

# INSPECTION REPORT

## **Purbrook Infant School**

Waterlooville

LEA area: Hampshire

Unique reference number: 115937

Headteacher: Ms Hilary Southwood

Lead inspector: Mrs J Coop

Dates of inspection: 18 – 21 October 2004

Inspection number: 267527

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 category: Community  
Age range of pupils: 4 - 7  
Gender of pupils: Mixed  
Number on roll: 267

School address: Aldermoor Road East  
Purbrook  
Waterlooville  
Hampshire  
Postcode: PO7 5NQ

Telephone number: 023 9261 0761  
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Appropriate authority: The governing body  
Name of chair of governors: Kevin Read  
Date of previous inspection: 28 June 1999

## CHARACTERISTICS OF THE SCHOOL

This average size infant school is situated in Purbrook, near Portsmouth. The school is popular, and many pupils travel to the school from outside the immediate area. There are 267 pupils on roll between the ages of four and seven. Pupils come from a wide range of backgrounds and the proportion of pupils eligible for free school meals is below average, but this is not a true reflection of the social and economic circumstances of the school, which is average. All pupils are of white ethnicity and no pupils speak English as an additional language. Twenty-two per cent of the pupils have been identified as having learning difficulties, which is above average. This fluctuates each year, and the proportion of pupils in some year groups is well above average. Less than one per cent of pupils have a statement of special educational needs, which is below average. Children start in the reception classes with below average skills overall, but this varies from year to year, and this year's cohort has entered with generally average skills. The school received an Investor in People Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31862	Mrs J Coop	Lead inspector	Foundation Stage Information and communication technology Music Art and design Special educational needs
1305	Mr B Rance	Lay inspector	
22951	Mr G Gaskill	Team inspector	Mathematics Science Design and technology Physical education
10611	Mr M James	Team inspector	English Geography History Religious education Personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. Good leadership and management, coupled with good teaching and an interesting curriculum, ensure that pupils achieve well and enjoy learning. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- The headteacher provides quiet, but focused leadership. She is effectively supported by a hardworking team of staff.
- Children get a very good start to their education in the reception classes.
- Pupils' achievements are good and standards are above average in reading, mathematics, science, information and communication technology and music.
- Assessment procedures are good in English and mathematics, very good in the Foundation Stage, but not fully developed in other subjects.
- The provision for pupils with special educational needs is very good and teaching assistants provide very effective support.
- Teaching and learning are good, but teachers do not consistently help pupils know what they need to do to improve.
- The provision for pupils' spiritual, moral, social and cultural development is good, resulting in good attitudes and behaviour which help pupils to learn well.
- A good curriculum that is enriched by a wide range of activities and very good links with other schools add greatly to pupils' enjoyment and the quality of education.
- The school cares well for pupils' health, welfare and safety and provides very good pastoral guidance.

As a result of the hard work of the headteacher, subject leaders and supportive governing body, the school has made good improvement since the last inspection. The main issues identified, which were provision for music and teaching in Year 1, have improved significantly. Pupils are making better progress, and standards are higher in many subjects because the quality of teaching and the curriculum has improved.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	C	B	B
Writing	C	C	B	B
mathematics	C	C	B	B

*Key: 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*

Pupils of all abilities and backgrounds achieve **well** at each stage of their education. Children in the reception classes make consistently good progress. By the time they start in Year 1, most are likely to exceed the standards expected in most areas of learning. They are likely to far exceed them in their knowledge and understanding of the world, and meet expected standards in their communication, language and literacy. In the 2003 national tests, standards were above average in

all three subjects tested. Initial results from the 2004 national tests indicate that standards in reading and mathematics have improved, and were well above average. Standards in writing were average. Pupils' attainment in writing was disappointing, as few more able pupils attained the higher level. Evidence shows that, due to a determined effort by the school, more pupils are in line to attain the higher standards in writing this year. Current standards in writing remain average because in this year group there is a large number of pupils with special educational needs who have literacy difficulties. Standards in reading, mathematics, science, music and information and communication technology are above average. Standards in physical education are average, and standards in religious education are in line with the expectations of the locally agreed syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils have good attitudes to learning and behave well. They like coming to school, arrive in very good time and attendance, as a result, is good.

### **QUALITY OF EDUCATION**

The quality of education is **good**. The quality of teaching and learning is **good**. Pupils like their teachers and try hard to do their best as a result. In English, pupils' individual writing targets are beginning to make a difference to the progress they make. In other subjects, target setting and the use of lesson ends are not used consistently to improve pupils' knowledge of their own learning. Assessment procedures are very good in the reception classes, and good in English and mathematics, but are not fully developed in other subjects so as to ensure that pupils' subject skills are progressively developed.

The curriculum is good, with a good range of additional activities and very good opportunities for pupils to be involved in the creative arts. The care of pupils is good and the school guides and supports them well overall. Partnerships with parents and the community are good and there are very good links with other schools; this makes a positive contribution to the life of the school.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good** overall. The leadership of the headteacher is good. Her determined approach to school improvement has been instrumental in raising standards and improving the quality of teaching and the curriculum. She is well supported by all staff, who form an effective team. The management of the school is effective and there are well-developed systems for establishing the school's priorities. The work of the governing body is satisfactory. New governors are developing their skills quickly. They are supportive of the headteacher, but their role in supporting other staff is at an early stage of development. All statutory duties are met.

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

Parents have a good opinion of the school and appreciate the hard work of the headteacher and staff. Responses to the questionnaire highlighted that many were not happy about the amount of information they received, but this has already improved. Pupils are also happy, enjoy school and like being 'special helpers'.

### **IMPROVEMENTS NEEDED**

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

- Develop assessment procedures in subjects other than English and mathematics to ensure that pupils' skills are progressively developed.
- Make more effective use of lesson ends and target setting to improve pupils' knowledge of their own learning, to help raise standards further.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is **good** overall. Standards are above average in reading, mathematics, science and information and communication technology (ICT). Standards in writing are average.

#### Main strengths and weaknesses

- Children in the reception classes are making consistently good progress and achieve well.
- Pupils achieve well in all subjects except physical education and religious education, when achievement is satisfactory.
- Standards in writing are average, but more pupils are attaining the higher level this year.
- Pupils with special educational needs achieve well, but many struggle with basic literacy skills.
- There is potential for standards to be higher in some subjects, but subject skills are not always progressively developed.

#### Commentary

##### Foundation Stage

1. Children's attainment on entry to the reception classes is below average most years, although the current cohort has started with average skills overall, but with below average personal, social, communication, language and literacy skills. A very wide range of interesting activities is provided that supports learning well and, as a result, children achieve well. Most are likely to reach above average standards in all areas of learning except language, where standards are likely to be average, and knowledge and understanding of the world, where standards are likely to be well above average.

##### 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	16.3 (16.3)	15.7 (15.8)
writing	15.6 (14.6)	14.6 (14.4)
mathematics	17.1 (16.6)	16.3 (16.5)

*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

2. In the 2003 national tests, results were above average in reading, writing and mathematics both nationally and when compared with similar schools. Results from teacher assessments in science were also above average and above average compared to similar schools. Taking the past three years together, pupils'

performance has been above the national average in reading and writing, and close to the national average in mathematics. The preliminary results from the 2004 national tests indicate that standards in writing are average, but have improved significantly in reading and mathematics, and are likely to be well above average. Inspectors confirm that all groups of pupils achieve equally well, including the gifted and talented, and those with special educational needs.

3. Current standards in writing are average and more pupils are in line to attain the higher Level 3. Overall standards are not higher because of the significant number of pupils in that group with special educational needs. Current standards in reading are above average. Standards are higher than writing because more less able pupils are reading at the expected levels. Boys are not attaining as well as girls in reading. New resources, coupled with very good opportunities to read individually to an adult, ensure that boys are more interested in reading, make good progress and achieve well. This has had a positive influence on overall standards attained.
4. Current standards are above average in mathematics and science. This represents good progress and achievement for this year group. In both subjects, pupils are provided with many opportunities to solve problems and undertake investigations, with a strong emphasis on providing first-hand practical experiences for the pupils. All groups of pupils are motivated by these activities, and this has a positive influence on the progress they make and standards they attain.
5. Standards in information and communication technology (ICT) are above national expectations by the end of Year 2. The considerable investment in training, resources and the building of a new computer suite has resulted in increased staff confidence to develop ICT as a tool to aid learning. As a result, pupils are gaining confidence in using computers to support learning in many subjects, and standards are rising as a consequence.
6. Standards in music have improved significantly since the last inspection and are now above average. Although not inspected in detail, indications are that standards in art and design, design and technology, history and geography are above average. The higher standards in these subjects are in part due to improved curriculum provision and effective use of visitors and visits, that successfully motivate pupils, who try hard as a result. Standards in physical education are average and standards in religious education are in line with the standards expected in the locally agreed syllabus.
7. There is the potential for standards to be higher in some subjects. Although topics are covered well, the school has not yet fully developed assessment procedures to enable teachers to plan systematically for the progressive development of subject skills. This shortcoming puts a limit on overall standards pupils achieve.

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

Pupils' attitudes and behaviour are **good**. Provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **good** and punctuality is **very good**.

### **Main strengths and weaknesses**

- Pupils like coming to school and enjoy learning.
- The school's welcoming and caring atmosphere provides the foundation for good behaviour and relationships throughout the school.
- The school successfully uses the creative arts as a vehicle for personal development.

### Commentary

8. The school works hard to promote good behaviour and continually encourages all pupils to become independent and caring young people. All pupils understand the rewards they can earn for good work, effort and behaviour. They are eager to try hard to earn stars and achievement certificates. Older pupils are given a range of duties around the school that help develop their sense of responsibility. As a result, the majority behave sensibly, and play happily together, even during wet playtimes. Bullying and unkind behaviour are not tolerated and pupils confirm that any 'troubling' behaviour is dealt with quickly, and they are happy in school. All staff set a good example to pupils. Pupils know what is expected of them and clearly understand right from wrong. Pupils talk eagerly about lessons. They enjoy school and have good relationships with their teachers and each other. They take a pride in what they accomplish and join in all the school's activities with enthusiasm.
9. Pupils' spiritual, moral, social and cultural development is nurtured well. Pupils' spiritual and cultural awareness has been well developed since the previous inspection. Under the leadership of the headteacher and her innovative focus on children's rights, staff are committed to helping pupils recognise the spiritual and moral aspects of all their lives. Assemblies are occasions that successfully promote a sense of belonging and a wonder of the natural world around them, such as an appreciation that apple trees grow from tiny seeds. Time for reflection on particular themes helps pupils to appreciate the things they like, and to accept that others may have a different view or belief from their own. Stories such as *Cinderella* are used successfully to help children recognise their right to food, clothes and warmth. As a result, pupils are confident when expressing feelings and thoughts and they are aware of others who may not be as fortunate as they are.
10. The creative arts are used very successfully to enhance pupils' personal development. Music weeks, visits to places of interest, and many visitors who share their own musical, artistic or religious culture, successfully help pupils appreciate their own cultural traditions, and to appreciate the broader range of religions and multicultural experiences that are found in the wider community.

### Attendance in the latest complete reporting year 2002/2003 (95.9%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.1
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.

11. In comparison with national statistics, pupils' attendance was above the average in the last two academic years. The procedures for promoting attendance are good, and there are few instances of unauthorised absence because the school ensures that parents give an explanation of pupils' absence. The school's registers show that pupils are rarely late in arriving at school so that every day can get off to a good start.

## 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	267	3	0

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and the curriculum are **good**, with good opportunities for enrichment. The care of pupils is **good** overall. There are **good** links with parents and the community and **very good** links with other schools and colleges.

## Teaching and learning

### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (22%)	17 (53%)	8 (25%)	0	0	0

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

The quality of teaching and learning is **good**. The use of assessment and its effect on raising standards are **satisfactory** overall.

### Main strengths and weaknesses

- Staff in the reception classes make learning very interesting, so children delight in learning.
- Teaching assistants are used very well to enhance learning, especially for pupils with special educational needs.
- Relationships between teachers and pupils are good and this ensures that pupils try hard.
- Teachers manage pupils well and behaviour is good as a consequence.
- Planning is thorough, but learning objectives are not always clear enough to assist pupils to evaluate their own learning in the lesson ends.
- Assessment procedures are good in English and mathematics, and very good in the Foundation Stage, but are not as well developed to support learning in other subjects.
- Pupils know what they have to do to make progress in their writing, but not in other areas of the curriculum.

### Commentary

12. The quality of teaching and learning is good and has improved since the last inspection, so that pupils are now making consistent gains in their learning. This is due to the good training, advice and support that teachers receive from the headteacher and outside agencies.
13. Children in the reception classes learn well because they enjoy their activities, which are relevant and very well planned by the staff. Staff work very effectively as a team, and use resources imaginatively to stimulate learning. Children's confidence is nurtured very well by the very good relationships between staff and children. Children make good progress and achieve well as a result.
14. The work of teaching assistants throughout the school, including in the reception classes, is invaluable. They are professional and enthusiastic in their work, and make a significant contribution to learning in lessons. They take responsibility for teaching small groups and individual pupils, and are a major factor in the good achievement of pupils with special educational needs. They are sensitive in their approach, so that these pupils are not made to feel any different from their friends in class.
15. Teachers use praise and encouragement effectively so that most pupils behave well and try hard in lessons. Pupils who have behavioural difficulties are very well

managed, with a good range of strategies used, so that their behaviour is improving and does not distract other pupils.

16. Common strengths in the good teaching include good subject knowledge, good planning and the good use of resources, both human and practical, to support learning. These features, coupled with teachers' expertise in teaching basic literacy, numeracy and ICT skills and good opportunities for pupils to use these skills in other subjects, ensure that pupils make good progress overall. Where the quality of teaching and learning is only satisfactory, it is because too much is planned and, as a consequence, activities are rushed or not always completed. Pupils' progress suffers as a result.
17. More could be done in lessons to ensure pupils have a better understanding of what they are to learn, what they have achieved and what they need to do to improve. As a result, pupils are not skilled in reviewing their own progress. Work is marked regularly, but does not always indicate what pupils need to do next. As a result, pupils could sometimes do better. Teachers do share simple writing targets with pupils and this is helping pupils to improve. The school is aware of the need to make more effective use of targets for learning across the curriculum.
18. Assessment is satisfactory overall, but is good in English and mathematics, and very good in the reception classes. This is an improvement since the previous inspection. However, in English, the number of documents needed is too great to be easily manageable, and this is not helpful to teachers in their planning. The school is aware of this and is currently in the process of streamlining the system.
19. In other subjects, assessment is satisfactory. The results of a yearly assessment task for each subject are kept in each pupil's profile and these track knowledge well, but not the development of pupils' skills against National Curriculum levels of attainment. As a result, planning in these subjects currently focuses on knowledge and not on the systematic development of pupils' skills.

## **The curriculum**

The curriculum is **good**. Extra-curricular provision is **good**. The overall quality of accommodation and learning resources is **good**.

## **Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage is very stimulating.
- The curriculum is well balanced with a good equality of access and opportunities for all pupils.
- The provision for pupils with special educational needs is very good.
- Pupils have good opportunities to participate in sports, with very good provision for pupils' participation in the arts.
- There is a good number of teachers and learning support assistants, and they complement each other well in supporting pupils.
- The accommodation and resources for ICT and the library are very good.

## **Commentary**

20. The curriculum has improved since the time of the previous inspection. All subjects of the curriculum are now carefully planned, and all statutory requirements, including the requirements of the locally agreed syllabus for religious education, are met. Many subjects are inter-linked well, through the use of topics. This provides pupils with an interesting curriculum without losing the discrete nature of individual subjects. Special weeks or days make learning meaningful and have contributed to the good achievement being made by pupils. The Foundation Stage curriculum is very good. It is stimulating and lively, and very effective links between the areas of learning entice children to learn.
21. Pupils' learning is enriched well by a good range of extra-curricular activities. This is a very significant development since the previous inspection. These include choir, hockey, cricket and tag-rugby, as well as a lunchtime club. Together with a good range of visits and visitors, this good provision not only supports learning in different curriculum subjects, but also supports pupils' personal and social development well. Very good arrangements are in place to enhance pupils' learning through the creative arts. Pupils speak enthusiastically about the artists, writers, as well as drama and music groups, they have seen. These activities add greatly to their cultural awareness.
22. The provision for pupils with special educational needs is very good. Pupils' needs are identified very early and specially trained learning support assistants are used very effectively to target support where it is most needed, so that the pupils can benefit from all that the school offers, and make good progress. The school makes every effort to involve all groups and abilities of pupils in the full range of school work and activities. The school has begun a 'more able' project this year. Whilst this is a positive feature and pupils are motivated by the challenging work around the theme 'chocolate', on occasions pupils are withdrawn from lessons to undertake this work, and this means that they benefit in one direction at the expense of another.
23. The school's accommodation is satisfactory, and a number of significant improvements have been made, such as a new library and ICT suite, which is already having a positive influence on standards. Classrooms are adequate in size, but little additional space is available, resulting in some activities taking place in the corridors. Resources are good, but storage space is at a premium. However, staff make effective use of every nook and cranny. The school is well staffed; teachers and learning support staff complement each other well in providing for their pupils.

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

The way that the school takes care of pupils' welfare, support and guidance is **good**. The way in which the school listens to and involves them is **satisfactory**.

### **Main strengths and weaknesses**

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are good, so that pupils have a safe environment to live and work in.
- The knowledge and understanding that all the adults in school have of the pupils are good, and pastoral support and guidance are very good.
- Academic guidance is not sufficiently targeted so that pupils can clearly know what they must do to improve their learning.

## Commentary

24. As found at the previous inspection, this is a school that cares well for the pupils. Good child protection procedures are in place and all members of staff are alert and know their responsibilities in this regard. Routines for dealing with first aid are well established, with three staff fully trained in emergency first aid. There is a good health and safety policy in place and a thorough risk assessment is carried out and updated every half year. Pupils state that they are well cared for and feel safe and secure in school. This is evident in the way that pupils happily 'skip to lessons' and eagerly talk to visitors. Liaison with up to twenty different nursery and pre-school groups in the area is strong so that new children already know some of the staff when they join the school. Staff also visit them at home, if parents wish, and this helps them to settle very quickly.
25. Pastoral support and guidance are very good. Teachers and other staff in school know the pupils and their families very well. Through the use of the personal, social and health education curriculum, and the many opportunities for pupils to sit and discuss issues with their teachers, teachers are able to closely monitor pupils' personal development. This is clearly demonstrated by the perceptive comments that they make in annual reports to parents.
26. There are very well established links with relevant outside agencies. Pupils who are experiencing difficulties in their lives or those with more complex learning needs have ready access to support and guidance. The school acts very quickly on any advice received, so that parents of pupils with special educational needs and their class teachers are able to adjust their approaches accordingly. In this way, the few pupils with emotional, social or behavioural needs are very well cared for and successfully included into the life of the school. Pupils, as a result, receive very good guidance on a daily basis. This results in good behaviour, and polite and caring pupils.
27. Academic support and guidance are satisfactory overall. Teachers and learning support assistants notice when pupils are having difficulties in lessons and help them quickly. Pupils know that they can ask their teachers for help and are not afraid to do so. However, assessment information is not used consistently to set and share academic targets with pupils to help them understand how they can improve their learning. In addition, lesson ends are not used sufficiently to talk about pupils' success and any difficulties they encountered. These are missed opportunities to involve pupils in a partnership with teachers, so as to improve and gain ownership of their own learning.
28. Staff and governors satisfactorily take account of the views of pupils, informally and through personal discussions. For example, they have acted to improve the school playground. Plans for introducing a school council for pupils to participate in are well advanced, but not yet implemented.

## Partnership with parents, other schools and the community

The school's partnership with parents and the wider community is **good**, and with other schools it is **very good**.

## Main strengths and weaknesses

- Parents have a good regard for the school.



- Parents receive good, detailed information about the school and their children's progress.
- Visitors from the local community enhance learning well.
- Close liaison with the other schools, colleges and pre-school groups in the area make a very effective contribution to learning.

## Commentary

29. Parents are happy with the school. They appreciate the caring ethos, the academic standards that their children achieve and the open-door philosophy of the school. They feel able to approach the school at any time if they have any concerns about their children. The school provides parents with good quality and relevant information through frequent letters, an informative website and regular newsletters. Before the inspection, some parents felt that they did not have sufficient information on their children's progress and how to support their learning at home. However, because the school had conducted its own survey earlier in the year, additional information and curriculum meetings have already been arranged. Pupils' annual reports are of good quality, and include a commentary on social and personal development. These have improved since the previous inspection. Parents know what their children's targets for improvement are in English and mathematics. They are discussed with staff in the autumn term and reviewed in the spring term to see what progress has been made. This gives parents a very good opportunity to help with their children's learning.
30. Parents help their children at home in their reading and homework assignments and a number regularly come into school to assist in class or accompany schools trips. Together with the local community they also support the fund-raising activities of the Parent Teacher and Friends Association, which regularly raises substantial funds. These additional funds have recently been used to improve the ICT suite and library. All this parental involvement in the life of the school goes to support pupils' learning and achievements well.
31. The involvement of the school in the local community provides a rich source of visits and visitors. Ministers from the local churches regularly take assemblies, as well as many other visitors, especially artists, performers and musicians. Pupils talk enthusiastically about the visit by the fire service and the baker who made the harvest loaf. They take part in singing competitions and festivals, and interview members of the community for their projects. All of these opportunities have a beneficial impact on pupils' enjoyment and interest in learning in subjects such as religious education, geography, history and the arts.
32. Links with other schools and educational providers are very good. Liaison between schools in the area cluster is close. In addition to allowing headteachers and deputies to meet and share ideas, it enables shared staff training and curriculum development. With Purbrook Junior School, which is on the adjacent site, there is a very well managed programme for pupils to transfer on to Year 3, with staff from the junior school frequently coming into the school to begin to get to know the pupils. The two deputies have exchanged roles and more staff exchanges are planned. In July, all pupils have a trial day in the school and this helps give them confidence to face the forthcoming change.
33. The school makes a very good contribution to teacher training by regularly welcoming a number of students on placement for varying lengths of time as part of their course at University College of Chichester. These students are carefully managed by their mentors and the class teachers, and thereby provide interest and variety to pupils' learning.

## LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **good**. The leadership of the headteacher is **good**. The leadership of the management team and subject managers is **good**. Governance is **satisfactory**. The effectiveness of school's management is **good**.

### Main strengths and weaknesses

- The headteacher provides calm, purposeful leadership.
- There is a common commitment for improvement.
- Improvement planning considers many important aspects, but not a clear, realistic timescale for specific developments.
- Very careful use of finances has produced significant improvements to provision.
- Lines of communication between all staff are good.
- Staff get the training they need to do their jobs better.
- There is a significant contribution to initial teacher training.
- Governors are insufficiently involved in finding out for themselves the provision in the curriculum.

### Commentary

34. The good leadership provided by the very experienced headteacher has produced an increasingly confident staff who work well together to maintain and improve provision. Through the headteacher's thoughtful management, new ideas have kept a fresh approach to teaching and have enriched the learning environment. The headteacher's involvement with other schools and colleges has led to improvements in writing and the innovative development of work to increase awareness of children's rights. The school regularly provides for those in teacher training and other fields of education. These arrangements bring new ideas into school. The observation of how teachers teach and pupils learn, so that standards can be improved, is satisfactory, but lacks thoroughness in evaluating progress in the specific improvements identified.
35. Overall, staff in key positions provide good leadership. They form an effective team which supports the headteacher well. The school management team is an efficient link with areas of the school through clearly defined roles. The role of learning support assistants has grown to become very effective in recent years because of purposeful management. This positive culture permeates to the caretaker and cleaning staff. Pupils benefit from the good work of almost all subject managers. In particular, the leadership and management of the Foundation Stage and special educational needs are very good. The teacher, who holds both roles, has been very effective in making improvements despite a heavy burden of administration.
36. Overall, there are satisfactory procedures to monitor standards and the performance of the school, although there are some good features. For example, performance in national tests is carefully analysed and the data used to make any necessary adjustments to teaching. As a result, following a dip in standards, the school has focused on improving writing by introducing new strategies and this is proving successful. However, the school is also aware that assessment and monitoring arrangements are over-burdensome and require streamlining. It has already begun

this process. In some subjects, subject leaders and teachers do not have means by which they can monitor pupils' progress carefully enough.

37. A particularly useful aspect of the work of all subject managers is their annual report on their area of responsibility. These reports give a good input into school improvement planning. All managers have allocated time to carry out aspects of their work. The school improvement plan takes in these views and, to a lesser extent, those of parents and governors. The plan for improvement is good. It is linked to the budget and raising standards, but lacks a clear indication of when improvements are to take place. This does not let governors and staff know how their particular responsibilities fit into the timescale for the development of the school.
38. Governance is satisfactory and meets all statutory requirements. The relatively new governing body benefits from experienced leadership by the chair of governors. The governing body is well organised into committees which it has brought about by considering its own efficient working. The governors are very committed to the development of the school and their role as a 'critical friend' is developing. Their direct involvement in knowing what happens in classes, however, is limited.
39. Financial planning is very good. The high quality provision for ICT and the library was brought about by careful budgeting. It was paid for by the large carry forward into the last financial year, together with capital funds, grants and a significant contribution from the *Friends of the School*. The very small carry forward into the current financial year is testimony to this high degree of planning. The school has been innovative in employing a part-time finance officer. This has been very successful in presenting financial data in a useful form and improving office efficiency. Financial control is secure and daily routines run very smoothly.

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

Income and expenditure (£)		Balances (£)	
Total income	725,157	Balance from previous year	49,899
Total expenditure	774,399	Balance carried forward to the next	657
Expenditure per pupil	2,900		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **very good**.

During the inspection, only one third of the children were attending full time. Evidence shows that children have started with average skills overall this year. They have started with below average personal, social, communication, language and literacy skills. The quality of teaching and learning is consistently good and often very good. A strength is the way all staff relate very effectively to the children, and actively engage them in learning. This, coupled with very smooth routines and a very well planned range of rich and varied learning experiences, ensures that children of all abilities really enjoy learning, achieve well and make good progress. Provision for children with special educational needs is also very good. Staff have a very skilful approach towards identifying, at an early stage, any difficulties that children encounter, ensuring they have very effective support to help them learn. Very good leadership and management of the provision are based upon the staff working together as a highly effective team so that all aspects of the provision are closely monitored and continually refined and improved. Coupled with very detailed assessment procedures, this ensures the children receive a very good start to their education. The open plan unit provides an attractive very well resourced learning environment, further complemented by good quality outdoor space which adds a further dimension to learning. Good improvement has been made since the last inspection.

#### **Personal, social and emotional development**

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

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

- Very good links with parents and pre-school groups enable children to settle quickly and happily into the unit routines.
- Children are developing their level of independence very well.
- Children's respect for each other and awareness of how they should behave is developed very well.

#### **Commentary**

40. Parents appreciate the visits the teachers make to their homes and pre-school groups prior to their children starting school, and the time they spend getting to know them. As a result, relationships between staff and children are warm, very supportive and routines are very well established, so children settle quickly. This makes a very significant contribution to learning. Staff are very patient and calm and take every opportunity to encourage children to behave sensibly and help each other. As a result, children are sensible and caring. There are many very well planned opportunities for children to explore their feelings and the feelings of others. For example, through teachers acting in the role of an animal, children are encouraged to consider the feelings on an '*overworked duck*' and together, plan how to help. Constant praise and encouragement, coupled with consistently very good teaching, boost children's

confidence and ensure they achieve very well. Overall, when they start in Year 1, most children are in line to exceed the expected learning goals.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Staff are very skilled at enriching children's understanding and use of language.
- Reading and writing skills are promoted well.
- Teaching assistants provide very effective support.

### **Commentary**

41. The quality of teaching and learning is consistently good, with many very good features, and this ensures that all children achieve well. During practical activities, such as cooking, all staff very effectively promote children's language by asking questions and encouraging them to describe what they see and feel whilst simultaneously using a wide vocabulary themselves. These sessions very successfully develop children's spoken vocabulary, such as when they consider whether the bread mixture is 'lumpy' or 'smooth', and agree that the mixture smells 'sweet'. Together with very effective support from teaching assistants, children's early reading and writing skills are effectively developed. In whole-class activities and small group work, a stimulating learning atmosphere is generated by staff who use puppets, story sacks and very good expression, to engage children's interest. As a result, they are successful in generating a curiosity about books and the sounds letters make. Many activities are planned for children to write for a purpose in play activities, or to engage in teacher-supported activities linked to the current topic. This makes learning interesting and relevant. Activities are very carefully matched to the different abilities of the children and this ensures children progressively develop their skills. As a result, more able children are already writing simple words to illustrate their 'little red hen zigzag books', and less able children recognise the story sequence and can say what happens next. By the time they start in Year 1, most will meet the expected goals, with more able children exceeding them.

## **Mathematical development**

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

### **Main strengths and weaknesses**

- Staff provide very good opportunities for children to apply their developing mathematical skills in practical contexts.

### **Commentary**

42. Children make good progress, achieve well and most are on course to exceed the expected goals in this area of learning when they start in Year 1. This is because of consistently good and often very good teaching, based upon very well planned and very well resourced practical mathematical activities. A strength of this planning is the way that staff very skilfully link learning in mathematics to other areas of learning, so that learning is meaningful. During a physical education lesson, for example, children

were encouraged to count the number of bounces and to use mathematical language such as 'longer' or 'shorter'. In another example, the story of the '*little red hen*' was used effectively to challenge the children to help the farmer sort the animals. As a result, children are enthusiastic about mathematics and delight in discovering new facts, such as discovering you can sort animals using two criteria.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- There is very good emphasis on developing learning through first-hand experiences.
- The very good use of simple challenges very effectively engages children's interest.

### Commentary

43. Very good planning and very good teaching introduce children to a wealth of practical, interesting learning experiences, through which they are encouraged to use all of their senses to learn about the world around them and their place in it. As a result, all groups of children are very interested in everything that is presented to them, make very good progress and achieve very well. A significant strength of the planning is the way that simple challenges are presented to the children that encourage them to play with a purpose. In the water tray, for example, children are encouraged to explore the various tubes, bottles and funnels to design a watering machine to help *'little red hen'*. This very effectively spurs on learning when one boy, for example, discovered that, by connecting the tubes to a bottle and squeezing, the success of the watering system depended on the height of the tube. During such child-led activities, staff are supportive without being over directive, and they are adept at knowing when to intervene to move learning forward, and when to step back. Staff use questioning very well to extend children's thoughts and ideas. As a result, children are also confident to ask their own searching questions such as, *'do you think the seed will grow in the bread'*? Children are confident to use computers and, with support, can program a toy to move around the farmyard. They delight in looking at leaves and natural objects using a magnifying glass. As a result of this high quality learning environment, most children are likely to well exceed the expected goals when they start in Year 1.

## Physical development

Provision in physical development is **good**.

### Main strengths and weaknesses

- Good use is made of the hall, outside and classroom environments to develop children's physical skills.

### Commentary

44. The children are on course to exceed the expected goals by the time they start in Year 1. Children achieve well, aided by the good teaching and support they receive. In the hall, children are encouraged to move around all the spaces and, because the pace is brisk when they warm up, they know what happens to their heartbeat as a result. They delight in adding a sequence of bounces into their movements and are confident to move around the space and help put away large mats. This is a considerable achievement for children who have only been in school for a few weeks.



In the outside area, children are encouraged to kick or throw balls to each other, and they do so with enthusiasm, if not accuracy. In the classroom, staff provide many activities where children can manipulate small equipment and they patiently help children use scissors to cut out pictures. Children achieve well because they keep trying, even when they have difficulties. This is due to the warm, supportive relationships provided by the staff, that develop confident young people who are not afraid to have a go.

## **Creative development**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Teachers make good use of themes to promote children's imaginative play.

### **Commentary**

45. Children achieve well and by the time they start in Year 1 most will have exceeded the expected goals. Teaching is good and a strength is the way that staff plan activities around a theme, such as *'little red hen'*. This acts as a spur to develop children's imagination, both in planned activities and when engaged in independent play. Interesting resources, and the effective zoning of areas within the open-plan unit, encourage children to explore colour mixing, act in role in the farm café, make farm models, and create a farm in the sand tray that has been cleverly filled with sand mixed with potting compost. Music plays a significant part in the life of the unit and older children delight in performing an action song for their younger friends, using instruments. Children have learnt an impressive number of rhymes in a short time and can respond well to direction from teachers because of the happy but supportive atmosphere that has been created.

## **SUBJECTS IN KEY STAGES 1**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teachers use assessment well to plan lessons, and use teaching assistants very effectively so that achievement is good.
- Speaking and listening are promoted well in lessons, and the teaching of reading is well managed.
- Less able pupils struggle with basic writing skills.
- The marking of pupils' work is good, but teachers do not always use lesson ends to help pupils understand what they need to do to improve.
- Good subject co-ordination promotes the development of literacy.

### **Commentary**

46. Unconfirmed results from the 2004 national tests indicate that standards in reading have improved and are well above the national average, but standards in writing are not as high as in 2003 because fewer pupils attained the higher Level 3. The school was disappointed with the writing results and has already acted to improve standards by reintroducing four ability groups for extended writing lessons. This is providing more focused support for all groups of pupils. Evidence shows that this strategy is beginning to work and more pupils are on target to attain the higher levels. However, because there is a significant number of pupils with special educational needs in this

year group who have language and literacy difficulties, current standards in writing, speaking and listening are in line with national expectations, and are lower than those found at the last inspection. Standards in reading are above average. Individual reading conferences and effective support from parents and reading support teachers are instrumental in the higher attainment in reading. Based on their prior attainment, all groups of pupils, including those with special educational needs, make good progress and achieve well. The school has worked hard to motivate boys, who achieve less well in national tests. There was no significant difference in the performance of boys and girls in lessons seen during the inspection.

47. Speaking and listening skills are promoted well. Many interesting opportunities are provided for pupils to speak and listen in a range of contexts. Particularly good use is made of simple drama activities to develop the language skills of those pupils who lack confidence and tend to answer either in single words or short phrases. Coupled with very effective support from teaching assistants in small group activities, this is instrumental in the good progress being made.
48. Basic reading skills are also taught effectively, so that most pupils read their books accurately, and with expression. Pupils are keen to read, and they enjoy this activity. More able pupils have a good grasp of letter sounds. They are able to work out the words that they do not know and this has a positive influence on their writing standards. Pupils also enjoy writing activities, and many particularly like writing poetry. By the end of Year 2, many pupils successfully write simple stories, news and poems, using suitable punctuation and neat handwriting. Less able pupils, however, are not as confident as their more able peers and find spelling difficult and this impacts on the overall standards attained.
49. The overall quality of teaching and learning is good. Lessons are well planned and organised, relationships are good, and teachers manage excited behaviour well. The pace of learning is brisk as a result, and pupils work sensibly on their tasks for extended periods. Teachers are helped very effectively by the learning support assistants, who provide invaluable support for pupils with special educational needs, so they are enabled to achieve as well as their peers. Teachers assess pupils' work regularly, so that work is well matched to their particular needs. However, the purpose of the lesson is not always made clear, and this leaves pupils initially uncertain of what they are expected to learn. As a result, lesson ends are not always used sufficiently well to ensure pupils understand what they have learned, or in simple terms what skills they need to develop, so as to help raise standards further.
50. The leadership and management of English are good. The subject manager has only recently taken over the subject, but working with the headteacher, strategies and resources have been put in place to help improve the performance of boys and writing standards, which are having a positive impact. She is a good practitioner and has contributed well in identifying ways in which to improve standards further.

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

51. The school provides good opportunities for pupils to use and develop their literacy skills in other subjects. Significant amounts of reports and stories are produced in history and geography for example, that help make learning meaningful. Teachers

make regular use of ICT to help pupils develop their English work, such as in word-processing poems and items of information, while opportunities for pupils to act in role are used effectively to enhance pupils' spoken skills.

## **MATHEMATICS**

Provision in mathematics is **good**.

- Teachers are enthusiastic about mathematics and use it throughout the day to challenge and support all groups of pupils.
- Not all teachers plan a manageable number of mathematical ideas for pupils to learn in a lesson.
- Learning support assistants provide very valuable support for learning.
- Assessment is used well to raise standards, but pupils do not know their individual targets so they are not sufficiently clear what they need to do to improve.
- The subject is constantly being developed and promotes very good links with parents and good achievement for all pupils.
- The application of mathematics in other subjects is good.

### **Commentary**

52. Current standards of attainment are above average at the end of Year 2. This group of pupils started Year 1 with average standards in this subject, and they have made good progress. In 2003, standards in the national tests were above the national average. Indications from the 2004 tests are that standards have improved, are well above national expectations and have improved since the last inspection. The results for 2003 show that boys attain less well than girls in the school, but attain better than boys nationally. Inspection evidence does not show any significant difference in lessons.
53. The school is successful in providing for the more able pupils and pupils with special educational needs, so all groups of pupils make good progress and achieve well. Initiatives to develop pupils' abilities to work out answers in their minds and to exercise their mathematical skills at various times during the day are widely and successfully used, and are helping to raise standards. Any spare moment is used to ask probing questions. This very successfully challenges pupils' concept of number, for example, and with time and direction, pupils give their reasoning behind their answers and this spurs on learning. Teachers grab pupils' attention through interesting practical activities. Because of this, pupils work very sensibly with construction materials, for example, to gain a better understanding of shape, and with computers to make good progress with their number work. Pupils say they like mathematics and this is evident in the way that they work hard in lessons to improve.
54. The quality of teaching and learning is good overall. Learning support assistants are well briefed before a lesson and, because of this and their own professionalism, they provide very good support for pupils' learning, particularly pupils with special educational needs. Teachers have a very good knowledge of the subject and introduce pupils to new concepts and ideas carefully, modelling new skills well. Pupils' learning activities are well planned to reinforce these new ideas, so that they work purposefully. Most teachers are careful to make sure that pupils' new knowledge and understanding are secure before moving learning on. Teachers have high expectations and in most lessons, teachers introduce a realistic number of new concepts. On occasions, however, too many new ideas are introduced into a lesson without making sure that as many pupils as possible have mastered their new skills. This slows down learning.

55. There are good arrangements to assess and monitor pupils' work. This information is used well to provide learning challenges which help pupils make good progress. Targets for pupils' next steps in learning are shared with parents so that they can help their children make progress. However, pupils are not familiar with their own targets for learning. This is a missed opportunity to involve pupils in monitoring their own learning and consequently they are not clear what they have to do to improve.
56. Leadership and management of the subject are good. Procedures to involve parents in their children's learning are very good and influence the whole school. Management is well informed, self-critical and produces purposeful action. Initiatives in recent times have had a positive influence on standards. Recently, there has been very good development in pupils' problem-solving skills, making use of learning support assistants and links with the university sector. These activities have been for a limited number of pupils, but the subject manager recognises how these strategies can be developed to involve more pupils. The need to streamline assessment procedures has been recognised and carried out.

## **Mathematics across the curriculum**

57. The use of mathematics across the curriculum is good and this is having a positive impact on pupils' progress. Pupils are very familiar with data presented in tables and graphs in science and geography. The need for measurement is reinforced well in design and technology and science. Mathematics is used very well during the daily routines of the school to make learning meaningful and relevant.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress, attain good standards and achieve well.
- Very good use of the school grounds and educational visits brings relevance to learning.
- Pupils carry out their practical work carefully and are enthusiastic about learning.
- Assessment lacks a common approach across the school and lesson ends are not used sufficiently to gauge learning.
- Investigative work is interesting and relevant, but pupils do not raise their own questions.

## **Commentary**

58. The achievement of pupils of all abilities is good. Pupils who started in Year 1 with average standards have made good progress, so that by the end of Year 2, standards are above average, and the same as found at the last inspection. Indications from the 2004 teacher assessments show standards have remained above average overall, but many more pupils have attained the higher Level 3.
59. Pupils take their practical work very seriously and they are enthusiastic about science. By the end of Year 2, they have a good understanding of the general principles of fair testing. For example, they measure the same volume of water to compare the effect of adding different solids to water, recording their observations carefully and accurately in tables and sentences. However, investigative work is generally teacher directed. Pupils do not sufficiently raise their own questions which could be tested out, and this prevents standards from being higher. Pupils apply their previous learning to new situations well. This was seen when they enthusiastically recalled facts about changing properties, and made sensible predictions when they put balloons full of water into the freezer. Their knowledge of living things is very good because of the very effective use of the school grounds to make learning relevant.
60. Teaching and learning are good overall. All teachers have good subject knowledge and there is a good emphasis on practical work and first-hand experiences for pupils, who respond well to these situations. Learning support assistants provide very valuable support for pupils' learning and ensure that less able pupils can be fully involved in all aspects of the lesson. Through careful lesson planning across year groups and the use of a good curriculum, pupils' skills are developed well. The use of the school grounds, for activities such as spider hunts, and very relevant educational

visits promote good understanding, particularly about living things. Most lessons have a clear and realistic purpose that is carefully explained to the pupils so they understand what is expected. The final session of the lesson is often used to recap on the lesson. When this lesson end directly relates to the main purpose of the lesson, learning is enhanced. The teacher gauges what pupils have learned and pupils recognise their success, but this is not used consistently across the school so pupils are not yet skilled at evaluating their own learning.

61. Leadership and management of the subject are satisfactory. The recently returned manager is knowledgeable about the subject and well aware of the strengths and weaknesses of it in the school. Assessment is satisfactory, with the detail left to individual members of staff, but this limitation has been recognised. A new assessment system is ready to be initiated, which has the potential to be more effective in informing planning for teaching to raise standards. There is informal checking of plans for teaching and the manager is involved in giving positive support to colleagues when requested, but monitoring of teaching and learning could be extended further. Improvement since the last inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- A new computer suite is supporting pupils' rapid progress and enjoyment of learning.
- Teachers' subject knowledge has improved so that pupils make good progress.
- Pupils' evaluation skills are limited and the assessment of pupils' learning is not firmly established.
- Good use is made of ICT to support learning in other subjects.

### **Commentary**

62. The provision for ICT has improved well since the last inspection. A number of developments, spearheaded by the headteacher and co-ordinator, are having a positive impact on learning. These include: a well-resourced computer suite, the installation of two interactive whiteboards and increased staff training, so that teachers are more confident and capable to deliver lessons. As a result of these changes, pupils of all capabilities enjoy learning, achieve well overall, and the subject is well placed for continued development.
63. Standards are above expectations at the end of Year 2 and have improved since the last inspection. Most pupils are able to save, print and retrieve their work. They talk with enthusiasm about the subject and most pupils can move icons across the screen and rotate pictures to create a border, using the mouse with a good level of control. Pupils with special educational needs receive very effective support. Although they are not as confident or skilled as their more able peers, they try hard because of this sensitive support, so that they also make good progress and achieve well.
64. The overall quality of teaching and learning is good. Most teachers have developed their skills well and use these effectively to enhance lessons. Teachers use the interactive whiteboards well to illustrate teaching points and use questions effectively

to extend pupils' learning, often using a 'deliberate' mistake to encourage pupils to explain the skill required. As a result, pupils are interested in learning and eager to use their newly acquired skills. However, on occasions the learning objectives are not carefully or simply explained to the pupils, and lesson ends are not used effectively enough to check on what the pupils have achieved and help them understand what they need to work on to improve their computer skills.

65. The subject is well led and managed. Whilst fully recognising the positive aspects of recent changes, the co-ordinator is well aware of what she needs to do next in order to consolidate the improvement and to enable pupils to achieve even higher standards. She has a well thought out development plan. Teachers, for example, have a broad overview of pupils' skills and undertake an end-of-year assessment. However, at present, progressions in pupils' individual skills are not recorded sufficiently to enable teachers to build on previous learning.

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

66. The use of ICT to support learning in other subjects is good and this is helping to ensure that pupils make good progress. Pupils use the suite or laptops regularly to support their learning in science, mathematics, art and design, reading and writing. CD ROMs and Internet access are used effectively to research topics. Each week, teachers teach one subject, such as mathematics, through the medium of ICT and this is a strength in planning.

### **HUMANITIES**

No lessons were observed in geography and only one in history, so it is not possible to make judgements about provision in these subjects.

67. A study of teachers' planning for **geography** and samples of pupils' work, together with discussions with pupils and staff, show that a good and interesting range of activities are planned to support learning during the year. Indications are that standards are above average and have improved since the previous inspection. The subject manager has contributed well to this. For example, pupils in Year 1 have studied different types of houses and buildings in the area, and they have produced detailed maps of their journeys to school and to the local park. Pupils in Year 2 have carried out a comparison of Purbrook with nearby Emsworth, producing good quality information on shops in particular. Photo trails and interviews with residents are used well to support learning. Pupils in the school show considerable concern for the environment, and they readily identify ways in which it can be protected and improved. The subject, as a result, supports pupils' social, moral and cultural development well.
68. In the **history** lesson observed, about the events surrounding the life of Grace Darling, the teaching was very good. The Year 2 pupils were enthralled by the topic and they showed better than the expected level of understanding of the subject. A study of teachers' planning, and work previously completed by pupils, suggest that standards are also higher than expected overall. This shows an improvement since the last inspection. Discussions with pupils, on various aspects of history, confirm this. For example, pupils in Year 1 could talk in detail about the idea of 'old' and 'new', and



in sequencing toys, for example, they showed a good sense of chronology. Pupils in Year 2 know suitable information about aspects of life in the time of Queen Victoria, such as those relating to schools, jobs and the differences between the lives of rich and poor. Their confident use of dates and time-lines further develops their understanding of the sequence of events. Pupils' knowledge of history is also enhanced by days that are dedicated to historical occasions, such as that held this year to commemorate the school's 70th anniversary.

69. In both subjects, teachers check on pupils' general learning through a focused and marked assessment task, linked to a topic. Although this provides a broad overview of pupils' knowledge of that topic, it does not provide sufficient detail to enable teachers to monitor and systematically develop pupils' subject skills, and this is a hindrance to teaching and learning.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils have a good understanding of the need to be tolerant of others.
- Limited use is made of assessment to further develop pupils' understanding.
- Practical activities make learning relevant and enjoyable.
- The role played by the subject manager is good.

## Commentary

70. As found at the previous inspection, standards by Year 2 are broadly in line with those expected in the agreed syllabus. Pupils' achievement is satisfactory. Pupils enjoy the range of activities and experiences provided, especially handling religious artefacts and visiting religious buildings, and by the end of Year 2 they have a satisfactory knowledge of Christianity and Islam. The visit of the baker, who made bread for the harvest, makes learning interesting. As a result, pupils understand the importance of the harvest for all people around the world. Pupils are encouraged to ask questions, which not only support the development of their religious education skills, but also their speaking and listening skills. As a result, many pupils readily offer their views and opinions when asked. Religious education makes a good contribution to pupils' spiritual, moral and cultural development. Pupils confidently discuss the need for friends and friendship, and they readily explain the need to care for one another and understand the need to be tolerant of other people's dress, lifestyle and ritual. As a result, they are being prepared well for life in a multicultural society.
71. The quality of teaching and learning is satisfactory. Teachers have sound subject knowledge and through a good range of interesting practical activities, pupils, including those with special educational needs, are able to make satisfactory gains in their knowledge and understanding. Teachers ensure they engage pupils' interest through a thoughtful variety of learning experiences, such as making good use of religious artefacts, providing drama activities and the opportunity to express their thoughts through writing. Currently, teachers undertake a yearly assessment activity to check on progress, but progression in pupils' individual skills is not recorded

sufficiently to allow teachers to build on previous learning. This prevents standards from being higher.

72. The subject manager is enthusiastic and well qualified, and her leadership and management of the subject are good. She has only recently taken over the role, but she has begun to observe lessons in classes, and has collected and analysed pupils' work. In only a few weeks she has gained a clear understanding of the standards being achieved and how to develop the provision. She has supported her colleagues when required, and in this she has received good support from the previous subject manager. She is fully aware of the need to further develop assessment procedures, and at present she is working hard to implement the new locally agreed syllabus.

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

No lessons were seen in design and technology, and only one part lesson in art and design, so it is not possible to make judgements about provision in these subjects.

73. Evidence from the part lesson seen in **art and design**, displays and an examination of pupils' sketchbooks, indicate that standards are above average by the end of Year 2. Pupils mix their own colours and, as a result, are developing an understanding of tones and shades. Art is an important element of school life and a wide range of visiting artists and special 'art weeks' are used successfully to enhance pupils' skills and their spiritual, social, moral and cultural development. Pupils state they really enjoy art and it is evident in the recall of details of the visiting artist that they have been inspired. In addition, the subject is used very successfully as a vehicle to promote the inclusion of pupils with complex learning difficulties from a local special school. Pupils in the school have learned signing so they can communicate with their new friends. The three-dimensional snakes they made together were of a good quality, showing the pupils have a good eye for detail. Class teachers are aware of individual pupils' progress through monitoring their sketchbooks, but currently, pupils' subject skills are not tracked in relation to National Curriculum levels to help teachers plan to progressively extend these skills and so help raise standards further.
74. From examining pupils' work in **design and technology**, photographs of projects and talking to staff and pupils, indications are that standards are above average, and pupils' knowledge from other subjects, such as science, is used well to support learning. This is an improvement since the last inspection. For example, when designing and making a house for the three pigs, pupils recall clearly how they carried out a fair test to see which material would be best at keeping out water. Their written work shows that all the required aspects of the design and make process are being covered in a well-structured manner. All projects have a given need and the outcomes of projects are evaluated against this need. Class teachers are aware of individual pupils' progress in general terms. However, there are no procedures in place to assess and monitor pupils' skill development and this makes planning to challenge more able pupils, for example, more difficult.

## **Music**

Provision in music is **good**.

## Main strengths and weaknesses

- Standards are above average and have improved significantly.
- Teaching is good and motivates pupils to learn, but lesson ends are not used sufficiently to help pupils evaluate their learning.
- Additional activities and visiting musicians enrich learning very effectively.
- The subject leader has worked hard to improve the quality of the provision.
- The checking and monitoring of pupils' learning could be further developed.

## Commentary

75. Very good improvement has been made since the last inspection, when provision was judged to be unsatisfactory. A number of developments have been introduced which have resulted in pupils of all abilities achieving well. The most significant of these are a detailed scheme of work which provides good support for non-specialist teachers, and a detailed programme of training to improve teachers' subject knowledge and confidence.
76. Pupils of all abilities achieve well by the end of Year 2. All pupils, without exception, state they really enjoy musical activities and this is evident in the effort they make to strive for improvement. Singing is tuneful and expressive, because pupils have been taught correct breathing techniques. By the end of Year 2, pupils use symbols well to compose simple percussion pieces and rhythmic patterns, and they can maintain a steady beat. They respond well to different styles of music. Because they are encouraged to reflect upon the emotions evoked when listening to music, the subject makes a good contribution to pupils' spiritual and cultural development. In Year 2, pupils have just begun to learn to play the recorder. After only three lessons they are already playing a number of notes well and without 'squeaks'; this owes much to the good teaching of basic techniques.
77. The quality of teaching and learning is good overall. Lessons provide good opportunities for musical creativity and good class management techniques ensure that pupils' enthusiasm does not detract from learning. Teachers have good subject knowledge and resources, such as *'Sammy the snail'* or *'Harry the Hare'*, encourage different styles of playing. Simple musical games and activities effectively motivate pupils, and encourage them to listen carefully and try hard. However, on occasions, too much is planned. As a result, lesson ends are rushed. This is a missed opportunity to help pupils consolidate their learning and recognise in simple terms what they need to do next time to improve.
78. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. She has good plans to develop the provision further. Currently, teachers are able to check on general learning through specific assessment activities linked into the scheme of work. However, pupils' musical skills are not tracked in relation to National Curriculum levels, so as to provide an even more focused aid to teaching and learning.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils do not consistently evaluate each other's performance.
- The subject makes a good contribution to pupils' creativity and cultural awareness.
- Pupils are enthusiastic about the subject.

### Commentary

79. Pupils started in Year 1 with average skills; by the end of Year 2, pupils' attainment is in line with national expectations, and the achievement of pupils of all abilities is satisfactory. This is a similar situation to the last inspection. Pupils are very familiar with the need for warming up the body at the start of a session and cooling down at the end. In their dance, older pupils know several basic country-dance movements and most put three or four of these together to produce satisfactorily co-ordinated performance between four pupils. The flow of their action keeps satisfactory time with the beat of the accompanying music. They do this work in a creative manner and co-operate well in their small teams. Pupils' skills of throwing and catching balls improve at a steady pace as they move through the school. They enthusiastically describe the rules and techniques in tactical, team ball games which involve the use of creating open spaces.
80. The quality of teaching and learning is satisfactory. Good attention is given to health and safety issues by teachers, so that pupils move safely around the spaces and handle equipment carefully. Lessons start with suitable warm-up exercises but, at times, the pace of physical activity in the lesson slows and the advantage of warming up is lost. The use of pupils' evaluation of their own work and that of others is often featured to positive effect. This helps pupils appreciate what they have to do and helps their progress. At times, the teacher does all the evaluation and opportunities for pupils to build on their own ideas are lost. This prevents standards from being higher.
81. Leadership and management are satisfactory. The subject manager is a non-specialist and has profitably spent time developing her prowess in the subject. This has led to the recent development of new programmes of work in dance and gymnastics. This is having a positive effect on standards and staff confidence in teaching the subject. The subject has contributed well to pupils' awareness of cultures other than their own by their involvement with visitors demonstrating Indian and Chinese dance. Improvement since the last inspection has been satisfactory.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. During the inspection no lessons were seen so it is not possible to make an overall judgment about the quality of the provision. In addition to meeting all the statutory requirements, such as learning about drugs awareness and the importance of healthy eating, the subject is an important aspect in the school. Pupils learn to share and are taught to be kind to each other right from the moment they start school in the

reception classes. They learn about the need for friends and friendship, how to deal with sadness, and the importance of confronting bullying. Familiar stories, such as *Cinderella*, are used thoughtfully to provoke an understanding about recognition of rights and responsibilities so that the subject makes a good contribution to pupils' moral awareness and helps pupils understand other people's feelings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
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	3

<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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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