

# INSPECTION REPORT

**ST SWITHUN WELLS ROMAN CATHOLIC (AIDED)  
PRIMARY SCHOOL**

Chandlers Ford

LEA area: Hampshire

Unique reference number: 116383

Headteacher: Miss Ursula Clark

Lead inspector: David Mankelow

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> June 2005

Inspection number: 267949

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 143

School address: Hillcrest Avenue  
Chandlers Ford  
Eastleigh  
Hampshire

Postcode: SO53 2JP

Telephone number: (02380) 266 210  
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Appropriate authority: The governing body  
Name of chair of Mrs Alina Sutherland  
governors:

Date of previous 19<sup>th</sup> April 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

This is a smaller than average Roman Catholic voluntary aided primary school with 143 pupils, 81 boys and 62 girls. The percentage of pupils eligible for free school meals is below the national average which reflects the socio-economic nature of the area from which the pupils come. Most pupils are of white British origin. Three pupils speak English as an additional language but are not at the early stage of learning English. Attainment on entry to the Reception class is in line with national expectations. The proportion of pupils identified by the school as having special educational needs and the proportion with a statement of special educational needs are both below the national average. Pupils' special educational needs include hearing impairment, communication difficulties, and social, emotional and behavioural difficulties. In the last school year, 13.6 per cent of pupils joined or left the school at times other than the usual time of admission. The school gained a 'Schools Achievement Award' in 2002 and 2003, and the 'Healthy Schools Award' in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23095	David Mankelow	Lead inspector	Science Music Physical education English as an additional language
9646	Geraldine Osment	Lay inspector	
23055	Wendy Lucas	Team inspector	Foundation Stage Mathematics Art and design Design and technology
20893	David Curtis	Team inspector	English Information and communication technology History Geography Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is **satisfactory** and is improving. It provides satisfactory value for money. The new headteacher provides good leadership and pupils have good attitudes to their work.

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

- In Year 6, standards are above national expectations in mathematics and science and well above them in speaking and listening.
- Work is not always well matched to pupils' abilities, particularly for the more able.
- Assessment procedures and marking are unsatisfactory.
- Behaviour is good and relationships are very good throughout the school.
- Not all subjects are taught in sufficient depth.
- Provision for pupils with special educational needs is good.
- Provision for children in the Foundation Stage is good.
- Presentation and handwriting are unsatisfactory.

There have been recent improvements but, overall, improvement since the last inspection has been unsatisfactory because some significant issues identified then have not yet been successfully addressed. Pupils' annual reports are now good and meet statutory requirements. The school now makes better provision for pupils' multicultural awareness. However, assessment procedures remain unsatisfactory, as do the opportunities pupils are given to use information and communication technology (ICT) in other subjects. Standards in geography remain below national expectations.

### STANDARDS ACHIEVED

Achievement is **satisfactory** across the school. Children enter the school with standards in line with those expected. They are on course to reach the nationally expected goals by the end of Reception and to exceed them in personal and social development, language and literacy and mathematical development. By the end of Year 2, standards are above those expected nationally in speaking and listening and reading and broadly in line with expectations in writing, mathematics, science and ICT. Overall, standards by the end of Year 6 are well above expectations in speaking and listening, above expectations in mathematics and science and in line with expectations in writing and ICT. However, in Years 1 to 6, more able pupils do not achieve as well as they should in lessons. The achievement of pupils with special educational needs is good.

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

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

Pupils' personal development is **good**. Their attitudes to school and behaviour are good. Provision for spiritual, moral, social and cultural development is good. Attendance has improved and is now good.

## **QUALITY OF EDUCATION**

The school provides a **satisfactory** quality of education.

Teaching and learning are **satisfactory** over time. They are good in the Foundation Stage and satisfactory in Years 1 to 6. Teachers have a good knowledge of their subjects and they generally manage behaviour well. However, they do not always plan work that is well matched to pupils' ability, particularly for the more able, which results in that group of pupils underachieving. Assessment is satisfactory in the Foundation Stage but unsatisfactory in Years 1 to 6. Pupils' work is not marked well enough for them to have a clear view about how well they have done and what they need to do in order to improve. Inconsistencies in the assessment of pupils' work contribute significantly to the mismatch of work to pupils' abilities. Pupils with special educational needs are taught well.

The curriculum is unsatisfactory because although statutory requirements are met, too little time is spent on some subjects, history and geography for example, so pupils do not achieve well enough in them. The school makes good provision for pupils' care and welfare. It has good procedures for seeking the views of pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management in the school are **satisfactory**.

The new headteacher provides good leadership. She has brought about improvements in the quality of teaching by acting effectively on her accurate monitoring of lessons. Governance is satisfactory. Governors are now provided with appropriate information, for example about standards and the quality of teaching in the school, to carry out their duties. The effectiveness of some subject leaders is unsatisfactory because they do not have opportunities to monitor standards and teaching in their subjects.

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

Parents are generally happy with the school. They particularly like the family ethos and the good level of care that their children receive. Some parents are concerned that they receive too little information about their children's education. Inspection findings are that this has improved recently and is now satisfactory.

## **IMPROVEMENTS NEEDED**

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

- Improve the match of work to pupils' abilities, particularly for the more able.
- Improve assessment and marking procedures and the use made of assessment information.
- Improve pupils' handwriting and the general presentation of their work.
- Improve the balance of the curriculum.





## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' standards and their achievement are satisfactory, but pupils with the potential for higher attainment do not achieve well enough. Overall standards declined after the previous inspection but are now rising again.

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

- By Year 6, standards in mathematics and science are above national expectations.
- In most subjects, the standard of work of more able pupils is not high enough.
- Pupils have very good speaking and listening skills.
- Standards in history and geography are not good enough because pupils spend too little time learning these subjects.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. Children start school with standards that meet expectations for four-year-olds. They achieve satisfactorily and are on course to reach the expected goals by the end of Reception and to exceed them in personal and social development, language and literacy and mathematical development.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	16.3 (14.1)	15.8 (15.7)
writing	14.9 (12.9)	14.6 (14.6)
mathematics	16.0 (15.0)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year.*

2. In the results of the 2004 national tests for pupils in Year 2 the proportion of pupils achieving the expected level was above the national average in reading, well above average in writing and average in mathematics. However, the proportion of pupils achieving higher than the expected level was average in reading but below average in writing and mathematics. Overall results were average in reading and writing but below average in mathematics in comparison with similar schools (schools with a similar proportion of pupils who are eligible for free school meals). The results of the teacher's assessments for science placed the school in the top five per cent of schools nationally for the proportion achieving the expected level. However, the proportion of pupils achieving the higher level was well below average.
3. Results in 2002 and 2003 generally showed a downward trend but they improved significantly in 2004. Test results for 2005 have yet to be confirmed but indications are that they continue to improve in reading, writing and mathematics. However, the 2005 teacher assessments in science show a slight decline.

4. Current inspection findings are that standards in Year 2 are above national expectations in speaking and listening and reading. In writing, mathematics, science and ICT standards are in line with expectations. Standards in these subjects are not as high because more able pupils are not sufficiently challenged in lessons so do not achieve as well as they should. This is particularly so in science.

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

Standards in:	School results	National results
English	28.1 (27.9)	26.9 (26.8)
mathematics	28.1 (25.9)	27.0 (26.8)
science	30.4 (28.1)	28.6 (28.6)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

5. Results of the national tests in 2004 for pupils in Year 6 were above the national average in English and mathematics and well above in science. Results were well above average in English, mathematics and science in comparison with similar schools (schools whose pupils achieved similar results when the pupils were in Year 2). The overall trend in results between 2000 and 2003 was below the national trend. However, results rose in 2004, most significantly in mathematics and science, and indications are that they will show further improvements in 2005.
6. Current inspection findings are that standards in Year 6 are well above national expectations in speaking and listening, and above expectations in mathematics and science. Standards are in line with expectations in writing and ICT but more able pupils do not achieve highly enough in these subjects because they are not sufficiently challenged.
7. Across the school, standards of handwriting and pupils' presentation of their work are unsatisfactory because teachers do not concentrate sufficiently on these skills and pupils spend too much time filling in worksheets. Pupils with special educational needs achieve well because they receive effective support in their lessons from high quality learning support assistants.

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

Behaviour and attitudes are good and incidents of bullying are extremely rare. Pupils' personal qualities are developed well. Most pupils are punctual for the start of school and attendance is **good**. Spiritual, moral, social and cultural development is **good**. There has only been one exclusion in recent years.

**Main strengths and weaknesses**

- Relationships are very good throughout the school.
- The positive school ethos strongly supports pupils' personal development.
- Pupils do not take sufficient pride in the presentation of their work.
- The school has good systems to monitor attendance and punctuality.

**Commentary**

8. As reported at the time of the previous inspection, pupils are keen to come to school and the attendance rate is good with very few unexplained absences. The recording and monitoring of attendance is now more rigorous. Although most pupils are punctual for the start of school there are a few who are persistently late and this causes disruption in some lessons in the mornings.

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

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.3
National data	5.1	National data	0.4

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

9. Parents and pupils speak positively about the school's 'happy learning environment with a family feel' and this is evident throughout the school. Older pupils look after and play with younger ones at break and lunchtimes, adding to the family atmosphere and contributing effectively to pupils' social development. Pupils work together co-operatively as was clearly seen in a good science lesson in Year 2 when the pupils were working on their topic of the Island of Struay.
10. The school places a high priority on nurturing pupils' personal and social skills and does so well. As a result, there has only been one exclusion in recent years. In assemblies during the inspection, pupils were encouraged to think about their 'neighbours' and people who do special jobs. They collect for charities and, by talking about 'Making Poverty History,' pupils learn effectively about the needs of other people. Pupils care for each other and their school by taking on a variety of helpful roles. Through the school council, pupils are improving facilities for their fellow schoolmates. Too many commercial worksheets are given to complete during lessons and for homework. As a result, pupils do not take sufficient pride in the presentation of their work.
11. Teachers use the community and local area effectively to develop pupils' understanding of their own culture. There has been an improvement since the previous inspection in the development of pupils' multicultural awareness through their learning about other faiths in religious education, and about other countries and cultures in history and geography. However, pupils are not sufficiently prepared for life in multicultural Britain. Spiritual values are satisfactorily reinforced through the school's activities, including the provision for their personal, social and health education.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	119	0	1
White – Irish	4	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0

Asian or Asian British – any other Asian background	5	0	0
Chinese	1	0	0
Any other ethnic group	1	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 is satisfactory. The quality of teaching and learning is **satisfactory** but the curriculum is **unsatisfactory** because it is not well balanced. The school provides **good** levels of care but pupils' academic progress is not sufficiently well monitored. Links with parents and with the community are **satisfactory**.

### Teaching and learning

Teaching and learning are **satisfactory**. They are **good** in the Foundation Stage and **satisfactory** in Years 1 to 6. Assessment is **satisfactory** in the Foundation Stage but **unsatisfactory** in Years 1 to 6.

#### Main strengths and weaknesses

- There are very good relationships and high standards of behaviour.
- Teachers do not always plan work that is well matched to pupils' ability, especially for more able pupils.
- Assessment and marking of pupils' work are unsatisfactory in Years 1 to 6.
- Pupils with special educational needs are well supported.

### Commentary

#### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	1	14	7	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

- At the time of the last inspection teaching was judged to be good across the school. Whilst it has declined since then, records of the headteacher's and the local authority's monitoring show some recent improvements.
- In two thirds of lessons seen teaching and learning were good or better. However, teaching and learning are just satisfactory over time. Evidence shows that pupils' past work has consisted of completing too many unimaginative worksheets that are not well matched to their prior attainment. The same worksheet is frequently completed by all pupils in the class and is usually aimed at the middle and lower ability pupils. Consequently, more able pupils are insufficiently challenged and do not achieve as well as they should. One of the reasons for the mismatch between work and pupils' ability is that work is frequently not marked well enough so teachers are not sufficiently aware of how well their pupils have done and what they need to do in order to improve. Lesson plans identify overall learning intentions for the class but these objectives are not sufficiently matched to different ability groups. Planning does not

include sufficient opportunities for pupils to develop their literacy, numeracy and ICT skills in other subjects.

14. Teachers have a good knowledge and understanding of their subjects so give clear instructions and explanations. They make it clear at the outset what pupils will be learning and frequently refer to these objectives to keep pupils focused. In the best lessons more able pupils are given harder work so achieve well. Where learning support assistants are available they are used well to support less able pupils and those with special educational needs. They unobtrusively ensure that pupils maintain concentration during whole class teaching sessions and effectively support their learning when working in groups. As a result, these pupils make good progress. Lessons that are not so good lack pace so pupils do not achieve as much as they could. In these lessons teachers do not always share clear learning objectives with the pupils or refer to the objectives during or at the end of the lesson. As a result, pupils are not clear how well they have done.
15. In nearly all lessons, relationships between teachers and pupils and between pupils are very good and teachers use good strategies to manage behaviour. As a result, pupils maintain their attention and behave well. In one lesson this was not the case and pupils were allowed to interrupt and talk at inappropriate times, resulting in the learning objectives not being met.
16. In the Foundation Stage, children's work is assessed accurately and the results of the assessments are used to decide what children need to do next. In Years 1 to 6, procedures for assessing pupils' work are unsatisfactory in most subjects. In mathematics, useful regular assessments are now made and recorded, and the information is analysed and used to plan appropriate work. As a result, pupils achieve well. The school plans to extend this practice to other subjects. Most teachers do not mark pupils' work well enough and some work is not marked at all. Marking consists mostly of ticks, with some encouraging comments, but rarely tells pupils what they need to do in order to improve. Teachers are beginning to involve pupils in the assessment of their own work in order to use the assessments to support their learning. These strategies are at the very early stage of development and are not yet used effectively.

## **The curriculum**

The curriculum is unsatisfactory. Curriculum enrichment is satisfactory. Accommodation and resources are good.

## **Main strengths and weaknesses**

- Pupils spend insufficient time studying the Foundation Subjects<sup>1</sup>.
- Provision for personal, social, health and citizenship education (PHSCE) is good.
- Provision for pupils with special educational needs is good.
- Pupils benefit from the school's good accommodation and resources.

## **Commentary**

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<sup>1</sup> Art and design, design and technology, geography, history, music and physical education.

17. The school is meeting the requirements for the teaching of the National Curriculum because of recent improvements made since the appointment of the headteacher. However, evidence from teachers' planning, pupils' work and discussion with pupils, shows that too little time is spent on the foundation subjects, with the result that pupils do not make clear gains in knowledge, skills and understanding. Policies detailing how subjects are taught are not always up to date. For example, the history policy dates from 1996. Schemes of work detailing what is to be taught are based on commercial schemes which are often linked to worksheets for pupils to use. These worksheets do not challenge or extend pupils' learning. Through their planning, teachers are not providing pupils with sufficient time to use and apply key skills in literacy, numeracy and ICT in other subjects, and this is a contributory factor to the underachievement of more able pupils. Insufficient time is given to the teaching of ICT, especially in lessons based in the classrooms.
18. Pupils with special educational needs receive high quality support in lessons. Teachers and learning support assistants work hard to support pupils and include them fully in all parts of lessons. This is a major factor in their good achievement. Pupils' individual education plans are good and contain realistic and achievable targets based on individual needs. The school complies fully with the Special Educational Needs Code of Practice.
19. The school's policy for PHSCE is good and is closely linked to the 'Here I Am' programme for pupils in Catholic schools. There are good policies for sex education and drugs awareness. Planning for the teaching of PHSCE is good and the subject has a positive impact on the good progress pupils make in their personal development. It makes a strong contribution to pupils' good spiritual, moral, social and cultural development.
20. Classrooms are spacious and contribute successfully to pupils' positive attitudes to work in lessons. The ICT suite makes a significant contribution to the teaching of key skills in the subject, although there are insufficient classroom-based computers. Music lessons benefit from a good-sized and well-equipped room. The large hall, good-sized playgrounds and plenty of grassed areas mean that pupils have good access to indoor and outdoor activities linked to physical education. The library is attractive and inviting and encourages a love of reading. However, book corners in classrooms are uninviting and there is little celebration of writing evident in displays of work.

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

Procedures to ensure the care, guidance and welfare of the pupils are good. The monitoring of pupils' academic achievement is unsatisfactory. Pupils' involvement in school developments is good.

### **Main strengths and weaknesses**

- The school takes good care of the pupils.
- Very good relationships help the pupils feel secure in school.
- Pupils do not always have a good understanding of how well they have done and what they need to do next to improve their work.
- Pupils have good opportunities to be involved in the work of the school.

### **Commentary**

21. First aid and medical support are good and appropriate child protection procedures are in place. Pupils receive their entitlement for sex and drugs education and through the good personal, social and health education (PSHE) programme the pupils know how to keep themselves safe and healthy. For example, pupils in Years 5 and 6 have

attended first aid training. During break and lunchtimes the pupils are supervised well. Parents feel their children like school and they are well cared for within a happy learning environment.

22. All adults who work in the school form close and trusting relationships with the pupils. Pupils spoken to during the inspection said that there are adults to go to if they have worries. Teachers know the pupils very well and monitor their personal development effectively. The celebration of achievements, through the award of merits and the headteacher's awards, positively promotes pupils' confidence and self-esteem. The monitoring of pupils' academic achievements is unsatisfactory for a number of reasons. Teachers do not always share a clear learning objective with the class or refer back to it at the end of lessons, which would help pupils to gauge how much they have learned. Some of the pupils spoken to during the inspection said that they are given literacy and numeracy targets but they are not referred to when teachers mark work. Also, marking in books does not give pupils sufficient guidance on how to improve their work.
23. The school council is highly regarded by the pupils and the headteacher and successfully enhances pupils' social and moral development. The school council suggested new playground equipment and with funding from the parents' association, it has chosen a wide range of activities that their peers can enjoy at break and lunchtimes. Members of the school council recently interviewed the candidates for the headteacher's post as part of the appointment procedure. There are many jobs that pupils take responsibility for, including answering the telephone at lunchtimes and acting as monitors in the library and ICT suite.

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

The school has a satisfactory partnership with the parents, the community and other schools.

### **Main strengths and weaknesses**

- The quality of information for parents has improved since January 2005.
- The school's links with the community and with other schools provides good support for teaching and the curriculum.

### **Commentary**

24. Parents' views about the school are very positive except that they have concerns about the information they receive, particularly concerning homework. The headteacher recognises this and has introduced 'Children's Newsletters' that tell parents what their children have been learning. The format of pupils' annual reports has changed to give parents more detail about how well their children are achieving and their targets for improvement. Reports now comply with statutory regulations, which is an improvement since the last inspection. There are plans to review the homework policy and produce termly year group newsletters detailing the curriculum and the topics that pupils will be studying. The school informs parents about pupils' progress through an annual open day and two parent-teacher consultations during the year. The headteacher's newsletters are written in a friendly, chatty style and celebrate the school's and individual pupils' achievements. She makes herself

accessible and available to parents each morning and emphasises the open door policy of the school in her newsletters.

25. Links with the local community make a satisfactory contribution to pupils' social and moral development. Pupils collect produce for Harvest Festival, which is donated to local charities; they visit the Chandlers Ford arcade to support work in geography, and the library. Year 2 pupils take part in a singing festival. The school has very close links with three churches and pupils recently collected money for the parish priest to take to Kenya. The school welcomes trainee teachers from the 'Primary Catholic Partnership School-centred Initial Teacher Training' scheme and students on work experience. The 'Little Lambs' pre-school group meets in school regularly and is effective in inducting the youngest children into the school. The school works well with the main receiving secondary schools to help the transition of Year 6 pupils and to increase the provision for physical education. Good links with a local secondary school are also used effectively to support teaching the older pupils in science and music. Through the Eastleigh and District Primary Schools Sports Association pupils compete successfully in various sports.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is satisfactory. The headteacher provides good leadership. The overall effectiveness of management is satisfactory but the way that most subject leaders carry out the leadership and management responsibilities is unsatisfactory. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher is clear about how the school needs to improve.
- Subject leadership and management are unsatisfactory.
- Leadership of provision for pupils with special educational needs is good.

### **Commentary**

26. The headteacher came to the school in January 2005. With good support from the diocese and the local authority she has quickly recognised what the school needs to do in order to improve. She has agreed with staff and governors an appropriate school improvement plan and has implemented strategies that have already brought about improvements. For example, she identified that improvements were needed in teaching and learning as a top priority. Through in-service training and staff meetings teachers now have a clearer understanding of what contributes towards good learning. She monitors teaching closely and accurately, leading to improvements being made between the spring term and the summer.
27. The headteacher's monitoring has led to appropriate performance management targets being set for teachers, related to raising achievement. Good induction procedures have resulted in a newly qualified teacher being well supported in his first term at the school.
28. The mathematics leader has carried out an analysis of how well pupils perform in statutory and other recommended assessments. The results of the analysis have been used to decide which areas teachers should focus on and this has contributed to pupils' good achievement in the subject. This practice has not yet been carried out in



other subjects. Subject leaders have insufficient opportunities to monitor standards or teaching across the school. They are not therefore in a position to help to raise pupils' achievement. Improving leadership and management at all levels is a priority on the school's improvement plan. The unsatisfactory leadership and management of most subjects is a barrier to the school making further improvements. Overcoming this has been hindered by the inability to appoint a deputy headteacher, as no suitable candidates have yet come forward.

29. The leadership and the management of special educational needs are good and have a positive impact on the good progress made by pupils. The special educational needs co-ordinator is knowledgeable and she monitors pupils' progress closely against the targets set in their individual education plans. She has made effective links with the learning support assistants, who make a significant contribution to pupils' learning, and with outside agencies. Parents and pupils are involved in setting and reviewing targets. Resources are good and support pupils' learning effectively.
  
30. The school's governors now have sufficient information to enable them to carry out their duties satisfactorily. In her first report to governors, the headteacher gave clear information about pupils' achievement and the quality of teaching. In the past, governors have not sufficiently challenged the headteacher and senior staff, for instance, they did not press sufficiently to find out about the decline in test results between 2001 and 2003. Governors have very recently carried out an analysis of the school's strengths and weaknesses and are now well aware of what should be celebrated and what needs improving. They make a satisfactory contribution to the school's planning through regular meetings and policy reviews. They have identified the need for their working parties and committees to be more efficient and have restructured appropriately to achieve improvements, although the benefits of this have yet to be seen. They fulfil all of their statutory duties.
  
31. Due to unforeseen circumstances and with the agreement of the local authority, the school significantly overspent its budget in the last financial year. This resulted in expenditure per pupil being above average for similar schools. Prudent budget planning by the headteacher and governors means that the deficit will be very much reduced this year and the budget will be back in balance by the following year. Best value principles are increasingly taken into account and the school provides satisfactory value for money.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	492,711
Total expenditure	529,919
Expenditure per pupil	3,706

Balances (£)	
Balance from previous year	-1,573
Balance carried forward to the next year	-38,781



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

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

Provision in the Foundation Stage is good and is a strength of the school. Children settle happily into the Reception class in September, with the youngest ones attending part time for the first few weeks. Children enter the school with standards in line with those expected. The teacher and the two learning support assistants work well with all the children. Teaching is good. The teacher is knowledgeable about the way in which young children learn and has provided a well-planned and resourced curriculum which takes children's learning forward. Regular assessments are used well to plan future work in communication, language and literacy and mathematical development. Assessment in all other areas of learning is satisfactory. Development of the enclosed area and of a nature reserve supports the learning of all children in their physical, personal, social and emotional development. Leadership and management are satisfactory. Improvement since the last inspection is satisfactory. However, children are given insufficient opportunities to make decisions for themselves which limits the progress of their personal development.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Overall provision in personal, social and emotional development is **good**.

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

- Relationships are good and children are eager to learn.
- Adults support children well so they concentrate on activities for appropriate lengths of time.
- Children behave very well because adults have high expectations.
- A good variety of practical activities ensures that children use their imagination and develop their social skills well.

#### **Commentary**

32. Children enjoy school and form good relationships with their peers and adults. As a result of good teaching, learning is good and children achieve well. Adults have high expectations concerning children's behaviour which results in children being very well behaved and applying themselves well to the given tasks. The good range of interesting practical activities provided by staff stimulates children, encourages them to co-operate and supports their learning. The very good range of opportunities for children to use their imaginations and practise their social skills helps them to understand people's differing needs in different situations such as, when they become a 'pilot', 'air-hostess' or 'passenger' in the play corner. The good interaction of adults sets a very good example and helps children develop social skills. This, together with the good support they receive, creates a calm, purposeful atmosphere which develops their confidence. These factors foster their eagerness to learn and result in almost all children being likely to exceed the expected goals by the end of their Reception Year. Assessment is satisfactory.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are good.
- An interesting environment which stimulates conversation, negotiation and discussion helps to develop speaking and listening skills.
- There is a very good climate for writing.
- Children's records are not analysed sufficiently to project end-of-year standards and the rate of progress they should make during the year.

### **Commentary**

33. Children enter school with attainment in line with national expectations overall but their writing skills are below the expected level. As a result of the very good opportunities provided and good teaching, children achieve well and are likely to exceed the early learning goals in speaking, listening and writing and to reach expected levels in reading by the time they complete their Reception Year. The good variety of interesting activities ensures that children talk in pairs, in groups and with adults. For example, children playing in the 'airport' use their negotiating skills when deciding who is to be the 'pilot' and they practise speaking, listening and writing when taking orders for lunch from 'passengers'.
34. As a result of the variety of opportunities provided for children to present work, they are confident and choose to express themselves in writing throughout the day. With appropriate help and encouragement, most children use writing as a means of recording and they read a range of familiar and common words. However, opportunities for higher-attaining pupils to extend their writing skills are not always given.
35. Children are given regular opportunities to talk and play together and this makes a significant contribution to the development of their speaking and listening in addition to contributing to their emotional and social development. Teaching is supported by good assessment procedures although the analysis of records is not sufficiently thorough to help teachers to project end-of-year standards and the rate of progress children should make during the year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Lessons are well planned, resources used well and the classroom is well organised.
- Relationships between children and adults are very good.
- Higher-attaining children are insufficiently challenged.

### **Commentary**

36. Teaching and learning are good. Good planning and organisation of the class help children to focus quickly on the tasks they need to do. The good use of resources and the interesting activities provided puts mathematics in context and encourages children to participate in lessons. For example, in the 'airline' corner the 'pilot' uses positional language as he flies up, down, turns right, turns left and lands. Very good relationships between adults and children and between children themselves encourage children to work hard. They successfully work in pairs and with the teacher or learning support assistant when they need individual help. Assessment procedures are good. At the end of lessons, children are encouraged to evaluate the way in which they have learned which helps their developing sense of knowing how they can improve. Although children achieve well, and are likely to exceed the goals expected

by the end of the Reception Year, computer programs are underused and higher-attaining children are insufficiently challenged during lessons.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good first-hand experiences mean that children are enthusiastic, curious and enjoy finding out things for themselves.
- The use of the computer is limited.

### **Commentary**

37. Teaching is sound and often imaginative. Learning is satisfactory. Children achieve satisfactorily and are on course to reach the expected goals by the end of the Reception Year. Good first-hand experiences help children to learn about the natural world and, consequently, they are enthusiastic about their learning. Although they use computers to draw pictures, write labels and read stories, the use of technology is limited so skills in this area are not as well developed as they could be. Most adults ask challenging questions and teachers take sound opportunities to assess and record children's progress while they are engaged in activities. The very good support from adults ensures that children feel safe, confident and willing to try new activities.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- The good range of opportunities encourages all children to take part.
- There are insufficient opportunities to refine skills in creative subjects.

### **Commentary**

38. Teaching and learning are good. Achievement is satisfactory and children are on course to reach the goals expected for them at the end of the Reception Year. Assessment procedures are satisfactory. Children have good opportunities for physical development. During literacy lessons, they hold pencils correctly and, with good support from the teacher, they are beginning to show increasing skill in forming their letters correctly. During a chosen activity outside, they jump, run, dodge, and throw and catch small balls accurately. Tasks include using a variety of tools skilfully to make models. However, children are given insufficient opportunities to refine and practise their skills in creative subjects.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children attempt new tasks with interest and enjoyment because of very good adult support.
- Children use their imaginations well.
- Opportunities to make decisions and develop skills in art are limited.

### **Commentary**

39. Teaching and learning are satisfactory. Achievement is satisfactory and most children will attain the early learning goals by the end of the Reception Year. Assessment procedures are satisfactory. Staff plan a good range of stimulating activities which are supported appropriately by adults. As a result of the very good support they receive, children enjoy the activities and sustain their interest. Children co-operate well, drawing in pairs and discussing what they are doing as they progress. The very good relationships and the range of interesting activities make their learning relevant while additionally, reinforcing their development in other areas of the curriculum. Children express their ideas in a variety of ways but they have insufficient opportunities to make decisions or to develop their artistic skills, resulting in a limited range of work.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are very confident in speaking and listening.
- Standards in handwriting and presentation of work are unsatisfactory.
- The teaching of reading is good.
- Pupils spend far too much time filling in worksheets.

### **Commentary**

40. In Year 2, standards in reading are above national expectations and pupils' achievement is good. In writing, achievement is satisfactory and standards are in line with expectations. In Year 6, standards in English are in line with national expectations and achievement is satisfactory. Results of national tests show continuing improvement in Year 2 and Year 6, following a significant dip in standards in 2003. Pupils with special educational needs make good progress and many of them meet the standards expected nationally at seven and 11. More able pupils underachieve in writing. Improvement since the previous inspection is satisfactory.

41. Standards in speaking and listening are well above national expectations and a significant strength of the school. Pupils speak clearly and confidently, particularly in presenting well thought out arguments to express a point of view. They listen attentively in lessons and are often very keen to answer questions. The use of 'Talking Partners' is very successful and shows that pupils really listen to and value one

another's opinions. Pupils are fluent and confident readers and enjoy reading a wide range of fiction. Library skills are good and pupils are very good at using the contents, index and glossary in reference books. In writing, pupils have the skills required to reach the levels expected in the national tests at seven and 11. However, an analysis of their work shows that standards in handwriting and presentation are often poor and reflect very little care or pride. Work in exercise books is of a much higher standard than that done on the excessive number of photocopied worksheets. Many of these worksheets are undated, unfinished and unmarked and do little to challenge or extend pupils' thinking. The overuse of worksheets is a key factor in the underachievement of more able pupils.

42. Teaching and learning are satisfactory. The strengths of teaching are in the successful teaching of key skills in reading, speaking and listening, where expectations are high. The teaching of pupils with special educational needs is good and contributes to the good progress made by these pupils. The main weakness in teaching is the over-reliance on commercially produced photocopied worksheets which are often given to all pupils, irrespective of their ability. This factor, linked to overall weaknesses in planning to meet the individual needs of pupils, contributes to underachievement in writing by more able pupils. Marking is inconsistent and does not tell pupils how to improve their work. Teachers do not set high enough expectations in handwriting and presentation.
43. Leadership and management are satisfactory. Since the appointment of the new headteacher, the subject leader has started to analyse pupils' work more regularly. As a result, she has a clearer understanding of the work pupils are doing across the school. She has not monitored any teaching and therefore does not have a detailed understanding of the quality of teaching and learning in the subject. The school library is attractive and stimulating for pupils, but classrooms do not promote a love of English because book corners are uninviting and there is very little celebration of pupils' writing.

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

44. This is unsatisfactory. Pupils have too few chances to use ICT in lessons and very few use word processing as an aid to good presentation. Pupils do not spend enough time writing in other subjects and the quality of their work is of a poor standard, including spelling and punctuation. Reading skills are applied more successfully when carrying out research although the time spent on this, especially in geography and history, is inadequate.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards in Year 6 are above national expectations.
- Teaching is good.
- Pupils successfully use different approaches when solving problems.
- Higher-attaining pupils are insufficiently challenged in some lessons.
- Presentation and marking are unsatisfactory.
- Computers are underused in mathematics.

## Commentary

45. Standards are in line with national expectations at the end of Year 2 and above those expected at the end of Year 6. This represents satisfactory achievement by pupils in Years 1 and 2 and good achievement by the time pupils are in Year 6. Pupils with special educational needs achieve well. Provision is similar to the picture found in the last inspection. Further improvements are restricted because teachers do not match work sufficiently well to pupils' abilities, particularly to those of the more able.
46. By the end of Year 2, pupils have a good understanding of using money. They accurately sequence numbers up to 100 in twos and tens. They add and subtract two-digit numbers consistently and more able pupils accurately make calculations such as  $96p + 81p + 75p = \text{£}2.52$ . Pupils in Year 6 use a good range of methods to solve number problems. They accurately add and subtract decimals to two places and use quick and secure mental recall of multiplication tables. They use calculators effectively to work out the number of hours they have slept during their life. Pupils are not always asked to show how they arrive at their answers to problems and this results in less able pupils being unsure about why their answers may be wrong.
47. The quality of teaching and learning is good. The best lessons are well planned, imaginative and relevant. They catch pupils' interest and lead to good achievement. Teachers provide good illustrations of the processes pupils need in order to solve problems, deepening their knowledge and helping them to understand. Quick mental tasks at the beginning of lessons are used well to ensure that pupils concentrate and apply themselves to the task. Whilst the higher-attaining pupils are generally challenged well with tasks that extend their skills and understanding during lessons, teachers provide too few opportunities for them to think more creatively.
48. Where the teaching is only satisfactory, teachers do not sufficiently challenge the higher-attaining pupils so they do not achieve as well as they should. More able pupils are given extra work that just gives them more practice in tasks already understood rather than broadening or deepening their knowledge. Pupils have positive attitudes to their work in mathematics but presentation is not as good as it should be in all classes. Marking is not used sufficiently to inform pupils how well they are learning and what they need to do to improve and this limits their progress.
49. Leadership and management are satisfactory. The subject leader has carried out a detailed analysis of pupils' attainment in Years 2 and 4 assessments. This has enabled her to identify groups of pupils with gaps in their learning and to discuss with class teachers what action needs to be taken. Assessment procedures are satisfactory. Information gained is well used by the teachers when planning future work and this is having a positive impact on standards. Pupils' standards are regularly checked by the subject leader and, following an analysis of the information gained she has identified pupils in Year 4 and Year 5 whose progress was too slow. As a result, appropriate work is now planned to raise their achievement. In order to make mathematics more interesting and relevant, the leader has encouraged teachers in Years 1 and 2 to teach mathematics through stories. This has resulted in teachers being more ready to accept the need to discuss pupils' attainment and progress and to share their ideas and views while taking any necessary action to raise standards.

## Mathematics across the curriculum



50. This is unsatisfactory. Pupils have too few opportunities to use ICT in lessons and mathematics is not incorporated sufficiently into lessons in other subjects.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards and achievement by Year 6 are above national expectations.
- More able pupils do not achieve well enough in Years 1 to 3.
- Leadership and management are unsatisfactory.

### Commentary

51. Standards in Year 2 are in line with national expectations but achievement overall is unsatisfactory because more able pupils are not sufficiently challenged in lessons so do not do well enough. By Year 6, standards are above national expectations and achievement is good. Recent support from a local secondary school specialist teacher has contributed significantly to the high standards achieved by the oldest pupils. Pupils with special educational needs make good progress. Improvement since the previous inspection is satisfactory.
52. The quality of teaching in lessons seen ranged from satisfactory to very good. However, teaching and learning over time are just satisfactory in Years 1 to 6 because work is not sufficiently matched to pupils' abilities. In the better lessons, teachers' good knowledge of the subject enables them to give clear explanations resulting in pupils understanding ideas that are more difficult than would be expected for their age. In these lessons, teachers regularly remind pupils how long they have got left to complete an activity, ensuring a brisk pace so pupils concentrate well and achieve all that is intended. Lessons that are less good lack pace so pupils' attention wanders. In these lessons, teachers do not provide work that is well matched to pupils' ability. This is particularly so for more able pupils who are under challenged so do not achieve as well as they should.
53. Over time, pupils' work shows that all aspects of science are covered satisfactorily and work includes opportunities to carry out investigations. However, some investigations are demonstrated by the teacher and a small number of pupils, even though there are sufficient resources for small groups to do the activity themselves. This reduces pupils' understanding of the scientific principles involved. In Years 4 to 6, work shows a good level of challenge for pupils of all abilities. For the oldest pupils, this is a result of the support from the local secondary school. In most lessons, pupils have a good attitude towards the subject but this is not borne out in the presentation of their written work, which is generally poor. Teachers use too many photocopied worksheets which do not encourage pupils to try hard with their handwriting.
54. The leadership and management of science are unsatisfactory. The subject leader has insufficient time to monitor standards or teaching across the school. Assessment procedures are unclear and not consistently applied in all classes. Most work is marked with ticks and the occasional encouraging comment but pupils are not clear how well they have done or what they need to do in order to improve. The lack of

assessment information contributes significantly to work not being well enough matched to pupils' ability.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching in the ICT suite is good.
- In classrooms, very little use is made of ICT.
- Pupils benefit from the support of the specialist teaching assistant.
- ICT is not used consistently to support learning in other subjects.

### **Commentary**

55. By the end of Year 2 and Year 6, standards meet national expectations and achievement is satisfactory. Pupils with special educational needs make satisfactory progress. Improvement since the previous inspection is satisfactory.
56. Pupils enjoy their ICT lessons in the ICT suite and work hard, with impressive levels of concentration. The quality of paired work is very impressive and makes a strong contribution to pupils' very good skills in speaking and listening. Pupils know how to log on and off on the school's network and they load, save and print their work. By Year 6, pupils show particularly good skills in using a multimedia program to present animated slide shows on a chosen topic. Younger pupils are confident in using the mouse to 'click and drag', with pupils in Year 1 confident in writing interesting sentences to go with their pictures of 'teddy dressed for the picnic'.
57. Teaching and learning are satisfactory. Teaching in the ICT suite is good and makes a strong contribution to the successful teaching of key skills. Teachers and pupils benefit from the high-quality support given by the specialist teaching assistant who is skilled and knowledgeable in the subject. However, there are weaknesses in teachers' planning which mean that classroom-based computers are not used enough to support pupils' learning in lessons in other subjects.
58. Leadership and management are satisfactory. In the one year she has been in post, the subject leader has raised the profile of the subject and ensured that pupils benefit from the revamped ICT suite. Assessment procedures are currently unsatisfactory. The subject leader has made a good start in setting up a system to assess pupils' work, but this is not embedded across the school. She has started a worthwhile and promising portfolio of pupils' work which is matched to the levels set out in the National Curriculum. As a result of these initiatives, it is planned that there will be significant improvements in the assessment of pupils' progress as they move up through the school.

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

59. This is unsatisfactory because pupils do not spend enough time using ICT in other subjects as a result of weaknesses in planning. When given the opportunity through lessons in the ICT suite, pupils show that they have the ability to use key skills. Recent

multimedia presentations in Years 5 and 6 linked to geography, history and religious education are good examples of this.

## **HUMANITIES**

Religious education will be inspected on behalf of the governing body by the Catholic Diocese of Portsmouth.

60. In **geography**, the analysis of pupils' work shows that far too little time is spent on the subject. As a result, much of the work is superficial and not of a high enough standard. There is an over-reliance on photocopied worksheets which often require pupils to fill in a one-word answer. Mapping skills are weak and there is too little evidence of pupils using key skills in geographical enquiry. The use of literacy, numeracy and ICT skills is underdeveloped. Evidence shows that there is very little progression in the skills, knowledge and understanding required by the subject.
61. The analysis of pupils' work in **history** shows work to be of a slightly higher standard than in geography, although the subject is not taught to sufficient depth. Again, there is an over-reliance on worksheets which do not challenge pupils to think or develop their skills in historical enquiry. Many worksheets are unmarked, undated and incomplete. There is little evidence of teaching of key skills as much of the work involves pupils completing individual 'projects'. The use of literacy, numeracy and ICT skills is underdeveloped, with missed opportunities to use ICT as a tool to improve the quality of presentation of work.

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

62. **Art and design** and **design and technology** (DT) were sampled during the inspection. There was insufficient evidence to judge standards in these subjects but evidence that was available indicates that a limited amount of work is covered in them.
63. In **music** and **physical education** appropriate commercial schemes are used to plan lessons in both subjects but analysis of teachers' timetables and discussions with pupils indicate that insufficient time is allocated to these subjects in some classes. There is a good range of instrumental teaching on offer by visiting teachers.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

64. Insufficient lessons were seen to make a secure judgement on provision. From the lessons observed, it is clear that the subject makes a significant contribution to pupils' personal development, including their spiritual, moral, social and cultural development. The subject has a strong impact on pupils' very good speaking and listening skills. In Years 5 and 6, pupils show a very detailed understanding of the current issues linked to poverty in Africa. They present very powerful arguments as to why or why not aid should be given to African countries, particularly in the light of recent news bulletins and newspaper articles concerning alleged corruption. The way in which they are prepared to stand in front of the class and argue their case is particularly impressive. Pupils have a clear understanding of their responsibilities as future citizens of the world and not of one country alone.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

**Inspection judgement****Grade**

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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