

Southsea Infant School

URN 116200

INSPECTION NUMBER 230145

Erratum

Paragraph 98

The quality of teaching in the only lesson seen was good. Pupils produced interesting pencil drawings in which they took pride. The teacher circulated around the class encouraging pupils to observe carefully and thus improve their drawings. She had high expectations of pupils' learning and this led them to taking care with their work and persevering with the task. Leadership and management are good. The school has recently implemented a new scheme of work to help ensure that pupils' skills and understanding build up as they move through the school.

Paragraph 101

In the one lesson seen teaching was good. The teacher was knowledgeable about design and technology, which gave depth to the pupils' experience. The lesson was well organised and well prepared, resulting in the class settling down to work quickly and purposefully. Pertinent questions were asked to encourage pupils to think about the best way to manipulate materials. Pupils enjoy the subject and work hard and concentrate. Since the last inspection a scheme of work has been put in place based on national guidance. This provides clear guidance on the skills and knowledge that will be taught to pupils as they move through the school. The co-ordinator has worked hard and effectively to promote the subject in the school.

INSPECTION REPORT

SOUTHSEA INFANT SCHOOL

Collingwood Road, Southsea, Hampshire

LEA area: PORTSMOUTH

Unique reference number: 116200

Headteacher: Mrs Clare Welfare

Reporting inspector: J T Bishop
12184

Dates of inspection: 24 – 27 September 2001

Inspection number: 230145

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Collingwood Road Southsea Portsmouth Hampshire
Postcode:	PO5 2SR
Telephone number:	023 9282 8176
Fax number:	023 9282 0808
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Stefan Jakobek
Date of previous inspection:	23.3.98

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12184	J T Bishop	Registered inspector	Science History Geography Physical Education Special Educational Needs Equal Opportunities	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? Equal opportunities.
G624	G Norval	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
15447	C Glenis	Team inspector	English Art & Design Design & Technology Language Impairment Unit Foundation Stage	
20415	J McHugh	Team inspector	Mathematics Information & Communication Technology Music Religious Education English as an Additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southsea Infant School is a community infant school for boys and girls of all abilities, aged 4 to 7 years. There are 170 pupils on roll. The school is situated in central Southsea, close to Portsmouth, and serves a community from a wide range of social backgrounds. In the present school year, 17 per cent of pupils were eligible for free school meals and this is below the national average. On entry to school, pupils have generally average standards of attainment and most have benefited from a wide and numerous range of pre-school provision. Over 18 per cent of the pupils come from ethnic minority backgrounds and the percentage of pupils speaking English as an additional language is high. The percentage of pupils with special educational needs is 14.7 and this is below the national average. The percentage of pupils with a statement of special educational needs is well above average and this is largely due to the school being host to a language impairment unit which 7 pupils attend, all with statements of special educational needs. The school has recently experienced teacher recruitment difficulties resulting in one class being taught by temporary and part-time teachers. In 2000 the school received an 'achievement award' for improving its results in national tests.

HOW GOOD THE SCHOOL IS

The school is a good school with many strengths. It provides a sound standard of education when compared to national test results and high standards when compared to schools where pupils come from similar backgrounds. It serves the community well. The quality of teaching is good and the pupils are encouraged to work hard. The leadership and management of the school are also good and manifest themselves in a strong commitment to raising standards. The school provides sound value for money.

What the school does well

- Results in national tests and assessments for pupils at the end of their last year in school are well above average in reading and writing and above in mathematics when compared to similar schools. There are above average standards in art, music and design and technology.
- Management and leadership of the headteacher are good and relationships with parents are very good.
- Teaching is good and results in pupils, including those who have English as an additional language, making good progress.
- Pupils have good attitudes to school. They are keen to take part in school activities.
- The provision for pupils with special educational needs is good and, for pupils in the language impairment unit, it is very good.
- Provision for pupils' spiritual, moral, social and cultural education is good and results in pupils' very good behaviour, relationships and personal development.

What could be improved

- History and geography do not have an appropriate share of the curriculum time available.
- Subject leaders insufficiently monitor teaching and learning in their subjects.
- Assessment of pupils' attainment in some subjects is insufficient in helping teachers adjust the content of lessons to achieve an effective match of work for all pupils.
- The marking of pupils' work does not always correspond to the school's agreed policy.
- Attendance is below the national average.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March 1998 found that the school provided a sound education for its pupils. Since then the school has successfully addressed the issues identified in the inspection report and improvement has been good. Standards in reading and mathematics have been maintained and improved in writing. National curriculum test results have continued to improve. There has been a significant improvement in the quality of teaching, particularly in the percentage of teaching which is good or very good. There has been more monitoring of teaching in literacy and numeracy but this should now be extended to other subjects. Where it has taken place, it has resulted in the more effective use of classroom assistants. Staff have developed assessment techniques in English, mathematics and science and use this information to monitor pupils' progress as they move through the

school. The provision for information and communication technology has greatly improved and is beginning to raise standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
Reading	C	E	C	A
Writing	C	D	B	A
Mathematics	D	E	C	B

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

These results show that in 2000, the performances of pupils in reading and mathematics were in line with national averages and above in writing. Results for 2001 appear to have declined slightly, but work seen during the inspection indicates that pupils in the current Year 2 are performing well again and will achieve average standards in reading, writing and mathematics by the time they leave the school. Standards compare well to those schools in which pupils have similar backgrounds. Overall, there has been a continuous rise in standards since the last inspection. Pupils achieve above average standards in art and design, design and technology and music. They achieve average standards in all other subjects, including science, information and communication technology and religious education. Pupils in the language impairment unit frequently do as well as their peers in mainstream classes. Children in the reception year make sound progress and reach the early learning goals in all areas of learning by the time they start Year 1. Pupils of all abilities, including those with special educational needs, make satisfactory progress through the school. Pupils with English as an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and are keen to talk about what they do.
Behaviour, in and out of classrooms	Very good throughout the school. Behaviour at lunchtimes is very good and this is due to the enthusiastic involvement in pupils' games by the lunchtime supervisors.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Unsatisfactory. The attendance rate is below the national average. Lessons start promptly.

The pupils' very good attitudes, behaviour, relationships and personal development provide a good basis for their learning and make a positive contribution to the levels of attainment they achieve.

TEACHING AND LEARNING

	Reception	Years 1-2
Quality of teaching	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in the school is generally good in all subjects seen. This represents a significant improvement since the last inspection and reflects the value that senior management places on staff development. Good practice is identified in literacy and numeracy through systematic monitoring and evaluation of teaching but this has not yet extended to the other subjects of the curriculum. The school meets the needs of all pupils well and there has been a considerable improvement in the performance of the more able pupils since the last inspection. The teaching of children in the foundation stage is effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in the rest of the school where teachers focus on developing the core skills of literacy and numeracy. They do not always allow sufficient curriculum time for subjects such as history and geography. Teachers have adjusted to the literacy and numeracy strategies well and the teaching of English and mathematics is good with writing much improved since the last inspection. The school targets valuable additional support for pupils with special educational needs and for those who speak English as an additional language and this results in their making good progress towards the targets set. Points made by teachers when marking work help pupils to raise their self-esteem but does not always give them a clear idea about how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and overall provides a good range of learning experiences for all pupils. However, some subjects, notably, history and geography, receive insufficient time causing an imbalance in the curriculum. Arrangements for use of the outdoors in the reception classes are not well planned.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans. The management and organisation of provision are good and staff work well as a team to meet the needs of these pupils.
Provision for pupils with English as an additional language	Pupils are well supported and fully involved in all learning activities. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness and knowledge of social and moral responsibilities are good. Cultural awareness is satisfactory.
How well the school cares for its pupils	Adults have a clear knowledge and understanding of their pupils and make good provision for their welfare, health and safety. The care given to pupils is well reflected in the way pupils, in turn, respect and care for others.

There is a very effective partnership between school and parents and parents think highly of the school; this contributes well towards pupils' good attitudes. There is a reward system of certificates for pupils who do well and this contributes towards their very good behaviour. The curriculum is supplemented by a range of visitors

and visits to local places of interest. Assessment procedures have improved since the last inspection although inconsistencies remain in the accuracy and frequency of assessments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision of the school and central to this is the aim to raise standards. She is effective in monitoring a team with a shared sense of values and priorities. The deputy headteacher and other key staff ably support her but some subject co-ordinators do not yet have sufficient responsibility for monitoring and evaluating their subjects.
How well the governors fulfil their responsibilities	They fulfil their roles well and are fully involved in the planning process of the school's strategic plan. They have a clear understanding of the school's strengths and priorities for improvement. There are omissions in the school's prospectus and in the Governors' Annual Report to Parents. All other statutory requirements are met.
The school's evaluation of its performance	Satisfactory. The school has effectively analysed its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and governors seek to obtain the best value for their spending.

The success and popularity of the school stems from the good leadership of the headteacher and the strong all-round support she receives. All share a clear vision for development of the school. The school's accommodation is more than adequate, staffing is appropriate and resources are sufficient for effective delivery of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like going to school and make good progress. Pupils behave well and have good attitudes and respect for others. The teaching is good and children are expected to work hard. The school is well led and managed and works closely with parents. Parents feel comfortable in approaching the school. 	<ul style="list-style-type: none"> Some would like more homework.

The questionnaires indicate strong support for the provision offered by the school. A few parents would like more homework for their children. The inspection team found that the homework set is appropriate and that the time required by pupils to complete homework is in line with national recommendations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the two reception classes with a wide range of attainment. Initial assessments carried out soon after children start school indicate that, in most years of entry, children are generally in line with what is expected nationally in all areas of learning except for speaking and social skills where they are often lower. Children in the reception year make sound progress and on entry to Year 1, their attainment is typical for this age group; they reach the early learning goals in all areas of learning. Most of the children are aware of different forms of print and contribute well in discussions. They are being introduced to the alphabet through work on initial letter sounds; they enjoy handling books and develop appropriate early writing skills. They count up to 10; and some correctly discuss the differences between a range of shapes including hexagons and match colour and size.
2. At the end of Key Stage 1, standards in reading and mathematics are in line with the national average; in writing, standards are above national averages. The number of pupils reaching the higher level 3 in the national tests in 2000, the last year in which published test results are available, resulted in the school's performance in writing to be above the national average, in line in reading and in line in mathematics. Standards have compared very well to those schools in which pupils have similar social backgrounds. In 2000, for example, the school's performance in writing was well above the national average, well above in reading and above in mathematics. Overall, there has been a continuous rise in standards since the last full inspection in 1998. Results for 2001 appear to have declined slightly but work seen during the inspection indicates that pupils in the current Year 2 are performing well again. There is a continuing rise in the quality of work produced by the pupils.
3. Standards in English are satisfactory. Pupils in Years 1 and 2 are making good progress in developing their listening skills. They generally listen well to one another and to adults. Pupils are keen to answer questions and voice appropriate views when predicting the outcome of stories. Pupils' learning needs are analysed carefully and they are given appropriate work. The last inspection identified a need to raise standards in writing. The school has successfully worked hard at this aspect. Pupils are beginning to write at length, with older pupils using effective punctuation. Spelling is satisfactory and is supported by regular homework but handwriting is not always presented with sufficient neatness. Reading is sound. Pupils show interest in their books and their reading is expressive. Many correct themselves when they make errors. Their understanding of initial letter sounds is good. The standards achieved in English are a result of good teaching and of the teachers' sound understanding of the literacy hour.
4. Pupils make satisfactory progress in mathematics. Standards in the current Year 2 classes are satisfactory and pupils' work observed during this inspection suggests that they are set to remain so. Pupils in Year 1, read write and count numbers to 50. Their mental mathematics is developing well with most pupils finding the correct change from 20 pence and 50 pence. They sequence numbers to 100 and halve numbers to 30. Most are skilled in doubling numbers such as six. The higher attainers know the names of solid shapes, although they are less certain about describing their properties. Pupils of all abilities benefit from the appropriate challenging work set in the two classes.
5. By the time the pupils leave the school at the age of seven, standards in science match national averages according to the teachers' assessments and the work seen during the inspection. Pupils'

knowledge of scientific facts is sound and their skills in investigative science have recently made considerable improvement. Most teachers provide planned extension activities and these are beginning to challenge and encourage further exploration.

6. Attainment in information and communication technology is sound. Recent substantial additions to the resources available are becoming effective in raising standards. Skills are taught systematically but pupils' progress is not yet monitored sufficiently well to ensure that children of all abilities are making the best progress possible. The technology is well used to support learning in subjects such as English and mathematics.
7. Standards in all other subjects are satisfactory although coverage of the curriculum in history and geography is too narrow. The school sets targets for improvement in English and mathematics. These are agreed with the local education authority and form appropriate aims. National tests are analysed with findings used to improve the school's performance.
8. Those pupils who have been identified as having learning difficulties make satisfactory progress. This is also the case with those pupils who have English as an additional language; these pupils are quickly and successfully integrated into the school and achieve standards in line with other pupils. The more able pupils are well challenged with extension activities and this enables them to make good progress.

Pupils' attitudes, values and personal development

9. The great majority of pupils have a good attitude to school. This supports their learning and personal development. They enjoy coming to school and take part eagerly in the available activities. One parent comments that, even during holidays, her daughter often comes down to breakfast dressed ready to go to school. In over half the lessons observed, pupils' attitudes to work are good or better. They work hard and pay attention. They treat school property and furniture with respect. Almost all of the parents responding to the questionnaire confirm that their children enjoy this school. Inspection evidence supports these favourable comments.
10. Behaviour is very good. It supports the progress which pupils make. There have been no exclusions. There is a unified behaviour code, displayed in all areas. This overcomes the concerns in the last inspection report. Parent's comments during inspection and letters beforehand are very supportive. Parents state that pupils are outstandingly thoughtful. The school encourages pupils to be very caring to others. Inspection evidence supports these views.
11. The very good behaviour in the dining hall and the constructive play organised by mid-day supervisors is noteworthy and is a strong support for pupils' personal development. Pupils are polite to adults and each other. They make way in corridors and talk about their work and life in school. There is an atmosphere of energetic calm in classrooms, corridors and around the school. This reflects the high expectations of all staff and encourages pupils to recognise the impact of their actions on others. Children in the reception classes settle quickly into school and soon develop the good attitudes and behaviour prevalent in the school.
12. There is no evidence of bullying, sexism or racism. A parent speaking on behalf of a large minority ethnic group says that the school has an outstanding reputation in her community.
13. Relationships in the school are good. This continues the good pattern reported in the last inspection. Pupils work and play well together and are ready to support each other. For example, one pupil was quick to console a friend who was worried about not answering a question correctly.

In the language impairment unit, pupils enjoy 'circle time'. Playing games aimed at stressing the importance of eye contact; pupils respond quickly to the class teacher and each other.

14. Opportunities for pupils to develop independence and to be self-reliant have improved since the last inspection. They are responsible for choosing items of work to keep in their own folders. Differences in expectation of independence and behaviour between year groups and classes are being discussed and addressed. In Year 2 registration as they enter, pupils place their name cards on a Velcro board, indicating their choice of dinner or sandwiches. The school has appointed monitors for a range of duties and every class has leaders whose duties are displayed on the notice board. Pupils value these duties and respond accordingly. For example, after lunch a door monitor was heard calling to tardy pupils 'Come along now, we can't have you late for lessons'. The majority of pupils take responsibility for their outdoor clothing and work areas. As they progress through school, they show increasing ability to tidy up without being told and put their work away in the correct place.
15. Attendance is unsatisfactory. In the last school year, it was 92.16 per cent. This is lower than in the last inspection and is below the national average. Unauthorised absence at 1.1 per cent is above the national average. Few pupils arrive late. This is an improvement since the last inspection.
16. In a school with a relatively small number of pupils on roll, the very poor attendance of a small number of families has a disproportionate affect on whole-school attendance. These figures are not representative of the good attendance of the majority of pupils. However, the school accepts the need to develop and implement strategies to improve attendance overall. There are three reasons for the unsatisfactory attendance.
 - There are a small number of pupils whose very poor attendance is less than sixty percent. These families are subject to action by the education welfare service.
 - A number of families take long holidays in their country of origin. If these families state and maintain a return date when asking permission to be absent, their children stay on roll for long periods, in some cases, several months. Others take family holidays in term time to minimise cost.
 - Registers are closed very promptly in the morning. Pupils arriving after the registers close are recorded as absent without authorisation. The number of pupils involved is small, but the effect is significant.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall. Teaching was good or very good in 76 per cent of lessons, satisfactory in 19 per cent with 5 per cent unsatisfactory. This is a significant improvement on the last inspection. The quality of teaching was similar in both Key Stage 1 and the reception classes. There were two unsatisfactory lessons in the reception classes due to a poor use of time when children were asked to practise handwriting for too long a period.
18. The teaching of basic literacy and numeracy skills is good. As a result, the progress that pupils make with their learning in these subjects is at least sound. Teachers use language well to promote technical vocabulary and, consequently, pupils use words accurately when talking about their work. Teachers generally have good subject knowledge which they impart to their pupils.
19. Lessons are well organised and resources are used to good effect. For example, a lesson in music to introduce dynamics and to practise rhythm was able to proceed smoothly due to the good range of untuned musical instruments available. Teachers encourage the use of information and

communication technology across the curriculum. Teacher confidence in this technology is growing. It is widely used to record pupils' ideas in written form.

20. The quality of planning is satisfactory and teachers know what they expect pupils to achieve by the end of the lessons. They often, but not always, make their objectives clear to pupils at the beginning of the lesson which gives a sense of purpose to the work and increases motivation. A good example of this approach was seen in a religious education lesson when two cartoon characters, Walt and Wilf, were used to communicate the objectives of the lesson. However, the sharing of objectives with pupils does not always happen and a valuable learning tool is lost. In English, mathematics and science, in particular, teachers make sure that the work is suitable for pupils of different abilities. As a result, all pupils generally make appropriate progress in lessons.
21. The quality of teachers' expectations of what pupils can achieve is good. Their management of pupils is very good. These factors have a positive effect on pupils' attitudes to learning. Teachers often lead by example, as when one teacher greeted pupils in a variety of ways ranging from friendly to indifferent to illustrate the characteristics of a trustworthy friend. When this happens, pupils respond with interest and make good progress in their learning.
22. Most teachers make positive use of a range of methods of organisation and teaching techniques to help pupils learn effectively. They use a mixture of approaches that include whole-class, group and individual teaching. A particular strength of all teachers is their skills of questioning. This makes sure that pupils of all abilities are challenged well and maintain concentration. A good example of such an approach was seen in a Year 1 literacy lesson when pertinent questions resulted in pupils making sensible predictions for the end of the story entitled 'This is the Bear'. Homework is restricted to reading and spelling and this makes a sound addition to the raising of standards. Homework does not contribute in this way in other subjects.
23. Teachers make positive and constructive comments to pupils as they work and this helps pupils to increase their learning. All work is marked but the school's policy is inconsistently followed by teachers with the result that pupils do not always know what it is they need to do next and do not fully learn from their mistakes.
24. Teachers use assessments well in English, mathematics and science but this good practice is not so effectively used in other subjects. This causes the planning of future lessons to be less well informed than might be and restricts pupils' progress.
25. The teachers and support staff provide effective and informed support for pupils with special educational needs and for those who have English as an additional language. The quality of the individual education plans for those who have special educational needs is good and there are good relationships and liaison between teachers and support staff. Teachers plan extension activities for the more able pupils to aid progress. This practice is more evident in English, mathematics and science than in other subjects.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

26. The quality and range of learning opportunities are satisfactory and standards have been maintained since the last inspection. An appropriate statutory curriculum is in place that meets the requirements of the National Curriculum, including personal, social and health education (PSHE), sex and drug education, and the Locally Agreed Syllabus for religious education. The quality and range of learning opportunities for the foundation stage are good except that provision for the development of co-ordination skills of climbing or riding wheeled vehicles is unsatisfactory.

27. Effective strategies are fully in place for the teaching of literacy and numeracy skills. The provision for PSHE, and its application within the classroom, is very good. These strengths of the school are areas of considerable improvement since the last inspection. However, there are weaknesses regarding the curriculum breadth and balance for history and geography in Key Stage 1. The situation arose as a consequence of the emphasis placed on the introduction of the Literacy and Numeracy Strategies. Provision for pupils with special educational needs is good. Individual education plans are carefully written to provide programmes of work, which enable each pupil to have full access to the curriculum. They are well supported by additional adult staff. Those pupils who have English as an additional language are also well supported in the classroom. The planning of the curriculum includes opportunities for extensions to the curriculum for higher attaining pupils.
28. Links with the community are strong, and they make a good contribution to the pupils' learning. For example, parent volunteers are trained and deployed by the deputy headteacher to support pupils in improving the standard of their reading. 'Volunteer Readers' (members of the local community trained by a registered charity) also support pupils in raising their confidence and improving their attitude towards reading. Parents also assist on a range of educational visits and at school events. Relationships with the local church are good, with visitors reading stories to the pupils, and the school donating Harvest Festival produce to the church for use by its charity Lunch Club. The school also supports one major children's charity a year by organising a range of fund-raising events, together with 'one-off' ventures such as 'Tools for Africa'. There are strong and effective working relationships with the local junior school that include reciprocal visits by staff and introductory visits for pupils.
29. The range of extra-curricular provision is satisfactory and has improved significantly since the last inspection when no examples were observed. For example, there is a French Club, organised by an outside agency, a six week 'taster' session for cricket, soccer training courses several times a year, and an after-school club that can take 16 children and which is very popular with parents. A Breakfast Club is to be launched at the beginning of November 2001 and plans for a choir and recorder clubs are at an advanced stage.
30. Provision for spiritual, moral, social and cultural development is good, an improvement since the last inspection, particularly with regard to pupils' spiritual development.
31. Provision for spiritual development is now good, and is particularly evident in religious education (RE), music and PSHE. This significant improvement is characterised by the teachers encouraging pupils to reflect on what happens around them and to express how they feel. For example, pupils were fascinated by the reasons others gave for choosing and bringing in a particular item that was 'special' to them. Opportunities are identified and used wherever possible. For example, pupils in acts of collective worship reflect on how simple actions, such as how we greet other people and are greeted by them, have a significant impact on how we feel about ourselves. The teachers place high value on pupils' ideas, acting as effective role models for others. Consequently, the pupils are developing good skills for speaking and listening, and also in their abilities to be reflective and to transcend their usual day-to-day concerns.
32. The provision for pupils' moral development is good. The teaching and reinforcement of morality is systematically included in the curriculum, particularly in RE, PSHE and circle time. For example, pupils are encouraged to consider the importance of trust and loyalty in their personal relationships, and of 'talking through' misunderstandings. The good teaching is strongly supported by effective positive behaviour management procedures that encourage pupils to take responsibility

for their own actions. The school's 'Five Rules', are clear to read and easy to understand, are displayed in classrooms and corridors. Teachers reward pupils' appropriate behaviour by recognising it with positive comments, such as 'I liked the way you put up your hand and didn't call out', or with certificates recording achievements. Good behaviour is seen throughout the school, demonstrating that most of the pupils have a clear sense of moral behaviour, of what is right and wrong, and how they should treat others.

33. Provision for social development is good. Ample opportunities are available to encourage social responsibility. For example, Year 1 classes have a list of responsibilities on a 'jobs of the week' board, with the pupils' names beside them for that week's rota, and a display where pupils have to register every day to indicate what they are doing for lunch. Year 2 monitors also help to ensure appropriate behaviour on the stairways, at lunchtime and when using the computer suite. Pupils play constructively together in the playground, sharing and using the equipment. They are friendly, polite and inquisitive towards visitors.
34. Provision for cultural development is satisfactory. For example, Year 1 sang for the Salvation Army and took part in the Portsmouth Schools Music Festival. Racial harmony is clearly promoted and every one is treated equally. Special events are used to good effect, such as a cultural arts week where African visitors taught pupils to make African face masks and 'slab' models, to perform traditional dances, play African drums and wear ethnic clothing, while learning about the importance of clothing as an indication of status. The school is also making better use of its rich cultural heritage through an increased range of activities within the curriculum, such as displays about Islam. Intercultural resources are good, and are being further developed. For example, signs at the main entrance welcome parents in numerous languages and interactive displays encourage pupils to handle and examine artefacts from other cultures. However, the school is actively considering ways in which the provision of cultural development is more integrated within day-to-day provision, particularly within a range of subjects, with less emphasis on large 'set piece' events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. There are good procedures for child protection and to support pupils' welfare. Pupils and children under five feel secure and this aids their personal and academic development. The headteacher is the designated person for child protection and the school follows the guidelines published by the local authority.
36. Appropriate procedures for health and safety are in place. A new governor is overseeing risk assessment and health matters. Many of the teaching and support staff receive first aid training. Accidents are recorded and parents informed if there are any incidents of concern. There is no separate 'sick room' but pupils who are unwell are cared for in the new school office. They have adequate privacy and are under close supervision. This provision meets the concerns of the last inspection. There are protocols in place should any pupils suffer from severe reactions and all staff are aware of these. Regular fire evacuation drills take place each term. The school introduces new, younger children to the noise and stress with care. Handbooks outlining all care and safety procedures are issued to teaching staff. Supply teachers receive a useful abbreviated version.
37. Very good procedures to monitor and promote the very good behaviour support the calm atmosphere in school. Parents and pupils are confident that the school will take quick and effective action if any bullying occurs. Inspection evidence strongly supports the views of the large majority of parents. The code of behaviour gives guidelines for pupils and their parents. Staff have guidelines on the use of awards and sanctions. The rules and sanctions are displayed in

classrooms and other locations where pupils and parents are able to see and discuss them. The ethos of the school and the policies for behaviour and consideration for others create an atmosphere where oppressive behaviour seldom occurs and is swiftly neutralised.

38. The procedures to monitor and improve attendance are good and effective with the great majority of families. All absence is followed up on the day it occurs by telephone and/or letter. The letters are firmly worded and graded in severity. They leave little room for misunderstanding. School documents stress the importance of good attendance. Pupils receive certificates, graded according to their attendance. Parents are informed of these certificates in writing and receive further written information on a regular basis. Registers are maintained electronically and scrutinised weekly. The school has in place procedures that should support those families for whom attendance and punctuality are a challenge. The education welfare officer is closely involved with those whose records are poor. There is recognition of the need for further action.
39. At the time of the last inspection, procedures to monitor pupils' work were seen as unsatisfactory. The provision for assessing the progress of higher attaining pupils was unstructured and regarded as limiting to the development of their potential. The school has made progress in these areas; most assessment policies are now good. The effective procedures are not yet efficiently used to guide class teachers in their short-term planning. There is inconsistency between year groups in the accuracy and frequency of assessment. Marking pupils' work is also inconsistent. In some of the subjects such as history and geography, the procedures call for only one piece of assessed work each term. The co-ordinator and senior management team recognise the need to address these remaining shortcomings with urgency.
40. A detailed initial assessment based on the early learning goals is made of each child's development when they first join the reception year. This forms a good basis for their personal record. This procedure took place during inspection week for children who had started school three days earlier and the results are well used to modify teachers' planning. Thereafter, the school conducts regular tests in reading, spelling and mathematics.
41. Pupils' personal development is monitored and recorded carefully. Opportunities for children under five and pupils in Key Stage 1 to accept responsibility have been increased. For example, pupils maintain their personal folders, choosing pieces of their own work to place in their folder. The folders go with them when they leave school. Pupils are well supported in this caring school and this gives all pupils opportunities to progress well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parent partnership is a very strong feature contributing to pupils' development and progress. Parents' views of the school, response to the questionnaire and comments at the parents' meeting are very positive. Parents agree that the school encourages them to support their children. There are regular opportunities for parents to attend information evenings in new aspects of education such as the literacy and numeracy hours.
43. The vast majority of parents answering the questionnaire feel comfortable about approaching the school and welcome the readiness of teachers to discuss any concerns. They like the fortnightly meetings when parents and their children look at work together. Class teachers are available for discussion then, as well as being readily available at other times. Most parents say good teaching supports their children's progress. Inspection evidence confirms these favourable opinions. A small minority of parents feel that their children still do not receive enough homework. Inspection found no significant evidence to support this concern.

44. Parents have a good impact on the work of the school. There are a good number of reliable parent helpers. Many others help when they can, such as on visits. There is a 'Friends Association', involved in social and fund raising activities, but no formal parent teacher association. The headteacher regards this as an area for development. A small number of parents spoken to during the inspection feel that a more formal association might be beneficial. This tends to support the headteacher's comment that she feels the school and pupils will benefit from an increase in information from parents. Several parents work as volunteer helpers in the classrooms and thus provide valuable support.
45. Information to parents is very good. Ninety one per cent of parents returning the questionnaire feel that they are well informed. The school sends frequent newsletters to parents about curricular and social matters. Pupils' annual reports are informative. They contain targets for future improvement and a space for parents' comments. Many parents who live at some distance find this feature useful. The open door policy is effective and recognised by parents. There is a large parents' notice board close to the main entrance. Parents and their children are aware of the behaviour code and its penalties. The school rules and sanctions are well publicised by notices in every area of the school. The prospectus and governors' annual report to parents are thoughtful and informative and includes information for parents of pupils with special educational needs and of those who have English as an additional language. However, the new editions need to ensure that missing statutory information is included.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides very good educational direction for the school and her aims now influence all aspects of the school's work. The school community has been drawn together effectively to raise standards and ensure that pupils have high expectations of themselves. In partnership with the governors and staff, the headteacher has dealt decisively with the issues identified in the last inspection so that the school has improved the educational provision with standards rising as a consequence. Standards of teaching have been monitored by the headteacher, some senior staff and the local education authority adviser; this has aided the rise in teaching standards. Rigorous analysis of the school's test results has been made and this has identified areas of learning, such as pupils' writing, that require improvement. The school's ethos impacts positively on the standard of pupils' behaviour, thus creating a good learning environment.
47. The governing body fulfils the legal requirement to ensure that the school teaches the whole of the National Curriculum. There are appropriate schemes of work for all subjects but assessment procedures are not sufficiently detailed in all subjects. Subject managers in English and mathematics monitor work and teaching in these subjects, but, in general, subject managers do not play a sufficiently active and efficient role in monitoring the implementation of the curriculum and the quality of teaching and learning within other subjects. The consequences of this have been that good practice in teaching has not been effectively shared and some subjects do not received an appropriate share of curriculum time. The school has focused attention on the basic skills to good purpose. The school's detailed strategic plan intends to develop other subjects further. Equal opportunities are provided and the progress of all pupils is monitored carefully to ensure that all pupils participate fully in all work and activities.
48. There are sufficient experienced and qualified staff to teach the full range of the National Curriculum and the foundation stage represented by the two reception classes. There has been some considerable turnover of staff in the past two years. Recruitment has been difficult and there are two temporary members on the teaching staff. However, there are good procedures for the induction of staff and these have alleviated the problems and allowed standards to continue to

rise. There are also appropriate arrangements for the induction and continued support of classroom assistants who are new to the school. The school's performance management system is well based on individual targets for staff with teachers benefiting from discussions with the headteacher or senior staff. The teamwork between teachers is very good and this takes the school forward effectively and adds pace to improvements. The school's aims and priorities are well dealt with through the school's strategic plan. Improvement since the last inspection has been good with the school well set for this to continue. The extra money available for the provision of support for pupils with special educational needs is carefully monitored and used well. Provision in the language impairment unit is very good. An effective action plan for those pupils who have English as an additional language ensures that provision and improvement are in place. Appropriate aspects are incorporated in the school's strategic plan.

49. Governors fulfil most of their statutory responsibilities well with relevant policies in place but there are statutory omissions in the school's prospectus and in the Governors' Annual Report to Parents. There is a committee structure which covers all appropriate areas of school management. Many governors are linked to areas of the curriculum, keeping their governor colleagues aware of progress in these subjects. The governing body is enthusiastic and well aware of its responsibilities and the schools strengths and weaknesses. It is beginning to be effective in its strategic and monitoring role.
50. Overall financial planning is sound but the carry forward is high at twelve per cent of the annual income. The governors are anxious to bring this figure down to a more appropriate sum and have plans to increase extra learning support hours as well as develop an outside environmental area. The current school strategic plan addresses appropriate issues and has identified relevant costs. Governors ensure resources are obtained at the most competitive prices and spending is monitored monthly. Governors do not yet have in place a system for reviewing the success of previous expenditure and judging this against a rise in standards. Systems for the regular financial management in the school office are good. Matters are dealt with effectively so that they do not impinge on classroom teaching and teachers can proceed with their work uninterrupted.
51. Accommodation is generous for the curriculum to be taught effectively. The headteacher and governors have worked conscientiously with the local education authority to improve the school environment so that it is a pleasant place to work. Classrooms are separated by activity areas but noise from one class sometimes disturbs the atmosphere in another. Attractive displays give value to pupils' work. Learning resources are satisfactory overall and often good. Information and communication technology is used effectively for school administration.
52. The key issues in the last inspection have been dealt with effectively. Curriculum provision is enhanced. As a result, pupils' levels of attainment have risen. The school's capacity for further improvement is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The governors, headteacher and staff should ensure that the curriculum offered to pupils is appropriately broad, balanced and effective. In order to achieve this, whilst continuing to give due emphasis to literacy and numeracy, the school should:
 - provide a broad and balanced programme for all subjects, especially history and geography ensuring all subjects receive an appropriate share of curriculum time;
(See paragraphs: 7, 27, 47, 102)

- ensure that the subject managers play a more active and effective role in monitoring the implementation of the curriculum as well as the quality of teaching and learning within their subjects;
(See paragraphs: 47, 94, 103, 109)
- devise and implement helpful and manageable procedures for assessing pupils' attainment in all subjects in order to adjust the content of lessons to achieve a more effective match of work for all pupils;
(See paragraphs: 6, 24, 39, 47, 61, 82, 87, 94, 109, 125)
- improve the quality of marking by fully implementing the marking policy to give a clear indication of how pupils can improve their work and to ensure that they learn from their mistakes;
(See paragraphs: 23, 39, 78, 81, 87, 93)
- continue to promote strategies for improving attendance.
(See paragraphs: 15, 16)

The governors should consider these less important weaknesses when considering their post-inspection action plan:

- Extend pupils' writing skills by making greater use of other subjects to demonstrate good practice in writing;
(See paragraphs: 76, 102, 124)
- Improve the outside provision for physical development in the reception classes;
(See paragraphs: 26, 68, 69)
- Ensure that the statutory requirements are met in the school prospectus and the Governors' Annual Report to Parents.
(See Paragraphs: (45, 49)

THE LANGUAGE IMPAIRMENT UNIT

54. The school accommodates a language impairment unit which, at the time of the inspection, caters for seven pupils, all with statements of special need relating to speech and language impairment as a primary need. The children attend the unit on a full-time basis and have opportunities to integrate into the mainstream school. One pupil who attended the unit is now in the mainstream school full-time. A full-time specially qualified teacher and a special unit assistant work in the unit and speech therapy staff contribute on a weekly basis. Other professionals contribute to the care of the pupils as required. One of the admissions criteria for the unit is that the pupil should demonstrate a potential to integrate into the classroom and access the whole school curriculum as appropriate.
55. The attainment of pupils is frequently in line with national averages. Staff show high expectations of their pupils and do not let their particular needs limit their attainment in most subjects of the curriculum. This is one of the strengths of the unit. In language and literacy, Year 2 pupils remember what they have discussed earlier with prompting from staff, they hold pencils appropriately and form joined letters although these are not yet very legible. Individual pupils copy words such as 'mummy' unaided from flip charts. One boy was using a computer program 'Clicker' competently to form sentences and another boy wrote legibly with accurate spelling. Both were able to read back their work accurately. Reception-aged children and Year 1 pupils offer rhyming words; for example, 'pig', 'wig' when asked, although they are not always sure of the meanings. They learn about book covers and the role of the author. Individual pupils, who read to an inspector, were reading at an appropriate level for their age group, although their enunciation was not always clear. A Year 2 pupil followed print well, read accurately, fluently and expressively. This is above average attainment. He then proceeded to read the staff's prompt card accurately to ask the inspector questions about the text, awarding 'well done' when she answered accurately. A Year 1 pupil was a slow reader but accurate. He was inclined only to read text on the right hand page of the books but he could read accurately if the missing text was pointed out. He repeated sentences that were said to him accurately. A reception aged child knew and read the names of the main characters in a reading scheme book and could read the names of all pupils in the unit with or without matching photographs. All were confident readers. Pupils sorted live from inanimate objects and had a sound knowledge of light sources in science. In mathematics, much work is concentrated in the oral manipulation of numbers up to 10.
56. Attainment in a physical education lesson was in line with national expectation for moving in various ways and safely, but the activities were not very challenging for the older pupils. There were similar findings in the art, design and technology samples where the work for all pupils, whatever their age, is the same; this limits progress in these subjects. In a music lesson, pupils clapped 4 and 5 beat patterns and used instruments to repeat the patterns with adult support. They appreciate singing but do not yet join in confidently.
57. Pupils follow their individual language programmes successfully; for example, one pupil was learning to match 'he', 'she' with appropriate pictures and make an oral sentence about them. Not all pupils can do the activities they are asked to do - one Year 2 pupil could not hear the difference between 'f/s' because of the nature of his particular needs. Pupils do not always meet expectations in relation to their individual education plans (IEPs) because many targets are sometimes insufficiently precise.
58. Pupils' attitudes are good. Behaviour skills such as turn taking are regularly reinforced and pupils, for example, in a PE lesson followed instructions accurately. Most pupils share resources, such as computers, well and stop playing instruments when asked. Staff reinforce positively their

instructions and wait until acceptable behaviour takes place even when a pupil is likely to protest loudly. Pupils do not always have the skills to handle whole school assemblies.

59. The quality of teaching is always good and very good in two sessions where the teacher and special unit assistant work very well together and with the pupils. They speak very clearly, enunciate precisely and give very clear instructions encouraging pupils to listen, understand and carry them out. The home-school book is used well to support learning when pupils are unable to describe clearly what has happened over the weekend which was the stimulus for the writing activities. The speech and language therapist speaks of the staff as having a very good knowledge of the range of language needs and the pupils' programmes of learning. The special unit assistant is effective, in making accurate, focused assessment notes. Pupils are enabled to participate and learn well in almost all activities. Individual education plans match the statements of special need closely but targets on both are rather broad; for example, 'extend the use of grammar'. These need refining so that targets for the term or year can be achieved within that time scale. Work in subjects such as music, art and physical education is very similar for all ages and there are some missed opportunities for pupils to integrate in such subjects to learn alongside mainstream peers of their own age.
60. Pupils have full access to the curriculum. Where necessary, pupils have additional opportunities for speech and language therapy, physiotherapy and occupational therapy. Support for pupils with English as an additional language is not yet in place this term. Most pupils are successfully integrated with the main school at lunchtimes, playtimes and whole-school assemblies. Year 2 pupils integrate appropriately into parts of the literacy hour in Year 2 classes and Year R pupils have one play session a week in reception classrooms. Further integration is planned for Year 1 pupils. Year R children miss out on aspects of the Foundation Stage curriculum such as daily outdoor or similar activities to develop skills such as running, climbing, riding wheeled vehicles. Staff are right not to integrate without careful planning but there are missed opportunities by not giving pupils these valuable learning and social opportunities. The Code of Practice for pupils with special educational needs is implemented appropriately.
61. Assessments are good in relation to pupils' individual language programmes. All adults involved in working with pupils on their language programmes make regular and careful assessments. Assessments are good in literacy and numeracy; for example, reading records, although early in the term, include not only the title and date the book is started but also helpful comments on progress. Staff plan literacy and numeracy targets in addition to the individual education plan targets and these are tracked well to note pupils' progress. Assessments in other curriculum subjects are underdeveloped. Annual reviews are up to date and well-recorded and all relevant agencies including parents and carers are fully involved. Dates for reviews are appropriate and in place. Record keeping of reviews is incomplete, as is the recording of parents' and carers' involvement in these reviews.
62. Liaison with parents and carers is good even though it is difficult to maintain at a personal level as some pupils travel some distance to attend the unit. However, one parent stated that she was very happy with the communication between the unit and the family. Parents and carers are involved very well in the annual reviews. There are very good links with professionals from outside agencies who support the school in monitoring the educational and health requirements of pupils.
63. The specialist teacher is well qualified and the special unit assistant has followed local training programmes to prepare her for her work. The headteacher monitors the quality of teaching through performance management procedures and the local authority monitors the work of the unit appropriately. There is no formal monitoring of the quality of the work of the special unit assistant. There is no monitoring of individual education plans but class planning is monitored through general school procedures. Pupils' progress is monitored by both the speech and language therapist and

the general school procedures for tracking pupils' performance. Funding for unit pupils is used very effectively.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		7	24	8	2		
Percentage		17	59	19	5		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two, percentage points..

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	-	170
Number of full-time pupils known to be eligible for free school meals	-	29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	-	8
Number of pupils on the school's special educational needs register	-	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.9
National comparative data	5.2

School data	0.7
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	22
	Girls	19	18	18
	Total	40	38	40
Percentage of pupils at NC level 2 or above	School	89 (74)	84 (77)	89 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	19	19	19
	Total	40	40	41
Percentage of pupils at NC level 2 or above	School	89 (78)	87 (78)	91 (94)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	4
Pakistani	
Bangladeshi	13
Chinese	
White	97
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

* There have been no exclusions

Teachers and classes

Qualified teachers and classes: YR- Y2

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	19.9
Average class size	24.3

Education support staff: YR- Y2

Total number of education support staff	9.0
Total aggregate hours worked per week	171

Financial information

Financial year	2000/01
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	£
Total income	506641
Total expenditure	447996
Expenditure per pupil	2635
Balance brought forward from previous year	24181
Balance carried forward to next year	58645

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.0

Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

168

Number of questionnaires returned

32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	0	0	3
My child is making good progress in school.	66	28	3	0	3
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	63	18	13	3	3
The teaching is good.	72	22	0	0	3
I am kept well informed about how my child is getting on.	69	22	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	72	25	0	0	3
The school expects my child to work hard and achieve his or her best.	63	31	0	0	6
The school works closely with parents.	66	28	3	0	3
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	72	22	0	0	6
The school provides an interesting range of activities outside lessons.	38	44	3	6	9

Other issues raised by parents

The questionnaires indicated strong support for the provision offered by the school. A few parents would like more homework for their children. The inspection team found that the homework set is appropriate and that the time required by pupils to complete homework is in line with national recommendations.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children attend reception classes from the Autumn term in the year in which they become five years old. Spring and summer-born children attend for half-day sessions for the first few weeks of the autumn term. At the time of the inspection, there were 54 children on roll in two reception classes. Reception classes are housed in attractive, spacious, well-resourced rooms with a joint activity area between the classes. Both classes have access to a small but secure and attractive outdoor area but if lessons are taking place in the hall the children do not have easy access to the outdoor area. Staff are assessing the attainment of children on entry to the reception classes currently so it is not possible to judge their level of attainment this year although it is usually in line with what is expected for pupils of this age in all areas of learning. Children make satisfactory progress in reception classes and, by the time they reach the end of the reception year, their attainment is in line with the early learning goals in almost all areas of learning. The school has broadly maintained standards since the previous inspection and improved them in creative development. There are very good relationships between reception staff and adults at home. Reading records in both reception classes involve parents and carers well and these contribute significantly to the children's reading development. Reception staff make home visits to all children prior to entry to the school and children receive a welcoming gift. Very helpful information is shared between the home and the school. Families are asked to complete a 'Getting Ready for School' booklet before the children enter school and this gives further information about what children can do.

Personal, social and emotional development

65. Children enter school with social skills generally below average in this area of learning but make good progress and are on course to achieve their early learning goals. Children have good attitudes to their work and very good attitudes in a significant minority of lessons where children persevere with their work, are learning to share resources well, tidy up equipment readily and have very good attitudes to staff and each other. In one outdoor lesson, the teacher did not seem very secure in her management of the rare example of a disobedient child and she did all the clearing away herself rather than ensuring the children took part in this. When the time for particular activities is too long, children's attitudes are less good but not unsatisfactory, they appear tired and uninvolved even though they mostly stay on task. Almost all children are well-behaved and, even though some children started school during the week of the inspection, their behaviour was excellent on occasions such as at a registration time. This is a considerable improvement on the findings of the previous inspection where some behaviour was unsatisfactory. Children are learning to distinguish right from wrong, to have respect for each other and to form constructive relationships with peers and adults. Teaching is good. Teachers are good role models and encourage and support children in their development. Staff organise 'plan, do, review' times when children can choose and explore different activities on a daily basis and this is a potentially good learning opportunity. Children are in the early stages of learning to choose, accepting the limitations of their choices and use the label system to record their choices. Staff do not take every opportunity to encourage independence; for example when giving out drinks.

Communication, language and literacy

66. Children's attainment is in line with the local average on entry to the reception classes although speaking skills are often lower. Sound progress is made in this area of learning. Most children listen to instructions and usually follow them well. They listen attentively to story tapes, which

reinforce their reading skills. They are given frequent opportunities to listen and extend their vocabulary; for example, during story telling, literacy sessions and other whole class or small group activities. Staff encourage good listening skills. Children express their wants and needs and most are learning to express their thoughts and feelings clearly; for example, when talking about shiny things and naming their preferences. The opportunities for children to initiate speaking in role and imaginative play are less frequent. Children are developing their knowledge of stories and books appropriately. They are learning the names of the characters in reading books and beginning to match print to pictures through the use of 'flash cards' and follow the text with the staff. They focus well on 'big books' when the teacher is reading to them. Individual children know the terms 'front cover', 'full stops'. Teaching is good. Pupils are being introduced to the alphabet through work on initial sounds. In one lesson, this was very well taught using a good range of objects, including inflatable insects beginning with 'i', the children were fascinated by these. Staff use resources such as hand puppets effectively to revise the names of characters. Children, who read to an inspector, knew that we read English print from left to right and most could turn the pages appropriately. They are able to tell the story from the pictures or talk about the pictures. Although it is early in the term, there was a mismatch in terms of whether books included print or not. Children judged as lower attainers were tackling print whereas those judged by staff as higher attainers were reading picture-only books. On one occasion, two children had chosen books and were sharing them confidently when the teacher asked them to repeat an earlier matching activity which was not as challenging, this was a missed opportunity for children to browse independently. Staff send books home daily with helpful prompt sheets related to the books children are reading. Records are in place even though so early in the term and home and school contribute well. Parents and carers contribute significantly to children's attainment. Children are learning to recognise and write their names, practise handwriting patterns and form letters legibly using a joined style. A small number of children write their names without prompting and most of them can form letters in their name although not necessarily in the correct order. Most children are developing good pencil control. They are learning to copy words and two pupils showed confidence in using the writing corner to make marks on paper independently. There was unsatisfactory organisation of two handwriting sessions. The time allocated was too long. Pupils used a computer program to practise handwriting shapes in one class but not the other. The organisation is insufficiently flexible. There are few opportunities for children to write independently in role or imaginative play. Pupils who have English as an additional language receive good support and make progress similar to that of their peers.

Mathematical Development

67. Children's attainment on entry to reception classes is in line with the local average and some children show above average attainment in counting to 10, recognising written numbers to 10 and one-to-one correspondence when building towers containing up to 10 'multi-link' cubes. They make satisfactory progress in acquiring mathematical knowledge and are on course to reach their early learning goals. Teaching is good and provision is made for children to sort, match, count, order and form numbers to 10 at this early stage of the year. Spring-born children can sort two-dimensional shapes into colours accurately. Some children discussed the differences between a range of shapes including hexagons and could match colour and size. As part of their baseline assessment, many children are able to guess, from the teacher's description, which shape the assistant has hidden, this is above average attainment.

Knowledge and understanding of the world

68. Attainment in science and information and communication technology is in line with local averages on entry to reception classes. Children observe and discuss the properties of shiny objects with

support from teachers. Progress is satisfactory and the children are in line to achieve their learning targets by the end of the school year. Teaching is sound. Staff provide a wide range of objects for this activity which intrigue the children and stimulate their interest. They name preferences but are not yet able to give reasons why. A scrutiny of work shows that last year's reception children had a range of opportunities for science; for example, to describe features of fabrics, learn about articles which need a plug to work and sorting things that are living or non-living. Early history activities include work on old and new bears and the difference between themselves as babies and now. Early geography activities include early map-making skills when planning a treasure trail. Children learn about celebrations and special occasions in preparation for work on religious celebrations such as Christmas and Easter. Children use computer programs to practise mouse, clicking and arrow skills and last year's work shows that they have used computers to make a tally chart of traffic in their local shopping area. Staff use audio equipment to support reading activities. Children have opportunities to experiment with the properties of water, sand and construction equipment in 'plan, do review' times but these are insufficient in terms of independent play especially for full-time children

Physical development

69. Children's attainment on entry is slightly below the local average but they make satisfactory or better progress in manipulative skills using equipment such as pencils, crayons, scissors, paint, brushes and glue spreaders. They have opportunities to join in physical education lessons. Teaching is at least satisfactory and sometimes good. On one occasion, activities in the lesson, while appropriate for baseline assessment, lacked pace for good physical development. Children can throw and catch bean bags with appropriate control. They have playtimes to practise skills such as running and jumping but too few opportunities to develop co-ordination skills of climbing or riding wheeled vehicles. Provision for this aspect is unsatisfactory. Staff allow children to choose outdoor activities in the 'plan, do, review' sessions but only a small number of children can choose these activities and some children will not have any access to such activities on a daily basis. Staff do not plan appropriate activities for the occasions when inclement weather makes it unsuitable for children to go outside.

Creative development

70. Children's attainment is in line with the local average in drawing a person when they start school. They make satisfactory progress overall and are in line to attain the early learning goals by the end of the reception year. Children have opportunities to draw, colour, paint, cut and glue and are developing increasing control in using these different techniques. Summer-born children can soften, mould and shape play-dough but are not yet able to make a body shape. A scrutiny of work shows that last year's reception classes learnt to mix colours and had experience of early observational drawing of plants but there are few examples of creative work. Teaching is good. Children sing rhymes and songs on many occasions and staff use songs to support learning in activities such as counting. These include actions and role-play supported by appropriate resources such as pennies and buns for '5 currant buns in a baker's shop'. Even the youngest children sing enthusiastically and remain in tune with adult support. There are regular opportunities for some children to play in role in the home corner but not all children have these opportunities frequently enough. Staff teach pupils how to use materials and tools in a safe way.

ENGLISH

71. By the age of seven, the percentage of pupils reaching Level 2 or above in the 2000 reading tests was in line with the national average for all schools and well above average in comparison with similar schools. The percentage of pupils reaching Level 2 or above in the 2000 writing tests was

above the national average for all schools and well above for similar schools. The provisional results in the national tests for 2001 indicate that standards have declined slightly but inspection evidence suggests that the current Year 2 is on course to at least attain the standards achieved in 2000. Inspection evidence shows that pupils' attainment, by the age of seven, is above national average in listening and speaking and in line with the national averages in reading, writing, spelling and handwriting. The school has improved standards in listening, speaking and all aspects of writing and maintained standards in reading since the previous inspection. Pupils achieve satisfactorily. There are no significant differences in the performances of boys and girls.

72. Progress of pupils with special educational needs is satisfactory in relation to the targets on their individual education plans. The progress of pupils with English as an additional language is good. Standards of attainment in reading and writing of pupils in the language impairment unit frequently matches the national average and staff are not allowing the fact that they have speech and language difficulties to limit their attainment. Their attainment in listening and speaking is understandably limited by their particular needs.
73. Pupils' listening skills are above the national average in English and other subjects. Pupils generally listen attentively to staff and peers in whole class and small group sessions; for example, when listening to the teacher reading books or to guidance which enables them to understand what they are being taught and what they have to do. Their listening skills enhance their learning.
74. Pupils' speaking skills are above the national average in English and other subjects. Pupils join in discussions about books, answer questions clearly and suggest ideas. Year 2 pupils were able to form oral questions to ask a character and identify deliberate errors the teacher makes when writing on the whiteboard. Staff use strategies well to encourage pupils' speaking abilities. On occasions, staff do not encourage pupils to speak clearly and project their voices when speaking to the whole class. Overall, however, pupils' speaking skills enhance their learning.
75. By the age of seven, pupils' reading skills are in line with the national average in English and other subjects. Pupils generally enjoy reading and are familiar with books. The good quality and range of 'big books' and group reading books motivate pupils to read. Year 1 pupils, who read to an inspector, read simple texts accurately and used picture and initial sounds to work out unknown words. They are used to visiting the school library but are not yet at the stage of finding information from non-fiction books independently. Half could discuss the plot and favourite parts of the stories. In group reading, average attainers knew what 'title' and 'cover' are. Year 2 pupils read accurately, show knowledge of phonemes (sounds), meaning and grammar when reading unfamiliar words. Many can correct themselves if they make errors. Higher attaining pupils read well, showing good recall of main characters and the story. One could explain why she stressed words in italics when reading aloud. Groups of Year 2 pupils choosing books in the library knew, understood and could explain the difference between 'fiction' and 'non-fiction'. Most pupils read at home and most parents and carers contribute significantly to pupils' progress in reading. School reading records are good but do not always act effectively as links with the home to share knowledge of pupils' learning.
76. Writing standards in English and across the curriculum are in line with the national average. This is an improvement since the previous inspection. By the age of seven, most pupils write readily, know and write full stops and capital letters and some are very confident about the use of exclamation and question marks. A scrutiny of work shows that they have opportunities to write for a range of purposes such as book reviews, letters and stories and there are some examples of good extended writing but further opportunities to write for other subjects such as history and geography are not fully exploited. Year 1 pupils take an active part in shared writing activities

with teachers, offering ideas about characters and how to express these. At this stage of the year they are mostly concentrating on spelling patterns in their writing activities. A group of Year 1 children were working with a classroom assistant using the computer program 'Clicker' to make sentences, they needed quite a lot of support with this activity. A strength of the writing is that most pupils, even lower attaining pupils, can read out their own writing - they know and understand what they have written.

77. Standards of spelling across the curriculum are in line with the national average. This is an improvement since the previous inspection. Almost all pupils are able to spell simple 'keywords' accurately and make plausible attempts at spelling unknown words confidently. Year 1 pupils are learning to recognise spelling patterns through focusing on consonant-vowel-consonant words such as 'pet', 'ran' by using a phonic (sound) wheel to invent new words. They record these accurately but are not yet at the stage of distinguishing between letter patterns which make sense and those that do not such as 'piq'. Year 2 pupils spell many simple words accurately and know how to use resources, which will help them with unknown words. Staff use a range of spelling strategies to support pupils' learning.
78. Pupils' handwriting is in line with what is usually expected. This is an improvement since the previous inspection. Joined writing is taught from the reception classes and pupils use a joined style for all their work. However, in a scrutiny of work and in some lessons, pupils' handwriting is difficult to read, not well formed and presentation is untidy. Many marking comments relate to presentation or handwriting but a few staff still mark untidy work as acceptable. This does not encourage improvement.
79. Information and communication technology (ICT) is used appropriately in a few English lessons during the inspection. There are examples of satisfactory word-processing skills in pupils' work.
80. Teaching is good in the majority of the lessons; for example, staff use 'big books' to recall story content, have good questioning skills to stimulate oral and written work, value pupils' contributions and work builds on earlier learning. In almost all lessons teaching assistants support teachers and pupils well in whole-class and group sessions. Teaching and non-teaching staff have good working relationships. The teacher who supports pupils with English as an additional language is fully involved in lessons and makes a positive contribution to her pupils' learning, enabling them to take as active a part in lessons as is possible. Most staff handle whole-class sessions well but work planned for group activities is less challenging; for example, Year 2 group work was mainly copying what had been done in the introduction. Work is very similar for all pupils and some are dependent on adult support to do what is required. Some whole class sessions are long which reduces the time for pupils' independent work. One Year 2 extended writing session was very long and pupils' behaviour and concentration became less good as time proceeded. A few Year 1 pupils had poor concentration during a discussion time yet this was not corrected.
81. Marking is up to date and some marking contains helpful comments to enable pupils to improve both the content and presentation of their work but this is inconsistent from class to class. Some teachers also include valuable information about the context for the work. Work is dated which helps in the monitoring of progress. Literacy targets are printed in the cover of English books, this is a good strategy. However, not all teachers record the date pupils achieve their targets even though they give stars for this achievement.
82. Assessment procedures are established and developing well but they do not consistently inform teachers' planning for different pupils. The co-ordinator is well-qualified and experienced for the role and carries it out effectively. The headteacher and the subject co-ordinator regularly monitor

and evaluate teaching and scrutinise pupils' work. The findings are discussed with individual teachers and at staff meetings when appropriate. This process is effective in raising standards.

MATHEMATICS

83. The results of the 2000 National Curriculum tests indicate that pupils' attainment is close to the national average, and good when compared with similar schools. There is no significant difference between the performance of boys and girls. Pupils' progress, including those pupils who have special educational needs, is satisfactory. There was a slight decline in the national test results for 2001 but the current Year 2 are on line to restore the standards of 2000.
84. By the end of Key Stage 1, pupils' attainment is average in all attainment targets. Pupils in Year 1 can add and subtract using numbers up to 10, and most can do it to 20. They sort and classify objects by more than one criterion when investigating recycling, classifying items of domestic rubbish according to their characteristics. Higher attainers gather information about people's favourite pets or favourite dinners and record their data in simple block graphs. They find the correct change from 20p and 50p when solving money problems, sequence numbers to 100 and halve numbers to 30.
85. Pupils in Year 2 tell the time using the quarter hours and half past. They find quarter of a distance in centimetres, calculate the difference between two measurements and count in 2s to 20. More able pupils can sequence numbers to 1,000. All pupils can construct a graph and analyse it to find out which fruit is the most popular, while more able pupils work out how many people in the sample did not select cherries, pears or apples. They identify the multiples of a number and find the lines of reflective symmetry in the capital letters of the alphabet.
86. The quality of teaching and pupils' learning is good. This represents a good improvement since the previous inspection when teaching and learning in mathematics was mainly satisfactory. Pupils are now increasing their knowledge, understanding and skills and appropriate attention is given to ensuring that the learning objectives are clear, although these are not always shared with the pupils. Teachers know their pupils well and understand what needs to be done to raise attainment. There has been a greater emphasis on developing strategies for mental arithmetic and problem solving since the last inspection, and a significant majority of pupils are confidently using methods appropriate to their age. Appropriate practical resources are carefully selected from the wide range available in each classroom to involve all pupils in the activities so that they will acquire successful mental strategies. Effective use of time towards the end of lessons reinforces and assesses what has been learnt. The school encourages the use of information and communication technology across the curriculum but this is under-used in mathematics.
87. The quality of marking of pupils' work is satisfactory overall, an improvement since the last inspection. However, the quality is not consistent throughout the school. The best examples give clear guidelines of what pupils need to do next in order to improve the standard and quality of their work, while some of the work is merely ticked. There needs to be a greater conformity, so that the quality of all marking matches the best. Assessment procedures and record keeping have improved significantly since the last inspection. The school has set realistic targets for improvement for individual pupils, listed on a sheet inside the exercise book of each pupil, recording the dates started and when they were achieved. However, their impact and the improved quality of teaching are yet to have their full effect on raising the standard of pupils' attainment.
88. The most successful teaching is well paced. Teachers give regular reminders of what has to be done and by when, and what they will be looking for in the pupils' work. Teachers use questioning

effectively to motivate and challenge pupils, to identify successful strategies and to assess their skills and understanding. Pupils know what they have learnt and why. Appropriate expectations and targets are made clear to pupils of differing abilities. Support staff are proactive in motivating pupils to work harder. The pupils respond well to the positive behaviour regime. They work hard and show sustained concentration. Where teaching is less successful, mistakes are not always identified in pupils' responses and they do not realise that they have made incorrect answers. Support staff spend less time in promoting pupils' learning, concentrating only on managing pupils' behaviour. The objectives for the lesson are not effectively communicated, so that pupils do not have a clear understanding of what they have learnt, or why, and the pace of lessons is insufficiently demanding.

89. Resources are good. Attractive poster displays promote the learning of key vocabulary and interactive displays encourage the development of mathematical concepts, such as 'tallest' and 'smallest'. A good range of commercial and 'home-made' quality resources are easily available to pupils, stored in the classrooms in clearly labelled trays and units.
90. Co-ordination of the subject is good, and the subject leader has a clear idea of what needs to be done to further raise standards. A detailed numeracy development plan is in place and teachers are working towards achieving its aims. Monitoring the quality of teaching and learning has begun, but requires further development.

SCIENCE

91. By the end of Year 2, pupils' attainment in science is in line with the national average and this is similar to the judgements made at the time of the last inspection. Boys and girls achieve similar standards. The teachers' assessments in the 2001 national tests suggest that standards have been maintained from 2000. Pupils with special educational needs receive extra support in lessons and achieve good standards for their ability. The higher attaining students are often challenged with extra tasks; much thought has been put into this recently and the number achieving the higher level 3 is now above the national average and well above when compared to similar schools. These results are according to teacher assessments and are supported by the findings of the inspection. Since the last inspection, the school has consistently improved its science results in line with national trends.
92. Teachers provide pupils with frequent opportunities to carry out scientific investigations. Pupils follow instructions and are beginning to think about how they can make sure the tests are fair. Teachers plan carefully enabling pupils to develop their recording skills by grouping items in healthy or unhealthy lunch boxes in Year 1 and by sorting heat insulation materials in Year 2. Literacy skills are developed when recording, and mathematical skills benefit from measuring the effects of push/pull on items such as spoons, sand, wood and plasticene. At present, the school's computers are insufficiently used to support work in science, although good work was seen in labels for displays of work on 'keeping fit and healthy'. Pupils have been encouraged in Year 2 to experiment within an electric circuit to find out which materials conduct electricity well. The school is in the process of creating an interesting scientific learning environment in the school grounds which will include a pond. Pupils in Year 1 confidently talk about what their seeds need to grow and what would happen if these elements were missing. Pupils in Year 2 have learnt about shadows and pose questions to one another about 'what would happen if', thus developing their scientific curiosity.
93. Pupils enjoy their work in science. This is because an interesting range of activities is planned for them. No science lessons took place during the inspection so a judgement on the quality of teaching is limited to an examination of planning and work produced which is satisfactory. The

impact of teaching on learning is reduced when the marking of work does not help pupils understand what it is they have to do next. The teachers have undertaken training to improve their subject knowledge and this enables them to answer unexpected questions with confidence. Teachers plan their lessons carefully, including use of the classroom assistants and voluntary help. Pupils of all abilities are challenged. For example, more able pupils have been asked to extend their given tasks by identifying characteristics that do not change when studying growth and change. Another example was when pupils made predictions about temperatures when experimenting with different forms of insulation.

94. Teachers are supported by a clear policy and scheme of work; this ensures that pupils in parallel classes experience the same learning. Subject leadership is effective and contributes to the positive learning environment throughout the school. Since the last inspection, the school has rewritten the science policy and scheme of work so that it follows recent national guidance. The subject manager has insufficient time to monitor the work in his subject or to evaluate and share good practice in teaching. Thus strengths and weaknesses in science provision are not always readily identified. The subject manager has prepared a subject action plan identifying these problems and this now forms a part of the school's strategic plan towards further improvement. Assessment of science work is now carried out on a termly basis in each class. While this is at an early stage of development, it is beginning to help teachers make improvements to their planning. Extra curricular activities are planned for pupils and these include a 'Green Finger Club' dedicated to improving the school grounds and a 'Greenhouse' club.

ART AND DESIGN

95. Art shares timetable provision with design and technology. Only one art lesson was seen during the inspection as design and technology is the focus for this half term. Evidence was also gathered from the policy and scheme of work, from an analysis of pupils' art that is well displayed around the school, from folios of previously completed work and from discussion with the art coordinator.
96. Standards in art have been maintained since the previous inspection and are above the levels expected for pupils at the age of 7.
97. Pupils have a variety of opportunities to express their creative and imaginative ideas and their observational skills through a wide range of media and cross-curriculum themes. These skills develop systematically as they progress through the school. During an Arts Week, Year 1 worked with an African artist to make expressive face masks. In Year 1, the majority of pupils draw confidently in pencil and some of their drawings show considerable maturity with accurate recording of detail and suitable proportions. A few higher attaining pupils are able to say what they like about their work and how they would improve it. Examples of Year 1 pupils' work show an ability to explore shades of colour through colour mixing. Skills learned in Year 1 continue to be refined in Year 2. A local artist is working with all pupils to design and make effective stained glass windows for the school's entrance area. Sea collage pictures inspired by the story of 'the Little Boat' showed how shades of colour and texture can be combined effectively. Information and communication technology is well used for labelling and various programs such as 'Colour Magic' are widening pupils' experiences.
98. The quality of teaching in the only lesson seen was good. The teacher provided a stimulating arrangement of spring flowers for pupils to draw using crayons and pastels and these showed a good attention to detail. The result was that pupils produced interesting drawings in which they took pride. She circulated around the class encouraging pupils to observe carefully and thus improve their drawings. She had high expectations of pupils' learning and this led them to taking

care with their work and persevering with the task. Leadership and management are good. The school has recently implemented a new scheme of work to help ensure that pupils' skills and understanding build up as they move through the school.

DESIGN AND TECHNOLOGY

99. Pupils of all abilities make good progress in design and technology. By the time they leave the school, the qualities of their work is above the level expected for pupils of this age. This is an improvement since the last inspection.
100. Year 2 pupils show a good understanding of the processes of design and technology, from investigation to design and making, although their evaluation skills are less well developed. What is particularly impressive is the way pupils use the knowledge gained in other subjects and apply this to their work; for example, using their knowledge of circuits, bulbs and switches to give their models lights. Pupils are taught the relevant skills to achieve success in making artefacts from an early stage. Year 1 pupils investigate different kinds of 'pop-up' books prior to making their own 'moving pictures'. They explore different ways of joining materials, such as hinges and split pins. They investigate sliding mechanisms. As a result, they produce good designs and models that are individual and suited to the purpose. These skills are built upon in Year 2. Well prepared plans enable pupils to select from a wide range of resources to make a model bus and they learn to fix wheels, axles and chassis to this, although they are slow to identify what they found difficult about the task. Plans are in hand to develop the design potential of information and communication technology in this subject.
101. In the one lesson seen teaching was good. The teacher was knowledgeable about design and technology, which gave depth to the pupils' experience. The lesson was well-organised and well prepared resulting in the class settling down to work quickly and purposefully. Pertinent questions were asked to encourage pupils to think about the best way to join materials. The specific skill of using a small handsaw and vice was carefully taught and enabled pupils to use these safely and effectively. Pupils enjoy the subject and work hard and concentrate. Since the last inspection a scheme of work has been put in place based on national guidance. This provides clear guidance on the skills and knowledge that will be taught to pupils as they move through the school. The co-ordinator has worked hard and effectively to promote the subject in the school.

GEOGRAPHY AND HISTORY

102. Standards of the work produced by pupils over the past twelve months indicate that standards in both history and geography are satisfactory and in line with national expectations; this maintains the situation reported at the time of the last inspection. Nevertheless, an examination of work shows that coverage of work in these two subjects is not as comprehensive as indicated in the planning and insufficient time is being allowed. Assessment of work takes place once per year in each subject covering one aspect of study. This is insufficient to successfully track the progress of pupils in learning the necessary skills. Pupils have limited opportunities to develop their extended writing skills in these subjects and this limits the progress they make in this important area. The subject co-ordinator has prepared an action plan to rectify this. Information and communication technology usage is also set to increase in the action plan.
103. A new subject manager is now in place and she has produced a clear and substantial action plan to rectify these weaknesses. Plans are also in hand for the subject manager to have adequate opportunities to monitor pupils' work and evaluate teaching in her subjects. She is particularly

keen to strengthen links between literacy and history and geography by providing more opportunities for extended pieces of writing.

104. Insufficient teaching in history and geography was seen to make a firm judgement on the quality of teaching. However, it is evident from looking at teachers' plans, scrutinising pupils' work and talking to pupils that teaching is effective in motivating pupils to produce good work. This is particularly evident at Year 2, in the way that pupils were challenged to change history and work out the implications if Grace Darling had not sailed out to sea or to consider why soldiers and nurses had different opinions on the quality of work carried out by Florence Nightingale. Pupils also gained chronological skills by comparing old and new cameras and by sequencing toys relating to the appropriate suitability of a child's age. Year 2 enjoyed comparing their schooldays with those of an elderly visitor to the school. Pupils in Year 1 produced an imaginary map of a coastal area identifying beaches, palm trees and fields. Year 2 pupils completed much good work on directions and strong accent was laid upon correct geographical vocabulary.
105. Work is enriched by visits to the locality and visitors to the school and this is a strategy which adds to pupils' progress in learning historical and geographical skills. Resources are adequate for teaching the subject and are well used.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. By the end of Key Stage 1, pupils' attainment is typical for seven-year olds. Satisfactory standards have been maintained since the last inspection.
107. Teaching is good and has improved since the last inspection. Teachers have an appropriate and developing knowledge of the subject, and staff confidence is improving in this area. They give clear explanations and revise required skills. Teachers make good use of lesson time, moving pupils on to new assignments as they complete the tasks set. They encourage the use of ICT across the curriculum. For example, ICT is used to make labels for displays of work on 'keeping fit and healthy', to create an entry form for a competition to design a stained glass window for the new foyer, and to write a sentence about themselves for a display celebrating the European Year of Languages. It is widely used to record pupils' ideas in written form.
108. Learning is good, an improvement since the last inspection. Year 1 pupils identify places that might use computers. They use the basic features in an art package to paint a picture, and use a mathematics package to print out a graph of the traffic they observed on the main road outside the school. By Year 2, pupils change the colour and size of an airbrush to help produce a picture using the same art package and produce a pie chart of the class's favourite toys. They control the mouse purposefully, explaining the effects of their actions. More able pupils save their data without help and know how to print out their results by giving the computer a series of instructions. All pupils understand what they have to do and work hard, with sustained concentration. They collaborate well, working in pairs, supporting the efforts of each other and sharing ideas. Pupils who have special educational needs have ready access to ICT and are well supported by adults and this enables them to make good progress. Those pupils who have English as an additional language are making the best possible progress in line with their peers and according to their ability.
109. The subject co-ordinator has a clear vision for the further development of ICT in the school. She supports her colleagues well. The policy outlines the aims of the skills-based program that covers National Curriculum requirements. The useful comprehensive long-term curriculum plans were developed in collaboration with other ICT co-ordinators throughout Portsmouth, identifying year group skills 'blocked' into a term's activities to ensure continuity and progression. The plans

encourage a lot more direct teaching of basic skills. However, tracking the achievements of individual pupils is at an early stage of development. The process must continue if teachers are to be certain that children of all abilities are making the best progress possible. Monitoring and evaluating the quality of teaching and learning has also begun, but the impact has yet to be seen in the standard of pupils' attainment.

110. Resources are very good. Two networks were recently fitted, in designated shared areas in Years 1 and 2, although the increased opportunities offered by the new hardware have yet to have their full impact on standards. There is a good range of software.

MUSIC

111. Standards are good and pupils are achieving well. Standards of attainment and quality of teaching have improved since the last inspection.

112. All pupils sing songs from memory, with appropriate pace and control when performing in front of an audience. For example, a Year 2 class confidently sang a French song in a two-part round during a music assembly. By the end of Year 2, pupils have a good knowledge of a range of untuned percussion instruments from a range of cultures including the triangle, tambourine, guiro, maracas, and the drum. They have developed this knowledge because teachers emphasise the names of the instruments and time is well used checking and reinforcing pupils' knowledge of the instruments. By the end of Year 2, pupils identify which instruments are played by shaking, scraping or beating and they join in appropriately in a three-part tune. Learning is challenging and pupils enjoy clapping in time to a tune recorded on a colour-based music notation system. They count in rhythm to a simple 4-note tune, improving their musical accuracy with practice. All pupils recognise the notation representing either a note or a rest. Pupils take care handling and playing the instruments because the teachers give good attention to this aspect. Pupils are challenged to control the way they play the instruments by contrasting a soft and loud sound.

113. Teaching is good overall. Teachers have good subject knowledge and confidently communicate their own enthusiasm and enjoyment of music to the pupils. Progression in learning is clearly identified in the planning and is evident in the lesson content. A characteristic of the most successful teaching is the use of constructive criticism by the teacher to give pupils a clear indication of how they might improve their performing. When teaching is less successful, insufficient time is given for pupils to practise a skill and consolidate what they have learnt, before they have to move on to something new. The process of assessing pupils' achievements is underdeveloped, although a new system designed to track what individuals can do is to be introduced shortly.

114. Pupils are calm and orderly. They participate with obvious enthusiasm, sometimes verging on over-excitement, but they quickly respond to teachers' gentle reminders so that good behaviour is maintained. They follow instructions well.

115. Resources are satisfactory. There are enough untuned percussion instruments for at least one per child in a class. These are stored and easily accessible to pupils in a large music room where they sing and play without disturbing other classes. However, there are insufficient tuned percussion instruments, to further extend pupils' musical experiences, and for compact discs reflecting the music of a range of cultures.

116. The recently appointed subject co-ordinator stresses the impact of her predecessor, who raised the profile of music and offered good support to colleagues through the development of teaching

packs on aspects such as tempo and structure. The school is forming a choir and recorder club before the end of the autumn term.

PHYSICAL EDUCATION

117. Standards in physical education are in line with what is usually expected nationally. At the time of the last inspection, dance was described as above average but no dance was taught during this inspection. There is no difference in standards between boys and girls.
118. Pupils work enthusiastically in gymnastics, for example when exploring different ways of moving sideways from mat to mat, varying the shape, size and direction of their movements. They thoroughly enjoy their lessons and co-operate well with each other when joining their actions into a sequence of movements or throwing and catching balls.
119. The quality of teaching is good. A particular strength of the teaching is the use of demonstration by pupils in order to raise standards of performance. The teachers prompt well to increase the flow of ideas but they insufficiently use critical discussion by pupils of their classmates' actions which would also add to the range of ideas. Lessons generally have good pace and the exercises challenge pupils of all abilities. The pupils take responsibility for the development of their movements and teachers do not over-direct them, which was an improvement required by the last inspection.
120. There have been in-service training courses in dance and games; this has given teachers good knowledge of the subject, resulting in well-structured lessons that develop skills systematically. The subject manager has identified gymnastics as the next area for development. Another reason for the sound standards is that lessons are well planned with clear aims although some of the beneficial effect is lost when the aims are not made clear to pupils so that they do not fully appreciate what is required of them.
121. Extra opportunities for pupils to extend their skills have been offered since the last inspection. These include a cricket club, football coaching and participation in a community tennis scheme. A few parents expressed a concern that they are not invited to Sports Day, although it is difficult for the school to provide this efficiently as there is no school field. The hall is of good size for physical education lessons. Resources are adequate.

RELIGIOUS EDUCATION

122. By the age of seven, pupils' attainment in religious education is in line with that described in the local Agreed Syllabus. Standards have improved significantly since the last inspection, and this has been achieved by giving more time and attention to the subject within the curriculum. The subject now makes a significant contribution to pupils' spiritual development.
123. Teaching is good and learning is satisfactory. Both show substantial improvement since the last inspection, but the improved standard of teaching has yet to have its full impact on the quality of pupils' learning. Teachers' knowledge and understanding of the subject have improved substantially and they are more confident about teaching it. The most successful teaching is seen in lessons that have clear learning objectives and is characterised by the selection of appropriate resources to stimulate pupils' thinking. For example, a fictional account of a young boy losing his favourite soft toy is used to set the scene when investigating the idea of what makes things 'special'. Careful questioning of the pupils towards the end of the lesson is used to assess their recall and understanding of others' explanations for their selection of the 'special' item that they had brought in to school. Pupils are fully engaged, through the use of a wide range of strategies,

such as impromptu role-play, that encourage enthusiasm and involvement. For example, pupils act out a story about friendship in an act of collective worship, as the teacher tells it, where the main characters suffer because they no longer trust each other and are disloyal. Where teaching is less successful, pupils have fewer opportunities to engage in questioning and discussing their opinions. The significance of what they have learned is not clearly explained to them, and they have insufficient time to reflect upon it.

124. Pupils are aware of other religions, and their knowledge is reinforced by the use of attractive and informative displays containing books, photographs, artefacts and written explanations. They confidently talk about their own ideas and express feelings, an area of weakness at the last inspection that has now become strength of the subject. Year 1 pupils can identify Christian symbols associated with Easter, while Year 2 pupils describe what a chalice and paten are used for in the local church, and explain how Ramadan is celebrated. Pupils listen carefully, often with rapt attention, raising their hands if they want to make a contribution, taking turns and thinking carefully about what they are going to say when discussing special occasions. However, pupils have limited opportunities to develop their extended writing within the subject, and there is a need to identify more opportunities within the curriculum to develop pupils' skills in this important area. Pupils of all abilities are making the best possible progress.
125. The school policy and the scheme of work conform to the Agreed Syllabus. The policy provides a rationale for the subject, together with clear aims, strategies for teaching and the principles underlying their adopted approach. The subject co-ordinator provides good support for colleagues and has used the local Agreed Syllabus as the basis for the planning, carefully subdividing the religious education curriculum into blocked units of work. Tracking the progress of individual pupils is underdeveloped at present, but the intention to strengthen the assessment opportunities is incorporated in the school's long-term plan. The quality of resources is good, a significant improvement since the last inspection, and fully supports the requirements of the planned curriculum.