

# INSPECTION REPORT

## WIMBORNE INFANT SCHOOL

Southsea

LEA area: Portsmouth

Unique reference number: 116212

Headteacher: Mrs L Rich

Lead inspector: Eileen Chadwick

Dates of inspection: 26 – 28 April 2005

Inspection number: 274144

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 to 7 years
Gender of pupils:	Mixed
Number on roll:	191
School address:	Wimborne Road Southsea Hampshire
Postcode:	PO4 8DE
Telephone number:	023 9273 3783
Fax number:	023 9229 8661
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Dutfield
Date of previous inspection:	22 February 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school is an average size infant school. It has 191 pupils aged four to seven. It serves an area which is on the edge of the city of Portsmouth. Nearly all pupils come from the immediate area, which is a close knit community, consisting mainly of privately owned terraced homes. The proportion of pupils known to be eligible for free school meals is below average, at 11 per cent. Most pupils are White British, although a small proportion are from ethnic minority heritages. A few speak English as an additional language, although very few are at early stages of learning the language. The main language spoken, other than English, is Arabic. The proportion of pupils on the special educational needs register, at 20 per cent, is average, although the proportion with Statements of Special Educational Needs is below average. Most of these pupils have speech and literacy difficulties, although a very small proportion have profound and multiple learning difficulties. Pupils' overall attainment on entry is average but ranges from well above average to very low.

The school gained a Basic Skills Quality Mark Award in 2001, which was re-awarded in 2004, and a Healthy Schools Award in 2003. It gained an Investor in People Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Foundation Stage Special educational needs Science Art and design Design and technology
8992	Julian Vischer	Lay inspector	
18935	Christopher Bolton	Team inspector	English as an additional language English Geography History Religious education
32620	Olson Davis	Team inspector	Mathematics Information and communication technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wimborne Infant School is a good school with significant strengths.** The headteacher provides good leadership and management and gives the school a clear direction for improvement. The overall quality of teaching is good and very good in Year 2. This ensures that pupils achieve very well in reading and mathematics by the time they leave the school. Pupils' achievement in numeracy is consistently good throughout the school. In literacy, pupils achieve very well in Years 1 and 2 whilst their achievement in Reception is satisfactory. The school provides good value for money.

The school's main strengths and weaknesses are:

- By Year 2, standards are well above average in reading, mathematics and art and design. They are above average in writing, science and information and communication technology (ICT).
- The rich curriculum in Years 1 and 2 provides good opportunities for pupils to develop their creative, practical and physical talents as well as their academic understanding.
- Very good provision for pupils' personal development leads to pupils behaving very well and to a climate where learning can flourish.
- Many pupils with special educational needs make very good progress.
- Whilst overall provision is satisfactory in Reception it is not as consistently good as in the rest of the school and there are weaknesses in the teaching of writing.
- There is inconsistent challenge for more capable pupils in investigative science and for gifted and talented pupils in some subjects.
- The staff-room accommodation is poor and inadequate for the size of the staff.

Overall, the school has made good improvement since the last inspection. Good progress has been made in addressing the key issues. Standards are now higher in reading, mathematics, science and ICT and many other subjects. The school has built upon its strengths but provision for Reception is now satisfactory whereas previously it was good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2002	2003	2004	2004
Reading	B	A	B	B
Writing	B	C	B	C
Mathematics	A	A	A	A

*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' overall achievement is good.** Standards have been consistently well above average in mathematics for several years. Standards in reading have been less consistent, although well above average overall for the last three-year period compared with all schools. Writing has been mainly above average. In 2004, writing standards were above the national average but only average compared with similar schools. The inspection finds that the current Year 2 pupils reach standards that are well above average in speaking and listening, reading, mathematics and art and design. They reach above average standards in writing, science, ICT, religious education, music, geography and physical education. Pupils' overall achievement is good in Years 1 and 2.

The achievement of children in Reception is satisfactory. Having achieved well, children are likely to exceed their learning goals in mathematics, personal development and speaking and listening.

Following satisfactory achievement they are on course to reach their goals in reading, knowledge and understanding of the world, physical development and creative development. However, in writing their achievement is unsatisfactory and they are not likely to reach their goals. The achievement of children with special educational needs and those with English as an additional language is very good in Years 1 and 2 and satisfactory in Reception. Pupils with severe learning difficulties make excellent progress. The provision for gifted and talented pupils and their progress are satisfactory though inconsistent.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good** as a result of the school's very good provision. Pupils' attitudes to learning and behaviour are very good. The school promotes very good relationships between pupils and has very effective procedures for ensuring they behave well. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. Teaching and learning are mainly good.** They are good in Year 1, very good in Year 2 and satisfactory in Reception. Teachers often have good subject knowledge and high expectations and match pupils' work well to their needs. There are good opportunities for pupils to learn through problem solving as well as through listening, watching and practising. The teaching of numeracy is good throughout the school whilst the teaching of literacy is good in Years 1 and 2 and satisfactory in Reception.

The curriculum provided is good in Years 1 and 2 and satisfactory in Reception. The curriculum is rich, interesting and often challenging. It is enhanced by very good extra-curricular activities. The school takes good care of its pupils. Links with the community and parents are very good and help pupils to learn. The school makes excellent use of the space available but the staff-room accommodation is far too small.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are both good.** The headteacher provides good leadership and management for improving pupils' achievement. Her pastoral leadership is very good. The deputy provides good management support. English and mathematics subject managers set very good examples by their own high quality teaching. Governors are supportive and effective in helping to steer the school's direction. There is a strong commitment to constant improvement. The school fulfils statutory requirements.

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

Parents are very pleased with the education the school offers and say their children are very proud to attend the school. The inspection team agrees with these views.

## **IMPROVEMENTS NEEDED**

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

- In Reception, improve standards of writing and overall provision so they are as consistently as good as in the rest of the school.
- Improve the teaching of aspects of investigative science for more capable pupils and the consistency of provision for gifted and talented pupils.
- Improve the size of the staff-room accommodation.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well. Pupils enter with average attainment and, by Year 2, their attainment is well above average in reading and mathematics and above average in writing, science and ICT. Pupils' achievement is good in Years 1 and 2 whilst their achievement is mainly satisfactory in Reception. The very effective provision for pupils with special educational needs in Years 1 and 2 is an important reason why standards are high in English and mathematics by the end of Year 2.

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

- By Year 2, pupils' achievement is very good in reading and good in writing through much very good teaching in Years 1 and 2.
- By Year 2, pupils have achieved very well in speaking, listening and mathematics through good teaching from Reception to Year 2.
- Pupils with special educational needs make very good progress in Years 1 and 2.
- The progress of pupils with severe learning difficulties is excellent.
- In Reception, children underachieve in writing because the quality of teaching is not good enough.
- In Years 1 and 2, pupils achieve very well in art and design and well in science, ICT, religious education and in all the foundation subjects inspected.
- More capable pupils' achievement in scientific enquiry has weaker aspects and gifted and talented pupils make inconsistent progress in their subjects.

#### **Commentary**

1. By the end of Reception, children achieve standards that are above expectations in speaking and listening, mathematical development and personal, social and emotional development. Standards meet expectations in reading, knowledge and understanding of the world, physical development and creative development. Standards are below expectations in writing. Pupils' achievement is good in mathematical development and personal, social and emotional development. It is satisfactory overall in communication, language and literacy though unsatisfactory in writing. In the other areas of learning children's achievement is satisfactory.
2. Standards in the 2004 Year 2 national assessments were above average in reading and writing and well above average in mathematics. Compared with similar schools, pupils reached above average standards in reading, well above average standards in mathematics and average standards in writing. These indicate good achievement overall. Pupils' results in national assessments are shown in the table below.

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

Standards in:	School results	National results
Reading	17.0 (17.3)	15.8 (15.7)
Writing	15.2 (15.2)	14.6 (14.6)
Mathematics	17.6 (18.0)	16.2 (16.3)

*There were 69 pupils in the year group. Figures in brackets are for the previous year.*

3. The school's improvement trend over the last five years has been below the national trend and inconsistent from subject to subject. The school has consistently maintained high standards in mathematics over the last five years, although standards in reading have been more



variable and have ranged from well above average to above average in alternate years. Standards in writing have not improved at as fast a rate as the national trend and, as a result, standards in Year 2 are above average whereas they were well above average in 2000. Children's unsatisfactory progress in writing in Reception means the school has to work much harder in Years 1 and 2 in order to raise standards and improve achievement.

4. Inspection shows that the current Year 2 pupils reach standards that are well above average in speaking and listening, reading, mathematics and art and design. They are above average in writing, science, ICT, design and technology, music and physical education. Standards exceed expectations in the Hampshire Agreed Syllabus for religious education. In Years 1 and 2, pupils achieve very well in reading, writing and art and design and well in all other subjects. Their overall achievement by the time they leave the school is very good overall in English and mathematics and good in the rest of the curriculum. In science, most pupils achieve well although higher-attaining pupils do not apply their mathematics, ICT and writing skills well enough. This limits more advanced thinking opportunities for these pupils in science.
5. The few pupils with English as an additional language achieve well. Their progress is satisfactory in Reception and very good in Years 1 and 2. By the end of Year 2 they often reach standards that are in line with their peers. Pupils with special educational needs make satisfactory progress in Reception and very good progress in Years 1 and 2. The progress of the few pupils with severe learning difficulties is excellent. Their needs are very carefully assessed and their teachers and specialist assistants provide them with very sensitive personal support. Teaching is very effective in raising their achievement in reading, mathematics and ICT. High quality practical work in art and design underpins their learning. In Years 1 and 2, pupils who are behind are given systematic extra help in reading and writing to enable them to catch up. A significant factor is the way the small steps in reading and writing are carefully matched to their needs. Higher-attaining pupils make good progress overall. Their progress is often very good in reading, writing and mathematics in Years 1 and 2. In Reception it is satisfactory in reading but unsatisfactory in writing. Gifted and talented pupils make satisfactory progress overall but this is inconsistent in mathematics, science and physical education in all years.
6. Girls have reached higher standards than boys in reading and writing in national tests over the last three years. During the inspection, no significant differences were observed between the achievement of girls and boys. In 2003, overall standards in reading rose when standards for boys were well above average and were in line with those reached by girls.
7. Since the previous inspection, the school has made good overall progress in improving the standards reached by pupils in Year 2. It has also made good progress in addressing its key issue for making sure that pupils' presentation of their work improves.

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

Pupils' behaviour, attitudes, values and personal development are very good, including their spiritual, moral, social and cultural development. Attendance is good.

### **Main strengths and weaknesses**

- Both attendance and punctuality are good.
- Pupils' very good behaviour and their very good attitudes to school make a very positive contribution to their good achievement.
- Pupils respond very well to the school's high expectations of good behaviour and the very good role models set by teachers and other adults in the school.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development through its broad curriculum and wide range of visits and visitors.

## Commentary

8. This aspect continues to be a significant strength of the school. Since the previous inspection there have been further improvements in pupils' attitudes and the school's provision for pupils' spiritual and cultural development.
9. Pupils show an increasing amount of independence and self-confidence as they progress through the school. This is due to the school's emphasis on pupils doing things for themselves and taking responsibility. This is confirmed by parents and pupils in the pre-inspection questionnaires and is evident in lessons. Adults are consistently kind and caring, showing respect to pupils and to each other. As a consequence, pupils establish very good relationships with each other and with adults. Pupils co-operate very well in group tasks, encouraging and supporting each other positively and making decisions for themselves, for example, in mathematics, physical education and in design and technology lessons, when pupils work in small teams. Pupils concentrate very well showing persistence and enthusiasm, especially when faced with challenging tasks and activities.
10. Pupils' behaviour in class and around the school is very good. The school has high expectations of pupils' behaviour and this is embodied in clear guidelines, "Golden Rules", which adults apply consistently and which pupils and their parents understand and respect. Pupils are also involved in producing their own classroom rules. This encourages them to reflect upon actions that may affect others. No evidence of bullying was seen during the inspection and parents and pupils confirm that bullying or harassment are not problems in school.
11. Pupils' personal development is very good as a result of the school's very good provision for their spiritual, moral, social and cultural development. Assemblies offer opportunities for pupils to reflect on their feelings and how their actions might affect others. There is also a spiritual dimension to lessons, especially religious education, art and design and music.
12. Pupils demonstrate a clear understanding of the difference between right and wrong and reflect the caring attitudes and fairness shown by teachers and other adults. Strong links with the local community and a significant emphasis on the responsibilities of living in a community nurture a strong sense of belonging in pupils. This plays a great part in their moral and social development. Pupils help with classroom jobs, take good care of the school environment, and act as "Playground Friends" to other pupils, who may be having difficulties at playtimes. The well-planned programme of personal, social and health education makes a good contribution to pupils' personal development.
13. Pupils are taught something of the richness and diversity of their own culture and the cultures of others through their history, geography, art, music and religious education lessons. An extensive programme of visits and visitors supplements this. During a visit by a music specialist teacher, Year 2 pupils were totally engaged when learning the rudiments of African drumming and joined enthusiastically in the chorus of an African song. The school also encourages visits by parents to explain the significance of religious festivals such as Eid and Diwali. In this way, the school is teaching pupils to understand and respect the beliefs of others.
14. Attendance rates are above the national average, and there is less unauthorised absence than found in most schools. The school has good procedures for improving attendance. Good levels of punctuality mean that lessons begin promptly at the start of the morning and afternoon.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
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.*

## Exclusions

There were no exclusions in the last academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. It is satisfactory in Reception and good in Years 1 and 2. The school provides a good curriculum that is rich and interesting. The good care and guidance of pupils and the very good links with parents and the community provide a very strong framework for helping pupils to learn. Accommodation is satisfactory overall but the staff-room is far too small.

## Teaching and learning

The overall quality of teaching is good. It is satisfactory in Reception, good in Year 1 and very good in Year 2.

## Main strengths and weaknesses

- There is much very good teaching in Year 2, especially in English.
- The quality of teaching in mathematics is consistently good from Reception to Year 2.
- Throughout the school teachers have strong subject knowledge in art and design and high expectations of pupils.
- In Years 1 and 2, teachers' good subject knowledge in science, ICT and the broader curriculum enables them to teach the National Curriculum to consistently good standards.
- In Years 1 and 2, the teaching of reading, including phonics, is very well organised and well-matched to pupils' prior attainment but it is only satisfactory in Reception.
- There are weaknesses in the teaching of writing in Reception.

## Commentary

### **Summary of teaching observed during the inspection in 29 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	13	6	0	0	0

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

15. Since the previous inspection, there has been good improvement in the overall quality of teaching. The amount of good teaching during this inspection is similar, whilst one third of all lessons are now very good compared with less than half of this proportion at the time of last inspection. All lessons seen were at least satisfactory, as they were then. The quality of teaching has improved significantly in Years 1 and 2. The teaching of English is now very good whereas it was good previously. In Years 1 and 2, the quality of teaching of science, ICT, religious education and geography is now good whereas it was only satisfactory. There

has been a consequential rise in standards. The school has maintained the good quality of mathematics teaching from Reception to Year 2 and the good standards of music teaching in Years 1 and 2. However, in Reception, the overall quality of teaching is now only satisfactory whereas it was good previously.

16. The subject managers in English and mathematics set very good examples to the rest of the staff by their own high quality teaching. They provide strong leadership. The school has good monitoring arrangements for improving teaching and learning and enabling subject leaders to have an impact on lifting the quality of teaching and learning. The school has addressed this key issue from the last inspection well and, in Years 1 and 2, standards are higher as a result.
17. Teaching and learning in Reception are satisfactory, overall. Good opportunities for speaking and listening underpin all areas of learning. The teaching of mathematical development is good and stronger than the teaching of literacy. Teachers have high expectations for children in mathematics and use assessment well to match work to prior attainment. There is a good range of practical work and good balance between class and focused group work. The teaching of communication, language and literacy is satisfactory. However, pupils' learning during group work is not always as well matched in reading as it is in mathematics, and especially so in writing, where pupils are not given enough support for learning the necessary skills. Assessment is satisfactory overall. The quality of teaching in the other areas of learning is satisfactory. Overall planning is satisfactory except in writing, where it is unsatisfactory.
18. In Years 1 and 2 the quality of teaching is good with very good features. Very good lessons were seen in many subjects, particularly in English. In very good lessons teachers had strong subject knowledge and high expectations of what pupils could achieve and provided a very good match of work to pupils' needs, including for more capable pupils. However, during satisfactory lessons work was not always well matched during group work where challenge for higher-attaining pupils slackened or a few pupils made a slower start because they were not clear enough about their learning task. A good feature of teaching in Years 1 and 2 is the way pupils are taught to use ICT as a natural tool for learning. Class management is good in Reception and very good in Years 1 and 2. Teaching assistants are knowledgeable and well managed and make a very good contribution to pupils' learning.
19. The overall quality of teaching and learning in English is very good in Year 2 and good overall in Year 1. In the very good lessons seen, there was always a rigorous match of reading and writing tasks to pupils' previous skills and pupils of all abilities were able to learn very well. In the occasional satisfactory lesson, teachers were not as successful in ensuring that lower-attaining pupils made consistent progress in their reading and writing during group-work. The school provides very good extra support for pupils to develop their reading skills in addition to the teaching of the Literacy Hour. Very good support by teaching assistants has a significant impact on pupils' very good progress in reading. There are close checks on pupils' mastery of key words, phonics and reading fluency and help is quickly given to pupils if they are falling behind.
20. Teaching and learning in mathematics are good overall in Years 1 and 2 with some very good teaching in both years. The setting arrangements in Years 1 and 2 enable teachers to provide a good level of challenge for pupils of all abilities. All elements of mathematics are linked and there is a good emphasis on problem solving and independent enquiry. Lessons are fun and pupils often say they enjoy mathematics. Pupils are given a good understanding of how they are achieving through oral feedback but feedback through marking is only satisfactory. Teaching and learning in science in Years 1 and 2 are good overall. Scientific knowledge is planned well whilst planning for scientific enquiry is satisfactory. Planning provides a good foundation for average- and lower-attaining pupils to learn through much 'hands on' and practical enquiry. However, in investigative science, there is not always enough planning for ensuring more capable pupils develop more advanced skills.
21. In Years 1 and 2, pupils with special educational needs learn very well. Support staff are very skilled and are very well deployed in literacy and numeracy lessons for those in need of extra

help. There is a good mixture of in-class and out-of-class specialist support, which helps pupils to learn in small groups in both literacy and numeracy. Pupils' needs are carefully assessed and work is well matched to their previous learning. Pupils' individual educational plans show clear targets, which are used by teachers for matching pupils' work. The very few pupils with English as an additional language make very good progress. These pupils and those with special educational needs are given very good personal support and well-matched work.

22. In Years 1 and 2 assessment systems are very good in English and good in mathematics, science, ICT and other subjects inspected. Homework provision is good. It is used effectively, especially in reading, for working with parents as a tool for raising standards.

### **The curriculum**

The curriculum provided is satisfactory in Reception and good in Years 1 and 2. There is very good enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation is satisfactory overall, although staff-room facilities are poor. Resources are good.

### **Main strengths and weaknesses**

- First-hand practical experiences underpin the curriculum and bring learning alive.
- In Years 1 and 2 literacy and numeracy are rigorously focused upon and pupils are also provided with rich opportunities for developing their creative, practical and physical skills.
- The use of art and design is very effective in furthering pupils' learning in many subjects, including geography and design and technology.
- Good use of ICT across the curriculum enhances pupils' learning in many subjects.
- There is not enough planning for challenging more capable pupils in investigative science and for the gifted and talented pupils in mathematics and physical education.
- The limited accommodation is excellently used but the staff-room space is poor.

### **Commentary**

23. There is a satisfactory curriculum for Reception with a good emphasis upon planning for the development of children's personal development, speaking and listening and mathematical development. Curriculum planning for communication, language and literacy and the other areas of learning is generally satisfactory apart from that for writing, which is unsatisfactory. Provision for pupils with special educational needs and those with English as an additional language is satisfactory. The school has satisfactorily addressed the weaknesses in outdoor play opportunities found at the time of the previous inspection. However, the curriculum in Reception was then described as good whereas it is now satisfactory.
24. In Years 1 and 2, the curriculum is rich with a good breadth of learning opportunities that often cross subject barriers. Teachers mainly plan well for the ability range. This is very good for pupils with special educational needs. Pupils for whom English is an additional language are very well supported and have access to the full curriculum, enabling them to achieve very well. The school has made good progress in continuing to improve the curriculum since the previous inspection and, as a result, provision is now better in English, science, ICT and many foundation subjects. Better provision has contributed to higher standards in many subjects in Years 1 and 2.
25. Teachers successfully use national guidance, carefully adapting it so that pupils of different abilities move forward in their learning. Literacy and numeracy are priorities and there is rigorous teaching of the skills of reading and writing in Years 1 and 2 and a strong emphasis on providing a rich and broad curriculum in other subjects. Art and design is a strength that is used to enrich the curriculum in many subjects. There are very worthwhile links between subjects, for instance in science, art and design and design and technology, which enable the pupils to apply their learning to other subjects. These links make very effective use of

curriculum time. Literacy, numeracy and ICT are applied well to the broader curriculum. Investigation and problem solving underpin pupils' learning in many subjects in the context of systematic subject knowledge and skills provision.

26. Provision for personal, social and health education is very good and underpins the whole curriculum. A very good range of extra activities and experiences enrich the curriculum. A very successful 'Art Week' gives a considerable boost to pupils' artistic skills. The school welcomes and makes effective use of a number of visitors. Visits to the Portsmouth Dockyard, for example, contribute positively to pupils' learning. Out of school clubs such as the board games club and the multi-sports club all contribute to pupils' interest and enjoyment. There are very good links with the community.
27. At the time of the last inspection the school's accommodation was found to have weaknesses in staff-room and library space. Library provision is satisfactory although staff-room accommodation is now judged to be poor. The school has been unable to address the accommodation issue due to lack of funding, although there has been significant planning. The school makes excellent use of its limited accommodation for the benefit of its pupils. The lack of staff-room space means that staff cannot meet altogether at one time; there is no private room for staff to discuss or prepare their work and or where staff can privately have lunch. The workload agreement, due to be implemented in September, means that the lack of staff-room accommodation is even more serious. There are good resources to teach the National Curriculum programmes of study and these are effectively used. There are sufficient teaching staff, who are well qualified and a good number of teaching assistants well deployed across the school.

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

Provision for pupils' care, welfare and health and safety is good with very good features. The support, advice and guidance pupils receive based on monitoring are good. Involvement of pupils, through listening to their views is good.

### **Main strengths and weaknesses**

- Pupils have a good trusting relationship with adults which supports them very well
- Pastoral advice and guidance are very good whilst guidance for academic support through monitoring is good
- Very good health and safety procedures ensure that pupils are safe.
- Procedures for induction help pupils settle in very well

### **Commentary**

28. The very good relationships in the school between adults and pupils ensure that pupils feel they have an adult to turn to in case of need. This gives pupils a good sense of security. Ninety four per cent of pupils responding to the pre-inspection pupil questionnaire agreed that this is the case, which is a very high percentage. All staff show a good level of care for the pupils, with the headteacher taking a very good lead. The high quality of relationships is also seen in the very good advice and guidance given to pupils on pastoral matters. The clear school behaviour policy is implemented very consistently throughout the school.
29. Health and safety procedures are very thorough. All aspects of the buildings, grounds and school equipment are regularly assessed for risks and school visits are individually assessed. First aid provision is very effective. Supervision in the narrow playground is good and ably supported by the Year 2 'Playground Friends' group. Child protection procedures are good.
30. Monitoring of pupils' personal development is very good. Staff know the pupils well and seek to offer support and advice immediately an occasion arises. Advice based on monitoring of academic achievement is good. Teachers assess the level of pupils' prior attainment,

academically and personally, as soon as they enter school full-time. This information is used satisfactorily to plan future programmes for children for helping them achieve. The monitoring of pupils' academic progress is good in Years 1 and 2 and satisfactory in Reception. It is very good for pupils with special educational needs and those with English as an additional language in Years 1 and 2 and satisfactory in Reception. Procedures for identifying and supporting the progress of gifted and talented pupils have begun, although more work is now needed to monitor and ensure the consistency of their progress.

31. The very good induction procedures begin earlier than in many schools. Parents are very pleased with this service. Once in school, children are well supported so they adjust quickly to school life. Induction is well supported by good quality information for new parents.
32. The lack of a school council means that pupils do not have a formal opportunity to express their views together. Nevertheless, the school listens well to pupils' views. Very good relationships in the school play a significant part in this and the school also provides a questionnaire for pupils to fill in with their parents. This is sent home at the same time as pupils' annual reports. Year 2 pupils also carry out an annual review of the school and this also enables them to influence school improvement. There has been good progress since the last inspection.

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

The school has very good links with parents, the community and other schools and colleges.

### **Main strengths and weaknesses**

- The school is very welcoming and approachable to parents.
- The range of information to parents is very broad and supplemented very well by weekly 'surgeries'.
- Written reports about children's progress are good.
- Very close links with the junior school ease pupils' transfer at the end of Year 2.

### **Commentary**

33. From the time parents first come to the school to when their children move on to the junior school, relations with them are guided by a principle of openness, friendliness and involvement. Parents are made to feel welcome through the induction process, after which their views are sought using a feedback questionnaire. Parents' opinions are also sought at the time their child leaves the school. During their time at the school, a very broad range of information is sent to them about all aspects of school life. Every week they have the opportunity to attend a parents' 'surgery' when they can spend time with the class teacher. Transfer to the junior school is made easy by close ties. One of the results of the very effective relationships and links with parents is that the school has many regular parent helpers in all classes and in the after-school provision.
34. Consultation evenings are supported by information about their pupils' achievements. These are effective in helping parents understand where their child is in relation to the standards expected. There are also regular open days when parents can see the school and their children working. Parents have access to very good information about their children's progress and learning. There are very good opportunities for them to raise any concerns and any issues are dealt with immediately. The school has not had a formal complaint for many years. An active Parent-Teacher Association raises funds for the school on a regular basis and this has been effective in providing extra educational opportunities, for example, through the sensory garden.
35. Information in the pupils' annual reports is of a good quality and provides parents with a good understanding of what their children have achieved. The attached pupil questionnaire asking parents how they feel their children have achieved is unusual. It also provides an insight to

parents' and pupils' views about what pupils find hard or straightforward. The pupil target sheets, reviewed termly at the parents' meetings, supplement the information in the pupils' reports.

36. The school has a very broad range of links with the community and these enhance curriculum opportunities for pupils very well. Representatives from charities and the railway police visit and there are also links with the local police force. Parents, their relations and members from a wide range of churches enhance pupils' awareness of the wide range of religious festivals celebrated in today's multi-cultural society. There are also links with local businesses; for example, a large local hardware store offers a regular visit to the Reception children. The weekly stamp club run by two friends of the school extends opportunities for pupils. One grandparent has even brought a vintage car into the school for pupils to experience. Every year a Maypole dance is celebrated.
37. The school has very good links with other schools, especially the adjacent junior school. Very regular worthwhile visits ensure that the junior school is familiar to the very many pupils who move on there. Close liaison between the teachers at both schools ensures assessments made in the infant school are made clear to the juniors. The infant school also works closely within the local cluster of infant schools in joint training opportunities for staff. The Portsmouth Infant Music Project extends performing opportunities for those involved in the school choir and for music for all pupils. The school has made good progress maintaining the high quality links with parents since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good. The leadership provided by the headteacher and the systems for managing the school are good with some very good features. Leadership and management provided by senior staff and subject co-ordinators and governors are good.

### **Main strengths and weaknesses**

- The headteacher provides a clear direction for improving the school and has developed a strong sense of purpose amongst staff for raising standards.
- There are good systems for monitoring and supporting teaching in Years 1 and 2.
- There are good tools for self-evaluation and this information is used effectively for improving provision and achievement.
- Subject co-ordinators often set good examples by their own quality of teaching.
- The need to bring overall provision in Reception up to the same level as in the rest of the school has already been identified.
- The school improvement plan does not contain enough detailed numerical targets for improving standards and achievement.

### **Commentary**

38. The headteacher provides good leadership with a clear vision and focus on providing a high quality education. Her pastoral leadership is very strong. There are good management systems for making improvements happen. The deputy is supportive and effective in her management role. Subject leaders' roles are well developed and subject leaders in English, mathematics and art and design set very good examples to other staff by their own quality of teaching. Since the previous inspection, the school has maintained overall good quality in the leadership and management of the school.



39. Staff and governors have a shared vision and commitment to providing equal opportunities for learning. The leadership and management of Reception are satisfactory. Leadership and management in Years 1 and 2, which is the direct responsibility of the headteacher, are very good. The impact of this is shown by the good improvements in the overall quality of teaching and learning in Years 1 and 2 and an improvement in standards since the previous inspection. The interface between English and mathematics and the teaching of pupils with special educational needs is very well managed.
40. The systematic monitoring of the quality of teaching by the headteacher and her senior managers is having a good impact in Years 1 and 2 in improving the quality of teaching and learning. This is not as effective in Reception. There are thorough assessment systems with good use of assessment for self-evaluation and measuring the impact of initiatives on improving standards. This information is used effectively to bring about improvements.
41. Subject co-ordinators' roles are well developed. However, occasionally, as in mathematics, the subject manager does not yet monitor teaching and learning, although she has a strong influence on the development of all other aspects of subject provision. Overall, the school has addressed the monitoring key issue from the previous inspection well with a subsequent improvement in standards in Years 1 and 2.
42. Provision for pupils with English as an additional language and for those with special educational needs is very well managed in Years 1 and 2. Management of these areas is satisfactory in Reception.
43. Governors are effective. The governing body is well led by the chair and vice chair. They provide a good level of challenge and exercise all their statutory responsibilities. The governors have a very good range of expertise between them, although there are several new governors, who are still preparing to take a full part in the strategic development of the school. Governors' committees are well organised and governors visit the school regularly. They have good levels of understanding of its strengths and weaknesses. Governors monitor the school's actions for improving standards. However, there is now a need for governors to take a more rigorous look at how to use numerical targets for examining the impact of spending on raising standards. Governors are aware of this.
44. The school's performance management system is an integral part of school improvement planning and is supported effectively by a comprehensive programme of staff training. Suitable mentoring arrangements exist for new staff.
45. School improvement planning is good. There are good systems for following through whole-school improvement priorities. The school has set the right priorities, although the numerical targets for improving standards and achievement are insufficiently detailed. This prevents very close monitoring of actions to see the impact of actions and spending on raising standards. The school's administrators provide a very welcoming and efficient service for parents and visitors. They manage the school's financial procedures well. The site manager plays a very important role in ensuring that the maintenance of the school and its site are of a high standard.
46. Financial planning is good, with a planned programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. It compares its costs and its results with similar schools. The school has managed its budget prudently and carried forward a larger than average contingency fund at the end of 2003/4. This was earmarked for building improvements, which have all now been carried out.

## Financial information

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

Income and expenditure (£)	
Total income	569,640
Total expenditure	572,712
Expenditure per pupil	2,937

Balances (£)	
Balance from previous year	54,799
Balance carried forward to the next	51,727

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

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

Children's overall attainment on entry is average with a wide spread from well above to very low. The leadership and management of provision for Reception are satisfactory. The curriculum, the quality of teaching and children's achievement are satisfactory overall. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Assessment is mainly satisfactory. There has been unsatisfactory improvement since the previous inspection when the children were judged to be making good progress.

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

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

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

- Children are given a warm welcome and all staff have very good relationships with the children.
- School routines are well taught, which helps the children to successfully adjust to school.
- Children are well managed and they behave well.

#### **Commentary**

47. The children are on course to reach above average standards as a result of achieving well. The quality of teaching and learning is good overall. The experiences provided ensure children can readily adjust to learning through whole-class, focused group teaching or through play. The relationships between adults and children are very good and teachers carefully assess children's emotional needs and make good use of this information to enable children to settle and adjust to the routines of school. This is particularly effective for those with special educational needs. The curriculum provides satisfactory opportunities for the development of children's ability to learn independently, to solve problems and to use their own initiative. 'Plan, Do and Review' has been put in place, which enhances independent learning opportunities.

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

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

#### **Main strengths**

- There is good use of drama and paired speaking for developing children's communication skills.
- Children's speaking and listening skills are developed well across the different areas of learning and underpin children's learning.
- Standards of writing are unsatisfactory because there is not enough teaching of writing skills.

#### **Commentary**

48. Children are on course to reach average standards, overall. Standards are above average in speaking and listening, average in reading but below average in writing. Children's overall achievement is satisfactory. It is good in speaking and listening, satisfactory in reading but unsatisfactory in writing. The quality of teaching is satisfactory overall. Children's language and thinking are developed well in all areas of learning through a good emphasis on learning through practical work and talk. Role-play is used to draw out the meaning of stories, for instance, 'The Alien' during classroom drama. The children learn to enjoy books. They are given sound opportunities to develop their ability to identify rhyming patterns by hearing and

reading sound and word patterns. When children read the big book 'Miss Muffet' there is good reading skill development over the course of a week. However, when reading is taught through shared writing, not as much time is spent reading back the writing together as a class and the steps in reading are not as well matched to pupils' needs. Children develop their understanding of phonics satisfactorily and there are potentially good school systems for home/school reading. However, occasionally, there is not enough close tracking of children's grasp of the common key words and children's reading books are not so well matched. The teaching of writing is unsatisfactory and children are not achieving well enough. The teaching of writing skills is generally satisfactory during whole-class sessions, although there is not always enough attention to modelling writing. During group work children are not supported adequately by writing frames, key words and word banks. The writing table activities are basic and the development of writing through play is underused. Assessment is satisfactory overall but, in writing, there is unsatisfactory use of assessment for matching teaching to children's prior attainment.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Activities are practical and there are plenty of opportunities to learn through talk.
- There is good planning for the steady build-up of skills in each lesson.
- Assessment is often used well to match children's work to their prior learning.
- Potentially very high-attaining pupils have been identified but make inconsistent progress.

### **Commentary**

49. Children are on course to reach above average standards by the end of Reception. The quality of teaching and learning is good. Most children achieve well, although the achievement of very high-attaining pupils is only satisfactory. A substantial minority have a good understanding of number and a few are very advanced. Teaching and learning are good during class mathematics sessions when children are provided with good opportunities to develop understanding of counting and adding and taking away. Teachers find many opportunities in daily routines and events for children to count and solve simple problems involving adding and subtraction. Art and design is used well to provide a practical base for learning about shape and symmetry. Learning through purposeful play is satisfactory. The class garden centre provides satisfactory opportunities for children to buy and sell but it has the minimum of resources and does not provide an exciting play option. Overall planning is good. It is good for class and focused group numeracy, although only satisfactory for using purposeful play as a vehicle for learning.

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

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

### **Main strengths and weaknesses**

- More consistent opportunities are needed for the children to develop their independent enquiry skills in science and to use construction kits for purposeful play.

### **Commentary**

50. Children are on course to reach average standards. The quality of teaching and learning is satisfactory. Children's overall achievement is satisfactory. They have satisfactory understanding of scientific aspects. Children understand that objects around them are made from different materials and that materials can change. Children have visited a garden centre

and have good understanding of different jobs and a sound knowledge of different varieties of plants. Children have made sound progress in generating ideas for planting their own seeds in different materials and for finding out about other conditions which affect the growth of the plants. Children have sound ICT skills through satisfactory opportunities to use the computer for activities linked to literacy, counting, science and art and design. Children have satisfactory opportunities for designing and making.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Opportunities for physical development and imaginative movement during hall time are good.
- Outdoor play apparatus for climbing and balancing is limited by the available outdoor space.

### **Commentary**

51. Children are on course to reach average standards by the end of Reception. Pupils' achievement is satisfactory. The quality of teaching is satisfactory overall. Activities are appropriately planned for the development of manual dexterity. Children often use crayons and paint brushes with proficiency and many have sound pencil control. They manipulate a satisfactory range of malleable materials and cut, shape and join a suitable range of materials when making three-dimensional models. Children are aware of space and can express themselves skilfully and joyfully during physical education in the hall. The outside area now has bikes and ride-on toys but the lack of space prevents the school having large climbing frames. The use of the outdoor area is satisfactory.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Opportunities for art and design aspects are good.
- Dressing up clothes are offered infrequently during role-play.

### **Commentary**

52. Children are on course to reach average standards by the end of Reception. Teaching and learning are satisfactory. During role-play in the 'space ship', garden centre or in the "Pets' Vets" they use their imagination and create simple story lines. The role-play provision is good for the "Pets' Vets" because there is a good range of artefacts, which are imaginatively used by the children, and adults intervene to sensitively extend their play. Children develop their imagination well during this role-play. However, the limited artefacts and dressing up clothes do not stimulate the children so well in the other two role play areas. Opportunities for creating pictures and models for art and design are good. Skills are carefully taught and children are encouraged to express and develop their ideas through a good range of media. However, creating and building with construction kits was good in one class but there were less frequent opportunities in the other two.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Leadership and management of the subject are very good.
- Assessment and target setting are used very well to ensure pupils achieve their best.
- Opportunities for writing across the curriculum are good overall.
- In English, ICT is used well for helping pupils to learn.

#### Commentary

53. Since the last inspection, the school has made good progress in improving English in Years 1 and 2. Standards at the end of Year 2 are now well above average in speaking and listening and reading and above average in writing. Pupils achieve very well, overall, in Years 1 and 2. Their achievement is very good in Year 2 and good, overall, in Year 1. Pupils with special educational needs achieve very well because of the rigorous support they receive in learning the steps in reading and writing. Pupils with English as an additional language make very good progress because they are provided with very good opportunities for developing their speaking and listening, reading and writing. More capable pupils achieve very well.
54. By Year 2, pupils' speaking and listening skills are well above average. Pupils listen carefully to what teachers and other adults have to say and pay close attention to the contributions of their classmates. As a result, they understand the information and know what they have to do. Teachers carefully consider pupils' views and take every opportunity to extend and reinforce their vocabulary in all subjects. In Year 2, a very good geography lesson helped pupils to explore the meanings of such words as 'marina', 'harbour' and 'aqueduct' from a selection of photographs. Strategies such as 'talking partners' are very successfully used to help pupils share ideas and learn from each other. Many pupils are articulate and speak clearly and confidently.
55. Standards in Year 2 in reading are well above average. Pupils' achievement is very good in Years 1 and 2. Pupils throughout the school enjoy reading. Guided reading and opportunities for individual reading are very well organised. The school has thorough management and assessment systems for developing pupils' reading, which include the very good support of teaching assistants and parents. Pupils who are not achieving well enough are immediately identified and given high quality extra support. Pupils of average and above average attainment read a good range of books fluently and understand their content very well.
56. Standards of Year 2 pupils' writing are above average as a result of very good achievement in Years 1 and 2. A substantial number enter Year 1 with below average standards in writing and teachers build on pupils' prior attainment very well. Very good attention is paid to developing grammatical skills, spelling and handwriting. Their display of a range of class and individuals' work provides good writing models for pupils and encourages them to write well. They provide good opportunities for pupils to write in a wide variety of contexts. Some good cross-curricular links are developing well as teachers pay careful attention to pupils' writing skills in geography and history. Such skills are not as apparent in science.
57. The quality of teaching is very good in Years 1 and 2 and has improved well since the last inspection. The work is challenging. Teaching probes pupils' thinking through well-directed questions that are pitched at just the right level for different abilities. This was observed in a very good Year 2 lesson, when the teacher led pupils to read into the meaning of the text they were studying by inferring the feelings of a character in the text. Nearly all of the teaching is

very well matched to pupils' prior attainment. However, there are occasional instances in the mixed age class for younger pupils where, during group work, reading tasks are too hard for lower-attaining pupils. The teachers manage pupils very well and this has a positive effect on the quality and quantity of work produced. Teaching assistants are well deployed and make a very good contribution to the development of pupils' literacy skills.

58. The leadership and management of the subject are very good. Expectations of what pupils can achieve are high and the sharing of good practice ensures that teachers know what is expected. The results of assessments and tests are closely analysed and any issues are drawn out and effectively worked upon.

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

59. The use of literacy across the curriculum is good overall. Literacy aims are often included in the planning of writing in religious education, history and geography. However, in science there is little evidence of extended writing. There are good opportunities for pupils to use their literacy skills in ICT, for example, in word processing.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils often achieve well in Years 1 and 2 because of good teaching and learning.
- Teachers' learning tasks are well matched to pupils' abilities.
- The subject is well led and managed.
- There are good opportunities for pupils to use mathematics across the curriculum.
- Pupils enjoy mathematics and have very positive attitudes to the subject.
- Gifted and talented pupils have been identified but provision for them is inconsistent.
- Assessment procedures are mainly good but marking does not help pupils to improve their work.

### **Commentary**

60. Standards are above average on entry to Year 1. Pupils achieve well in Years 1 and 2 and, by the end of Year 2, their overall achievement is very good. This results in well above average standards by the end of Year 2. Pupils' good progress in Years 1 and 2 is due to a well planned mathematics curriculum. The setting of pupils into ability groups also enables teachers to match work more easily to the very wide range of attainment. Consistently good teaching places a clear emphasis on developing pupils' numeracy skills, problem solving skills, and investigative skills.
61. The majority of pupils achieve well and no significant differences were observed during the inspection between the achievement of boys and girls. Those pupils with special educational needs and those with English as an additional language make very good progress because of good teaching and the very good support given by teaching assistants. The school makes good provision for most higher-attaining pupils but there is not yet enough planning for ensuring that gifted pupils are always challenged.
62. Pupils' work in mathematics is well planned and ensures that they have a good grounding in all the different areas. Pupils are provided with challenging mental work and they respond well to this. For example, at the start of a Year 2 lesson, pupils were asked "If I think of a number, I double it, then subtract 2 and get the answer 14, what is the number?" Pupils are excited by this kind of challenge and many demonstrate their very good grasp of mathematics in the way they can work out the answer. Pupils have very good attitudes to their work showing concentration and persistence, especially when faced with challenging tasks. This is

because of effective classroom procedures and a “can do” attitude fostered by their teachers and teaching assistants. They can work independently and also co-operate well when working on group activities.

63. The quality of teaching is good, overall, with examples of very good teaching in both Year 1 and Year 2. There are good assessment and pupil tracking procedures. Teachers use these analyses very well to group pupils within the ability sets and to plan work that closely matches the needs and abilities of pupils. As a consequence, all pupils are challenged to make good progress, whatever their ability. Teachers provide good feedback during lessons but this is not extended to written comments on work indicating how pupils can improve their performance. Marking often consists of ticks and an initial by the teacher to show that the work has been completed. Pupils are not always involved in assessing their own progress and, as a consequence, do not always know what they need to do to improve. Teachers make good use of ICT within their teaching. All of the mathematics lessons seen involved the use of ICT. For example, during a Year 1 lesson pupils use a logo program well to consolidate their understanding of position, direction, movement and angles. The newly installed interactive whiteboard is already proving a valuable teaching tool in helping teachers to model mathematical processes and engage pupils’ interest.
64. Leadership and management of the subject are good. The subject leader is a very good teacher of mathematics and leads by example. There are good opportunities for staff development. Teachers demonstrate good subject knowledge because of the training undertaken as part of the Primary National Strategy. The subject leader has a clear overview of standards throughout the school, following her analyses of assessment results. Unfortunately, she has not yet had the opportunity to undertake lesson observations to monitor the quality of teaching in the subject, although the headteacher and deputy headteacher have regularly monitored teaching and learning. Since the previous inspection the school has made sound improvement.

### **Mathematics across the curriculum**

65. Overall, mathematics is used well across the curriculum, giving pupils opportunities to practise skills, to develop understanding and to see the relevance of mathematics in everyday life. There is evidence that pupils use mathematics in all areas of the curriculum, including religious education when pupils discuss the symmetry in a Rangoli pattern, and physical education when use is made of direction, symmetry and sequencing. In science, average-attaining pupils are given satisfactory opportunities for using mathematics to sort, classify and measure accurately, although there are missed opportunities for developing pupils’ information handling skills. In science, higher-attaining pupils are given little opportunity to use mathematics at higher levels.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- A good range of practical work and outside visits underpins the development of pupils’ scientific knowledge and understanding.
- The overall quality of teaching and learning is good in both Year 1 and Year 2.
- There are some good links with design and technology.
- Pupils with special educational needs make good progress.
- In investigative science, more capable pupils have inconsistent opportunities to develop more advanced thinking through the use of more advanced mathematics, ICT and writing.



## Commentary

66. By Year 2, standards are above average. Pupils' overall achievement is good in Years 1 and 2. This is good improvement since the last inspection. Average-attaining pupils and those with special educational needs achieve well. The achievement of pupils with English as an additional language is good and in line with that of their peers. The achievement of more capable pupils is satisfactory. These pupils achieve well in developing their scientific knowledge. Their overall achievement in investigative science is satisfactory but inconsistent in different aspects.
67. Overall, pupils' independent enquiry skills are good. Pupils predict well, develop a good awareness of 'the fair test' and use their scientific knowledge well to explain what they have found out. They are developing their ability to plan their own experiments. However, higher-attaining pupils are not always given enough opportunities to use more advanced mathematics for measuring, recording results and seeking patterns. This limits their ability to quantify their findings. The development of pupils' scientific knowledge is well planned and taught. This leads to pupils having a good depth of scientific understanding. Visits to places such as Marwell Zoo are used very well by teachers for deepening pupils' understanding, for instance, of how animals are adapted to particular environments.
68. The development of literacy, mathematics and ICT within science is satisfactory. However, higher-attaining pupils do not have enough opportunities to write at length. In ICT, pupils find factual information, solve simple problems and use words for describing and recording. However, mathematical data handling software is underused for helping pupils to record and analyse results, especially more capable pupils.
69. Teaching and learning in Years 1 and 2 are good overall. Planning is generally good. Scientific knowledge is planned well whilst planning for scientific enquiry is satisfactory. Planning provides a good foundation for average- and lower-attaining pupils to learn through much 'hands on' and practical enquiry. However, in investigative science, planning for ensuring more capable pupils develop more advanced skills is not as consistent. In a good Year 2 lesson, the context was relevant for pupils when they solved the problem of finding the best materials for doors and windows of the rooms they were creating for their design and technology projects. Pupils suggested ideas well and systematically planned how they could test different materials for a particular purpose. In Year 1, teachers make good use of whole-class teaching when they 'model' how to plan experiments, taking whole-class ideas into account, before pupils suggest ideas and make their own experiments. This prepares the pupils well. A good feature of all the teaching observed was that pupils are given good opportunities to develop their scientific vocabulary.
70. Subject leadership and management are good. The co-ordinator has good subject knowledge and a positive influence on the development of science. There is a systematic programme for the monitoring of teaching and learning and the impact of this has led to good improvement since the last inspection. Assessment procedures are good. Strengths are the way that links between science and design and technology make learning relevant for pupils and the effective use of curriculum time. Good examples of the links between the two subjects were seen in pupils' problem solving in investigative science and their learning about properties of materials and physical processes.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

### Main strengths and weaknesses

- Standards have improved since the previous inspection and are now above average.

- Pupils are achieving well because of good teaching, the good use of resources and the very good support given by teaching assistants.
- All aspects of the ICT curriculum are well covered within the scheme of work.
- The subject is well led and managed.
- The use of ICT across the curriculum is good.

### **Commentary**

71. Standards are above the national average in Year 2. There has been good improvement in standards since the previous inspection. Pupils make good progress, including those with special educational needs and those who speak English as an additional language. They achieve well because of good teaching and very good support by teaching assistants. There is no noticeable difference between the achievement of boys and girls.
72. No whole-class teaching of ICT skills was seen during the inspection. Individual pupils and groups of pupils were often seen working on computers in other areas of the curriculum. Those observed had good skills. Pupils use the mouse and keyboard confidently and know how to load programs, enter and save and retrieve their own work. Pupils' work indicates that pupils in Year 1 can program a floor robot to move in specified directions, create pictures using a graphics program, and make graphs from a simple spreadsheet containing information about pupils' favourite vegetables. Older pupils build on these experiences and can retrieve information from a CD-ROM and from the Internet and can send, receive and reply to e-mails. Pupils also make good use of digital cameras and tape recorders in other areas of the curriculum. Pupils' achievement is good.
73. An examination of pupils' work and observations of computer work in lessons both indicate that the quality of teaching is good. Teaching assistants, who are well trained, help pupils to learn and to practise new skills. The good lesson planning using national guidance is ensuring the systematic development of ICT skills and knowledge throughout Years 1 and 2. Pupils' skills are assessed and recorded regularly and this information is used to plan further experiences. The increased use by teachers of the interactive whiteboard and projector and the newly installed computer suite is improving opportunities for whole class and large group teaching of skills.
74. ICT is well led and managed by the subject leader who has done much to improve standards in the subject. There has been a good emphasis on staff development and training through nationally funded training programmes for teachers and for teaching assistants. The co-ordinator provides guidance and support to other teachers and checks pupils' work to evaluate the coverage of the ICT curriculum. She has set assessment procedures in place so that teachers know what pupils can do and what they need to do next.

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

75. The school rightly considers this to be an important aspect of its ICT provision and provision is good. There are good examples of ICT being used well in many areas of the curriculum. Pupils use word processing to edit text in English and produce graphs using information handling programs in mathematics. They use graphics to produce Christmas cards and to experiment with pattern making in art and design. In design and technology, pupils design a village using a computer program and describe why they would like to live there. In music, they use a tape recorder to record different kinds of weather and use these recordings in their creative work. Older pupils use a music program to make short musical compositions. Pupils use CD ROMS to search for information in science but need more opportunities to use information-handling programs in their science work.

## **HUMANITIES**

76. In humanities, work was sampled in history as the inspection timetable did not include lesson observations. It was not possible, therefore to form an overall judgement about provision in history although geography and religious education are reported in full.
77. In **history** observations of pupils' work, teachers' planning and discussions with the subject leader indicate that statutory requirements are met. Pupils' work in history shows Year 2 pupils have a good knowledge of famous people such as Grace Darling. Their understanding of chronology develops well through, for example, making simple pictorial time-lines. They make good use of their literacy skills in high quality writing about their history topics. Good use is made of visits, for example, to the Portsmouth Dockyard to further develop their understanding of history.

## **Geography**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- Good teaching brings the subject alive so that pupils want to learn.
- Good planning, use of the local environment and visits enable pupils to achieve well.
- Art and design is used very well for enhancing pupils' learning in geography.

### **Commentary**

78. By the end of Year 2 pupils', standards are above those expected for their age. Pupils achieve well because of good teaching. This is a good improvement on the findings of the last inspection. A strong feature is the good standard of pupils' mapping skills by Year 2. They draw simple maps of the locality and use keys to these. They enjoy the travels of 'Barnaby Bear'. This toy bear is taken by pupils and teachers on their travels and photographed. On his return, pupils locate where he has been on atlases, thus building their knowledge of places further away. Good use is made of walks around the immediate area. Pupils are well able to record what they like and dislike about it and the improvements they would like to make.
79. The quality of teaching and learning is good. The lessons seen during the inspection and pupils' previous work were both of a good quality. Teachers are confident and have a good knowledge of the subject. Pupils develop a good geographical vocabulary because their teachers use the correct terms and encourage them to use them too. Outside visits and practical experiences underpin pupils' learning in geography. Teachers arrange visits to places such as Wickham so that pupils can compare and contrast living in Southsea with living in the countryside. Art and design is used very well for enriching learning experiences in geography, for example, when pupils paint urban and rural landscapes after closely observing and comparing different landscapes. Teachers ensure there are good links with English and provide enough time for pupils to develop their writing so that they can record their geographical experiences. This results in longer pieces of good quality writing. All of these strengths reflect the good leadership and management of geography, which ensures its high profile in the school.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Good teaching leads pupils to a deeper understanding of their own and others' views.
- Leadership and management of the subject are good.
- Artefacts are effectively used to promote learning.

## Commentary

80. By Year 2 standards are above those set out in the locally agreed syllabus for this age. Pupils in Years 1 and 2 achieve well. Standards have improved since the last inspection. Pupils in Year 2 understand the significance of some special religious occasions, special places and relationships. They are well able to reflect and express their thoughts, for example, about the books brought into class that are special to them. Good subject knowledge and questioning by teachers enable pupils to understand that the Bible is a special book for Christians. They know about the major celebrations of Christianity and Hinduism. Examples of pupils' work in Year 1 show they learn about stories in the Old and New Testaments. They explore human values, such as friendship, and appreciate, in simple terms, that these are special qualities in their lives.
81. Pupils achieve well because of good teaching. Work in pupils' books and teachers' planning confirm a well-organised approach to religious education based on a good knowledge of the subject. Artefacts are used well at the beginning of lessons. The lessons seen in Year 2 were good. In these Year 2 lessons, teachers' very good use of artefacts captured pupils' imagination very well. Teachers' good questioning encouraged the pupils to draw conclusions for themselves and pupils soon learnt that some stories, such as Easter, are in all Bibles. In a very good Year 2 lesson pupils' learning was very rapid when the teacher's questioning enabled the pupils to appreciate some differences between the Old and New Testaments after examining the Christian Bible. Visits to the local church and visitors to the school enable pupils to develop a good understanding of Christianity and Hinduism.
82. The co-ordinator manages the subject well. She has carefully drawn up a whole-school plan for religious education from the new Hampshire Agreed Syllabus. There is a good and straightforward system of assessment in place.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were seen in art and design and only one in design and technology. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from last year in design and technology and art and design. It was not possible to make a judgement about overall provision in art and design and design and technology, although there was ample evidence to judge overall standards and how the pupils were achieving. Music and physical education were inspected in full.
84. In **art and design**, evidence from displays around the school shows that art has a high profile and there are many examples of pupils achieving very good standards in art and design. Art and design is used to enhance learning across the curriculum and strong links can be seen with many subjects. The very good scheme of work for the gradual development of skills in all areas, from three-dimensional work to observational drawing, also includes many worthwhile opportunities for pupils to develop their creativity. The headteacher is the subject leader and has a very strong influence on the development of the subject. Standards in Year 2 are well above average across a wide range of media. Pupils' very good drawing skills were seen in their observational drawings of old artefacts, as part of a history project. Pupils showed remarkable skill when using pencil shading to show three-dimensional effects. Their paintings of their impressions of rural and urban landscapes were equally skilful. Pupils were very imaginative in the way they made and selected shades of colours and used oil pastels to pick out the details they wished to reveal. This project underpinned pupils' learning in geography. Pupils' three-dimensional work is of a similar high quality, as seen, for instance, when pupils use clay to design and make animals after a visit to Marwell Zoo in a science-based project. Art and design is applied very well to design and technology. This can be seen when pupils apply art skills such as 'paper bandaging' to achieve a good quality of finish, paint their models to a high standards and show ingenuity when they select materials for their visual effect as well as fitness for purpose. The subject is very well led and managed and the way that art and design underpins learning in other subjects is very good. This includes learning in religious education when pupils study religions across the world and in Year 1 design and

make wedding party hats. Assessment is very good and used very well to plan progression in learning through the school.

85. In **design and technology** a rich and relevant curriculum is followed. The subject is well led by a keen and knowledgeable co-ordinator, who sets a good example by her own quality of teaching. Evidence from pupils' previous work and curriculum planning indicates that a wide range of materials, including textiles, food and construction, is skilfully used for designing and making in both Years 1 and 2. Standards are above average by Year 2 and this can be seen when pupils design and make moving vehicles for different purposes. Standards in designing and evaluating are above average whilst pupils' craft skills are well above average. When designing, pupils apply their knowledge of different vehicles to select a purpose for their vehicle, for instance a racing car, a fire engine or a taxi. They generate ideas well and show good levels of creativity in their chosen designs. Their evaluation skills are good and they are able to evaluate and improve their work as they go along. Their craft skills are very good in the accuracy with which they cut, measure and join wood and apply art to ensure their products are well finished. This was seen in a very good lesson in Year 2 when pupils used a 'paper bandaging technique' to combine found materials for making different parts of their vehicles. Year 1 pupils also achieved good results when designing and making playgrounds. Visits to playgrounds enabled the pupils to look at purposes of play equipment and to consider what other pupils might like. A strong feature of this project was the way pupils were encouraged to use construction kits to model their ideas before creating their end products. Throughout, pupils show creativity in the way they use, change and combine a range of scrap and other materials when adding detail to their designs. Art and design is applied very well to design and technology. Science and mathematics are applied well. Since the previous inspection, the school has made good progress in addressing the weaknesses found then in pupils' evaluation skills and their ability to select materials and processes.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Standards are above average.
- The quality of teaching is good.
- Good use is made of specialist music teaching and visiting musicians.
- Leadership and management are good.

### **Commentary**

86. Pupils achieve well and attain standards above the nationally expected standards. Pupils with special educational needs also achieve well and are able to participate fully in lessons because of the very good support by the teaching assistants. Pupils sing with enthusiasm and enjoyment in the "Singing Assembly", diction is clear and rhythm and melody are accurate. The school choir enhances provision for older pupils. In a school concert for parents given during the inspection, the choir sang beautifully, using two-part singing in some songs.
87. The quality of teaching is good overall with very good teaching on the part of a visiting specialist music teacher. She taught a Year 2 lesson as part of a series of workshops organised with the school. In a good lesson in a mixed Reception and Year 1 class the teacher showed good subject knowledge and confidence when introducing the notion of "tempo" to her pupils. This was because she was well supported in her planning by a good scheme of work devised by the music subject leader. Pupils in Year 2 are introduced to African drumming by the specialist music teacher. By the end of the lesson the pupils are able to repeat and maintain a complex rhythm on the African drums while singing the chorus of an African song. Pupils are totally engaged and make very good progress because of very

good, exciting teaching. Lessons such as these give a valuable multi-cultural dimension to the school's curriculum and help to foster pupils' spiritual, social and cultural development.

88. The subject is well led and managed by the headteacher. The school has maintained good standards and progress since the previous inspection. Pupils are assessed regularly and their progress is tracked as they move through the school. The work of visiting musicians and music specialists enriches the curriculum and helps to raise standards. "Music Week" gives pupils the opportunity to do extended work in music and shows the high status afforded the subject in school.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Standards are above average because of good teaching.
- The subject is well led and managed.
- Teachers' planning ensures that pupils have access to the full curriculum.
- Good enrichment opportunities enhance learning.
- Talented pupils have been identified but there is little provision for them.

### **Commentary**

89. Standards across the different activities vary, but overall are above average. Pupils achieve well in physical education, including those with special educational needs, because of good teaching meeting the needs of pupils. Some talented pupils have been identified are used to demonstrate within lessons but provision is not systematically planned to meet their needs.
90. The physical education curriculum is well planned to ensure coverage of the National Curriculum. For the older pupils, it is enriched by the "multi-sport club" provided as part of the school's extra-curricular programme. Other enrichment activities include skills training sessions with the local football club and tennis workshops in the summer term. The school holds a "Sports Week", which includes the sports afternoon when Year 2 pupils use the larger junior school playground for relay races. During this week, the younger pupils take part in a selection of co-operative and individual sporting activities. Resources are good but the outside accommodation for games is not satisfactory.
91. The quality of teaching is good, and there was an example of a very good lesson in a mixed Year 1 and Year 2 class. In all sessions, teachers remind pupils about health and safety issues, giving clear demonstrations of stretching and aerobic exercise during the warm-up. Teachers have good subject knowledge. They give clear instructions and demonstrations to make the tasks clear. They provide good feedback to pupils to help them improve their performance. Teachers also encourage pupils to evaluate their own performance and the performance of other pupils. For example, in a Year 1 lesson, pupils were asked by the teacher "Can anyone think of anything that will help these pupils improve their jumps?" Pupils gave well-reasoned and useful advice. In lessons pupils are interested, behave very well and are keen to improve.
92. Leadership and management of the subject are good. This has ensured the school has sustained the good provision and pupils' good progress since the previous inspection. The subject leader is enthusiastic and knowledgeable. She actively seeks links with other schools and organisations to enhance the physical education curriculum. There are good arrangements for monitoring and assessing pupils' achievement across the school, which give

her a clear understanding of where improvements need to be made. Dance is an area the school is developing and the school is taking effective measures to bring about improvements.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PHSE)**

93. No direct teaching of personal, social and health education was seen during the inspection. As a consequence, it is not possible to report upon provision. Nevertheless, this is a very important part of the school's work and the well-planned curriculum in this area makes a very effective contribution to the very good behaviour and very positive attitudes of pupils. The school has attained a Healthy Schools Award in recognition of its good work in this area.
94. School staff follow a well-structured plan incorporating topics such as "Me – a special person", "Keeping Safe", "Celebrating and Recognising Differences" and "Looking Forward to Junior School". Relevant and age-appropriate information relating to sex and relationships education and drugs awareness education is included in the curriculum. Classes also have a weekly "Circle Time" when pupils discuss personal and social issues. The PSHE and citizenship curriculum is enriched by visitors to the school such as by the RSPCA, the police, and members of Portsmouth Blind Association.
95. The school has a caring ethos. Adults in school are very good role models and have very high expectations of behaviour. They place a strong emphasis on developing pupils' personal skills and problem solving skills.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	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</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	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).*



