' personal skills very well.
- Teachers and other adults provide very good role models.
- Pupils are very interested in the life of the school and enjoy taking responsibility.
- Relationships between pupils are very good.

## Commentary

78. The school attaches great importance to developing pupils' personal skills. Teachers deal very effectively and sensitively with issues such as feelings towards others and personal emotions. Many of these issues are discussed in specific lessons set aside for

this purpose and also in religious education, when the emphasis is placed on learning from religion. As a result, standards are above average.

79. The quality of teaching and learning is good overall. Teachers and other adults consistently implement the school's policy and approach, providing very good role models. These qualities help to promote the very caring and supportive atmosphere and mutual respect very evident in lessons. From Year 3, pupils are encouraged to develop socially and morally responsible behaviour both in the classroom and beyond it. These skills are systematically reinforced year by year as part of pupils' all-round development. In a very good lesson, Year 6 pupils achieved very well, linking their group discussions to role-play situations in how to deal with peer pressure in difficult situations. Matters relating to good health, sex and relationships, drugs use and misuse and personal safety are dealt with very well in a carefully prepared programme for each year group. Well-planned sessions have a significant impact on pupils' learning and on their moral and social development. Many issues that affect all pupils are also discussed sensitively in assemblies.
80. A small group of Year 5 pupils act as 'playground buddies' to help Year 3 pupils who have problems at playtimes. Year 6 pupils act as monitors with a range of responsibilities at different times of the day and demonstrate considerable pleasure and self-esteem with very good levels of initiative, independence and personal responsibility. This help contributes to the smooth running of the school and the very good relationships within it. Each class elects a representative to the school council and, through this facility, several useful improvements have come from the pupils themselves, including improved facilities for outdoor activities at playtimes and the whole-school rewards system. Within the good programme for developing citizenship, pupils have very good relationships with each other. They also discuss very thoughtfully matters relating to justice, rights and responsibilities and racism.
81. The co-ordinator provides very good leadership and management in initiating and monitoring agreed priorities and improvements. Pupils learn what it means to be helpful, considerate and mature within their school community and what it means to be a good citizen in the wider and more diverse world.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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