

# Pokesdown Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113726
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	357402
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Diane Wilkinson

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Blinkhorn
<b>Headteacher</b>	Vivienne Arkell
<b>Date of previous school inspection</b>	18 October 2007
<b>School address</b>	Livingstone Road Bournemouth BH5 2AS
<b>Telephone number</b>	01202 428982
<b>Fax number</b>	01202 429348
<b>Email address</b>	viv.arkell@bournemouth.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	28–29 September 2010
<b>Inspection number</b>	357402

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 14 teachers. They held meetings with governors, staff and pupils and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a small sample of pupils' work. They also scrutinised questionnaires returned by 62 parents and carers, 68 pupils and 10 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Consistency in the quality of teaching and the curriculum.
- The quality of assessment and curriculum planning for mathematics and science.
- The effectiveness of development planning in addressing weaker aspects in pupils' attainment and progress.

## Information about the school

Pokesdown is a large primary school. The school runs its own breakfast club which was also inspected. The proportion of pupils who have special educational needs and/or disabilities is above average. The most commonly identified of these needs relate to specific learning and behavioural, emotional and social needs and the autistic spectrum disorder. The large majority of pupils are of White British heritage although a few are at the early stages of learning to speak English. The school holds a number of awards including Healthy Schools Plus and Artsmark Gold. It also holds an award for financial management.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Pokesdown provides a satisfactory standard of education. Pupils' attainment is in line with the national average and they achieve satisfactorily. It is an improving school, as is evident in the good progress and rising attainment in English and information and communication technology (ICT). Progress in science is also improving, although more could be done to boost it further, and staff are beginning to successfully tackle the decline in pupils' attainment seen in mathematics last year. As a result, the school has a satisfactory capacity for sustained improvement.

Pupils are well cared for, feeling very safe and happy in school; a view recognised by the vast majority of parents and carers. The school has worked exceptionally hard to ensure that persistent absenteeism is rare. Strengths such as high-quality induction procedures help Reception children to get a good start to their education and they progress well. Pupils who have specific learning, behavioural or language needs receive good support and their progress is good. Pupils' safety is given high priority, with any potential hazards being addressed speedily and effectively. Pupils know that adults look out for them, and strengths in their personal development ensure pupils behave well and relationships are harmonious. Pupils' excellent understanding of how to achieve and adopt healthy lifestyles has resulted in the school gaining the Healthy Schools Plus status. The school promotes a cohesive community well so that pupils make an important contribution to school life and work successfully with local organisations. The curriculum has improved since the last inspection and is rich and interesting, although the new mathematics programme is still at the early stages of development and differs in quality between year groups. Teaching has also improved, but teachers' expertise varies between subjects, as does the quality of ongoing assessment in lessons and the marking of pupils' work. Pupils' improvement targets are used effectively in English and increasingly so in mathematics although they have yet to be introduced to good effect in science.

A new tracking system has helped the school identify exactly where pupils' progress needs to improve, resulting in accurate self-evaluation and development planning that effectively targets weaker aspects of its work. However, some strategies, particularly in mathematics, have had insufficient time to make an impact on raising pupils' attainment. Governors support the school well and staff have forged good relationships with parents and carers, and other schools and agencies which benefit pupils' education and welfare.

## What does the school need to do to improve further?

- Raise attainment and progress by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- ensuring that planning in mathematics follows a consistent format across all year groups and provides sufficient information to support teachers whose subject expertise is less secure
- improving the use of target setting in science to inspire pupils and help them to improve their work.
- Improve the quality of teaching and assessment by:
  - increasing teachers' subject expertise and confidence
  - ensuring that marking in mathematics and science clearly indicates to pupils what they have achieved and what they need to do to improve.
  - making sure that adults continually check how well pupils are doing to help them to move on to the next steps in learning throughout lessons

**Outcomes for individuals and groups of pupils****3**

Attainment on entry to the school is below the level expected, particularly in early language, number and social skills. Reception children do well, especially in writing, so that they reach average levels by Year 1. Pupils' attainment in Years 1 and 2 is on an upward trend and is in line with the national average. Fun activities in mathematics like 'Bingo' encourage pupils to develop a secure understanding of place value. The quality of writing has increased significantly because of improved spelling and sentence structure and good imagination stimulated through interesting resources. Literacy skills are built on well in Years 3 to 6. By Year 6, pupils write effectively in a range of genres and for different purposes; for example, when using the computer to produce a newspaper report on the heavy snow last year. ICT skills also develop well, with pupils producing an animated film which was shown in a local cinema. Although pupils' attainment is broadly average and they achieve satisfactorily overall, it has varied in science over the last two years and declined in mathematics this year. By promoting an investigative approach in science in the past year pupils' knowledge and understanding has improved well. For example, they are very well informed about differences between the heart rate of boys and girls after rigorous exercise. However, more could be done to promote progress further, especially by using individual pupil targets. Gifted and talented pupils develop a good understanding of important mathematical concepts ♦ for example, the significance of debit and credit on a bank statement ♦ because they are well taught. However, middle-attaining pupils' numeracy skills are less well developed so pupils' preparation for their future life is satisfactory.

Pupils' personal development is a strength and a major reason why pupils behave well both in lessons and around the school, and work hard. They embrace school life with great enthusiasm because of the significant range of interesting activities provided. This was clearly evident in a mathematics lesson where pupils were excitedly using data to generate the goal differences of Premier League football clubs. They are very reflective and thoughtful, developing a good understanding of the differences in their school and wider communities. Pupils enthusiastically raise funds for many charities and were thrilled when a well-known personality visited the school to help support their work. They have a good understanding of the importance of looking out for their own and others' safety; pupils are unfailingly polite and helpful when moving between classrooms.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

A new curriculum which links subjects together well helps make learning relevant and very motivating. The many opportunities it provides for English and ICT activities are a major reason for pupils' quicker progress in these subjects. This same approach for science gives real purpose to pupils' learning and enhances their skills. A similar approach is now being devised for mathematics although this is at the very early stages of development.

Teachers' good behaviour management helps them to capitalise on pupils' enthusiasm for school. They plan interesting and challenging activities, well matched to the level at which pupils are working. Resources, particularly multimedia, are used well to stimulate interest and understanding. Teaching assistants are deployed to very good effect both in class lessons and in supporting targeted group work. This makes a significant difference to the progress of pupils who have specific needs or talents. In most lessons teachers carefully assess how well pupils are doing and move them on to new learning, although occasionally pupils mark time and their progress slows, particularly in group work. High-quality marking in English helps pupils recognise what they can do and how to improve, but marking in other subjects such as science is less good. An informative and comprehensive system for tracking pupils' progress used over the past year has helped support a very effective system for setting improvement targets in English and increasingly so in mathematics although target setting for science has not yet been established.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Through its effective procedures for the care and support of pupils, adults are very successful in ensuring pupils can make the best of their time in school. As a result, pupils who speak English as an additional language or who find learning difficult get exactly the right amount of help so they progress well. The most vulnerable pupils and their families are very well supported. In particular, the schoolsupport workers play a major role in this area. Arrangements for induction and transfer to a new class or school are very good. The breakfast club cares for children well and is much appreciated by families. Very effective systems for monitoring attendance discourage virtually all but unavoidable absences.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and deputy headteacher are strongly focused on tackling weaknesses. Subject leaders are increasingly effective in helping to improve progress, for example in English. The new progress tracking programme provides clearer information for the regular meetings that allow staff to intervene swiftly when pupil progress slows. This helps to ensure that no pupil is discriminated against and that equality of opportunity is met, especially if a pupil has specific learning, behaviour or language needs. The information also allows staff to identify the impact that provision is having on pupils' progress. Together with regular monitoring of teaching and curriculum planning, this ensures that self-evaluation pinpoints specific areas of weakness. The school is well aware that more could be done, for example to raise the quality of teaching through increasing teachers' subject expertise.

Governors are knowledgeable and well informed, providing exactly the right amount of support and challenge. For example, subject leaders present a yearly audit and action plan to governors based on how well provision in their area is supporting progress. The safeguarding of pupils is taken very seriously, with all important checks and procedures in place so that the school fully meets government requirements. Staff work closely with parents and carers and attendance at the regular parents' evenings is high. Good links with other local schools mean pupils are well prepared for transferring to secondary school. They benefit well from the many links with local organisations ? especially those that help pupils make a contribution, for example in helping the council to redesign a nearby park. The school's good promotion of community cohesion also ensures that pupils gain a good understanding of ways in which they can contribute to the wider society, both in this country and overseas.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children benefit from the warm and caring ethos and induction procedures which help them settle into school very quickly. Adults quickly gain a very good knowledge of individual children and use this to good effect. Indoor areas are vibrant and well organised to support learning. Children develop positive attitudes, for example, enjoying their topic 'Marvellous Me', especially when they use the computer. They acquire a good understanding in important areas such as which foods help them to keep healthy. Children develop independence skills, work well together and their personal development is good. Children are regularly assessed and moved on in their learning. Their good progress is evident in the fact that a large majority reach average attainment levels although some weaknesses still remain, particularly in reading and number skills. The outdoor area is carefully planned for interesting activities, but lacks stimulation such as pictures to show children what they could be doing to help them to explore new things.

Staff work very well together as a team so that children benefit from a consistent approach. There is a clear vision for the future based on good self-evaluation, which helps identify priorities for improvement. Staff have forged an excellent partnership with parents and carers, which is fostered exceptionally well throughout the year and brings considerable benefits to children's welfare.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Only a very small minority of parents and carers returned the questionnaire. Evidence is also provided by the brief discussions with a random selection of parents or carers bringing their children to school. These indicate that a very large majority are satisfied with the school. In particular they praise the staff, the level of care provided and their children's enjoyment of school. Parents and carers are also highly appreciative of the arrangements to help their children settle in to school and to transfer to new classes or secondary school. A small minority raised concerns about bullying and poor behaviour, the attention the school pays to parents and carers' views and the leadership and management. However, inspection evidence does not endorse these views. Pupils themselves reported that bullying is much less frequent now. Pupils get on well together and behaviour observed during the inspection was uniformly good. The school is very keen to involve parents and carers in supporting their children's education and takes their suggestions very seriously. Leaders and managers work hard to ensure the pupils are well cared for and that weaker aspects of their academic attainment and progress are addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pokesdown Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	47	30	48	1	2	1	2
The school keeps my child safe	29	47	24	39	4	6	1	2
My school informs me about my child's progress	15	24	37	60	7	11	0	0
My child is making enough progress at this school	18	29	33	53	7	11	1	2
The teaching is good at this school	21	34	35	56	0	0	2	3
The school helps me to support my child's learning	18	29	34	55	7	11	1	2
The school helps my child to have a healthy lifestyle	30	32	35	53	5	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	27	31	50	5	8	0	0
The school meets my child's particular needs	17	27	38	61	3	5	1	2
The school deals effectively with unacceptable behaviour	12	19	27	44	10	16	7	11
The school takes account of my suggestions and concerns	9	15	34	55	5	8	7	11
The school is led and managed effectively	13	21	32	52	5	8	6	10
Overall, I am happy with my child's experience at this school	23	37	31	50	5	8	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2010

**Inspection of Pokesdown Community Primary School, Bournemouth, BH5 2AS**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their time to talk to us. We think your school is satisfactory and that some things are good already, with staff and governors working hard to improve the school further.

Here are some of the things we found out that were especially good about the school.

- We are very impressed by how much you enjoy school and the way you work hard to do your best. Progress is improving and attainment by Year 6 is average.
- You do well in your personal development. Behaviour is good and you are very friendly and helpful. You do a lot to help your school and to help improve the local area.
- Staff plan lots of exciting things for you to do and this helps you to make good progress in English and ICT and those of you in Reception to do well.
- Those of you who find learning difficult or who have a special talent are well supported and make good progress.
- Adults look after you well, in lots of important ways.

Here are some of the things we have asked the school to improve.

- Continue developing the new planning for mathematics and introduce target setting in science so that you can do as well as you do in English and ICT. You can help by trying really hard to improve in these subjects.
- Help all teachers to develop a really good expertise in mathematics and science.
- Make sure adults keep a close check on your progress in lessons and mark your work so you know what you have to do to improve.

Yours sincerely

Diane Wilkinson  
Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**