

Park Lane, Havant, Hampshire, PO9 3HN

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment in reading, writing and mathematics by the end of Years 2 and 6 has been well below average in recent years.
- Progress in mathematics continues to require improvement.
- In recent years, teaching has not led to strong enough achievement.
- Not all teaching ensures that pupils are clear about what they are learning.
- Work is not always challenging enough, including for the most able.
- Marking does not consistently offer pupils feedback about improvement. Teachers do not provide enough opportunities for pupils to put their advice into practice.
- There are not enough opportunities for problem-solving in mathematics.
- Pupils do not always understand sufficiently from their targets, especially in mathematics, what more they need to do to reach higher levels of attainment.
- Bullying incidents occur too often so pupils do not always feel safe.
- Not all teachers are skilled at sustaining pupils' concentration on learning. This sometimes results in reduced rates of work.
- Although most pupils are well behaved, a few with identified difficulties are sometimes inattentive or show less positive attitudes.
- Leaders do not sufficiently link the insights gained from different checking activities in order to improve pupils' learning and progress.

The school has the following strengths

- Leaders, managers and governors have successfully started to improve teaching and pupils' achievement.
- The school has a strongly positive ethos, and focuses successfully on pupils' pastoral care. Teachers are skilled in fostering good relationships with pupils.
- Across the school, pupils are making improved progress in writing, and especially in reading.
- Children make good progress in all areas of learning in the Reception Year.
- The partnership with parents to foster the development of pupils' reading skills is particularly effective.
- Members of staff are proud of the school, which results in the strong team spirit.
- Governors have performed their role effectively and the school is improving.

Information about this inspection

- Inspectors observed teaching in 17 lessons, of which three were joint observations with the headteacher or deputy headteacher. Inspectors also scrutinised a sample of pupils' work in English and mathematics. They heard a sample of pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school's staff, the chair and four other members of the governing body, and also with a representative of the local authority.
- Inspectors analysed the 21 responses that were recorded on the online survey (Parent View) by the end of the inspection. Inspectors also spoke with small numbers of parents accompanying their children to school.
- Inspectors took account of the 39 responses to the questionnaire for school staff.
- Inspectors observed the school's work, and looked at a range of documents, including the school's own data on pupils' current attainment and progress, planning documentation, records relating to behaviour and attendance, and documents relating to safeguarding, performance management, the pupil premium, the primary sports funding and the curriculum.

Inspection team

Chris Grove, Lead inspector

Additional Inspector

Cath Beeks

Additional Inspector

Janet Sharp

Additional Inspector

Full report

Information about this school

- This is a primary school that is larger than average in size.
- The school serves a community that forms part of a large estate to the north of Portsmouth.
- The proportion of pupils supported by the pupil premium (which in this school provides additional funding to support pupils known to be eligible for free school meals and children in local authority care) is well above average.
- The proportion of disabled pupils or those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average. About half of these pupils are identified as having behaviour, emotional and social difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The breakfast club is managed by the governing body and formed part of this inspection.
- The school was formed from the amalgamation of the former infant and junior schools in April 2011, and moved into re-modelled premises on the junior site in February 2012.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching in order to raise attainment by ensuring that teachers:
 - make sure that pupils understand what they are learning in lessons
 - provide greater levels of challenge for all groups of pupils
 - give pupils clearer feedback from marking about how to improve their work, and better opportunities to apply teachers' advice about improvement
 - manage effectively pupils' engagement and interest in learning so that their attitudes are always positive.
- Accelerate pupils' progress in mathematics by making sure that teachers:
 - provide more opportunities for pupils to apply their knowledge and skills to problem-solving tasks
 - improve the impact of target setting in mathematics so that pupils better understand the next steps in their learning, in order to reach higher levels of attainment.
- Work with pupils and staff to reduce the number of bullying incidents so pupils always feel safe.
- Ensure better linkage between the different insights gained from observations of teaching, scrutiny of pupils' work and information on pupils' performance, in order to enhance the impact of measures taken to improve pupils' learning and progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement across the school has not been strong enough in recent years, and requires improvement. Progress is slower in mathematics than in reading and writing. Pupils do not have enough opportunities to apply their knowledge to problem-solving activities.
- In 2012, pupils' attainment in reading, writing and mathematics by the end of Year 6 was well below average. However, there was some improvement in 2013 in all subjects, and particularly in reading. This was because a greater proportion of pupils made at least the progress expected of them in reading and writing, though to a lesser extent in mathematics.
- The progress of pupils in the present Years 3 to 6 continues to improve. As a result, the school's evidence indicates that pupils in the current Year 6, for instance, are on track to reach markedly higher levels of attainment in writing, and especially in reading, by comparison with recent years. However, pupils' slower progress in mathematics in these year groups means that attainment in this subject by the end of Year 6 in 2014 is likely to improve only a little.
- Attainment by the end of Year 2 also has been well below average in reading, writing and mathematics since 2011, though there was some improvement in 2013. Pupils' current much improved progress in writing and mathematics, and their consistently good progress in reading, indicate that attainment in 2014 is set to be nearer to average than in past years.
- Like others, the high numbers of disabled pupils and those who have special educational needs are currently making better progress in reading and writing than in mathematics.
- Similarly, more able pupils' progress is mostly better in reading and writing than in mathematics.
- When children first come to the school, their knowledge and skills are below those typically found. They make good progress in the Reception Year in all areas of learning, including reading, writing, and early number work, and are well prepared for Year 1.
- In 2013, the proportion of pupils eligible for the pupil premium was particularly high. The gaps between the attainment of eligible pupils and that of other pupils widened in reading, writing and mathematics in comparison with attainment in the previous year. This represented a gap of more than three and a half terms in reading, and slightly less in writing. In mathematics, the gap was more than four and a half terms. These gaps are all larger than those found nationally.
- However, inspection evidence shows that across the school, pupils currently eligible for the premium are making broadly similar progress in all subjects to that of other pupils.
- The school spends its additional funding in appropriate ways, so as to promote equal opportunities and tackle discrimination. For instance, leaders have used much of the funding to provide further tuition by additional teaching staff for various groups of pupils who are identified as needing extra support. In addition, the school has appointed a home/school link worker, whose responsibilities include promoting good attendance, and teaching assistants to staff a nurture room for vulnerable pupils. The school has also used the funding to subsidise educational visits for eligible pupils and participation in the breakfast club.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it has not secured good achievement by pupils in literacy and mathematics in recent years.
- Not all teachers make sure that pupils understand precisely the purpose behind the activities set for them. As a result, learning is sometimes limited because pupils are uncertain what teachers expect them to gain. This also means they become less motivated.
- Teaching does not always provide sufficiently challenging tasks and questions for all groups of pupils, particularly more able pupils.
- The quality of teachers' marking of pupils' work is variable. Not enough marking gives pupils consistent feedback about what they could do to improve the quality of their work. Furthermore, pupils too rarely have opportunities to apply teachers' advice about improvement.

- The school's target setting arrangements have the potential to support pupils' understanding of what more they need to do to reach a higher level of attainment. However, in practice, the use of target setting in mathematics, in particular, does not consistently promote pupils' understanding to the extent that it could.
- Not all teachers are skilled at sustaining pupils' concentration on learning. This sometimes results in reduced rates of work.
- Despite these weaknesses, the evidence of current pupils' improving progress in writing, and particularly in reading, indicates that teaching across the school is now having better impact.
- Teachers and assistants are particularly skilled at fostering good relationships with pupils, in keeping with the school's strong pastoral ethos.
- The most effective teachers are good at checking continually that pupils remain on task and, where necessary, managing their engagement in work, for example using incentives to sustain pupils' motivation and positive attitudes to learning.
- The quality of teaching in the Reception classes is good because teachers have high expectations and activities are well planned. Teachers and assistants are adept at prompting and questioning children and at providing challenge to ensure that children make rapid progress.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Most pupils are well behaved in class. However, a few pupils with identified behaviour, emotional and social difficulties sometimes do not concentrate well; they show less positive attitudes to work than their peers, and their work rates decline.
- Pupils are well behaved in the playground at breaktimes. They engage happily with one another, making good use of the trim-trail and football pitch. Members of staff make ready contact with pupils, and ensure a smooth transition back into school.
- There is an orderly atmosphere in the hall where pupils eat their lunch in easy social contact with others. The good relationships between pupils and adults are very much in evidence.
- Pupils behave appropriately in assemblies. In an assembly for Years 4 to 6, for instance, pupils displayed high levels of attentiveness, sang 'We're Living and Learning' tunefully, and left in an orderly way.
- In their respective surveys, most parents agreed that the school makes sure its pupils are well behaved, and most members of staff made positive judgements about behaviour.
- There have been no permanent exclusions. In the period following amalgamation, the rate of fixed-term exclusions was high, but this has since reduced considerably.
- Attendance is higher in the current year than it was previously, and persistent absence has fallen in the last year, reflecting the good impact of the home/school link worker.
- The school's work to keep pupils safe and secure requires improvement. There are too many instances of bullying. However, pupils are confident teachers will sort them out when they occur. Pupils understand the persistent nature of bullying. Almost all members of staff, and most parents who participated in the survey, agreed that the school deals effectively with bullying.
- Pupils know how to stay safe, because the school teaches them about possible dangers. For example, the local police constable attends to such issues as internet safety, and drug misuse. The school's Junior Road Safety Officers alert pupils to road safety issues. In the surveys, members of staff were unanimous in agreeing that pupils are safe in school, and most parents agreed that their children feel safe.
- Those pupils who attend the breakfast club have an enjoyable experience. In addition to serving a morning meal, the club staff have high expectations of pupils' manners and cooperation. As a result, pupils behave well, and feel safe and cared for.

The leadership and management

require improvement

- The school's leadership and management require improvement because until recently there had not been sufficient impact on improving the quality of teaching and pupils' progress.
- Leaders undertake a range of checking activities. The headteacher regularly undertakes observations of teaching. Phase leaders (middle leaders with responsibility for particular year groups) analyse the quality of pupils' work. The deputy headteacher, in particular, regularly tracks pupils' progress. Although the school gains from this work, senior leaders do not sufficiently align the insights emerging from the different activities. For example, tracking information shows that pupils make least progress in mathematics. This raises questions, for instance about the impact of mathematics teaching, for which more focused classroom observations could provide greater insights.
- Senior leaders have an appropriately ambitious vision, centred on helping pupils to realise their potential, and encapsulated in the school's motto, 'Believe, Achieve, Succeed'. Other staff share the vision. This is shown by the unanimous expression of pride in the school by all the members of staff who took part in the survey, and in their agreement that they know what they are trying to achieve as a school. This illustrates the strong team spirit in the school. Senior leaders have also fostered the development of the team of middle leaders.
- The effective work of the English leader is resulting in the improvements in reading and writing. The new mathematics leader has accurately identified aspects of the subject that require improvement.
- The curriculum is broad and well adapted to pupils' needs. There is an appropriately strong emphasis on developing pupils' skills in reading, involving a very effective partnership with parents, and also on writing. Pupils have good opportunities to practise their writing skills in other subjects. In the case of mathematics, although pupils get some practice in applying their knowledge and skills to problem-solving tasks, these opportunities are not as consistent and frequent as they could be. Experience of art and music, opportunities to develop entrepreneurial skills, and out-of-school activities, including a range of sports, contribute well to pupils' spiritual, moral, social and cultural development.
- The school makes effective use of its primary sport funding. It has arranged for a private contractor to offer multi-skills provision. In addition, the dance and physical education departments of the local secondary school are involved in broadening the range of provision. The school is keen to promote pupils' physical well-being.
- The school focuses rigorously on all aspects of safeguarding and child protection, which fully meet statutory requirements. Leaders are at pains to ensure that vulnerable pupils, in particular, are well supported.
- The local authority has a clear understanding of the school's particular context. It is very supportive of the school's senior leadership, but recognises that there is more to be done to improve progress in mathematics. In view of the improving performance of current year groups, the authority has lowered the school's categorisation. It now merits medium-level support.
- **The governance of the school:**
 - The governing body has a clear overview of the school's strengths and areas for improvement. Governors have a good understanding of the implications of nationally produced data on pupils' achievement, of the weaknesses in the school's past performance, and of what this implied about the quality of teaching. They also attend, in an observer role, the regular school meetings at which pupils' progress is reviewed. Governors have a good knowledge of pupil premium funding and spending, and are aware of the positive impact for current eligible pupils. They take seriously their responsibility for undertaking the headteacher's performance management. Through the headteacher's reports, they also assure themselves about appraisal arrangements for other staff, and receive anonymised information on whether salary progression has been merited. Governors are experienced in the role and are confident to hold the school to good account. They undertake training regularly in order to ensure their ongoing capacity. The effectiveness of governors' stewardship indicates that an external review of this aspect of leadership and governance is not warranted.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136078
Local authority	Hampshire
Inspection number	431014

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Martin Ash
Headteacher	Liz Blake
Date of previous school inspection	22–23 March 2012
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