

Pokesdown Community Primary School

Livingstone Road, Bournemouth, Dorset, BH5 2AS

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress and by the end of Year 6, standards are well above the national average.
- Pupils use their reading, writing, mathematics and computer skills exceptionally well in science, geography and history.
- Pupils' skills in information and communication technology are much better than those expected, for example in animation and movie making.
- The outstanding teaching over the last two years has been the main reason why pupils' achievement is so much better than at the time of the last inspection.
- Teachers have very high expectations and plan exciting work that makes pupils want to learn and do well.
- Teaching assistants play a key role in making sure that all groups of pupils make better than expected progress.
- Behaviour in lessons and around the school is exemplary. Pupils feel very safe in school and are superb ambassadors.
- Pupils take great care and pride in their work and show impressive abilities in working on their own and in groups.
- The headteacher, senior leadership team and governors have worked exceptionally hard and successfully to move the school from satisfactory to outstanding in a period of 30 months.
- Senior leaders have an excellent understanding of pupils' progress and provide the high-quality extra help for any pupils at risk of falling behind in their learning.
- Pupils enjoy a very rich range of work that interests and entuses them to do their very best in lessons and over time.

Information about this inspection

- Inspectors observed 26 lessons and, in addition, looked at pupils' books and displays of work.
- Inspectors met with the senior leadership team, the special educational needs co-ordinator, the Early Years Foundation Stage Leader, the Chair of the Governing Body, a representative from the local authority, the school council and a group of pupils from Year 6.
- They looked at a range of documentation, including that for safeguarding, school checks and improvement planning, the school's current data showing pupils' progress and records of visits made by the local authority.
- Inspectors took account of the 24 responses to the on-line questionnaire (Parent View). They looked at the parental responses to the school's most recent questionnaire.

Inspection team

David Curtis, Lead inspector	Additional Inspector
Stephanie Matthews	Additional Inspector
Susan Hunnings	Additional Inspector

Full report

Information about this school

- This is a much larger than average size primary school.
- There are three classes in the Early Years Foundation Stage. In Years 1 to 5, there are two classes. In Year 6, there is one class.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is above average.
- The proportion of pupils on the school's register of special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The number of pupils who join or leave the school at other than the normal times is high.
- An increasing proportion of pupils comes from Eastern European heritages and arrives at the school speaking little or no English.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- There are no pupils who receive any form of alternative provision.

What does the school need to do to improve further?

- Improve the quality of outdoor provision in the Early Years Foundation Stage so that it matches that of the high-quality indoor provision.

Inspection judgements

The achievement of pupils is outstanding

- Children start with knowledge, skills and understanding which are well below those expected for their age, especially in speaking and listening. They make excellent progress so that by the time they start Year 1, they achieve in line with expectations for five-year-olds.
- By the end of Year 2, standards are above average in reading, writing and mathematics which is a significant improvement since the last inspection. Pupils enjoy reading and use their knowledge of letters and sounds well in reading new and unfamiliar words. Many read fluently and with good expression.
- Standards at the end of Year 6 are well above average and significantly better than in 2010. In reading, pupils show excellent skills in comprehension, deduction and inference and they read widely across a range of subjects in order to research key information for their learning, for example in geography and history. In writing, pupils show very impressive skills in their use of imagination and, importantly, in the key skills of spelling, grammar, punctuation and handwriting.
- In mathematics, pupils have excellent skills in mental arithmetic and in using their knowledge of times tables. The key reason why they do so well is that they spend most of their time working on solving problems or carrying out investigations, which require them to use and apply their skills rather than endlessly practising their calculations.
- Pupils who speak English as an additional language make excellent progress; for example, those who joined the school two years ago speaking only a few words of English are now working at the levels expected for their age in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make outstanding progress and achieve significantly better than similar groups nationally. They receive high-quality support from teachers and teaching assistants through work that is very closely matched to their individual learning needs.
- Pupils eligible for the pupil premium funding make excellent progress. In comparison with pupils eligible for the pupil premium nationally, pupils in the school are ahead in English and mathematics when measured in average point scores at the end of Year 6.
- Pupils make excellent progress in information and communication technology and by the end of Year 6 are particularly successful in producing, for example, animations and movies.

The quality of teaching is outstanding

- Since the previous inspection, teaching has improved to be outstanding, with the result that pupils' achievement has improved from satisfactory to outstanding.
- Teachers give pupils work that is interesting, exciting and meaningful and that requires them to think and to use and apply their key skills rather than just practice them. In Year 4, pupils made excellent progress in writing because they responded enthusiastically to writing about a picture of Bournemouth in 1819 from either the perspective of the artist or a farm labourer.
- In lessons, teachers regularly check-up on pupils' learning in order to make sure that they are making at least good progress. A particular strength is the way that teachers 'touch base' with classroom assistants to check on the progress of their groups and, at times, take pupils from these groups so that they benefit from extra help from their teacher as well as the classroom assistant.
- Teachers' marking is very good. Pupils value the very helpful guidance as to how they can improve their work. They also really value having very clear targets for reading, writing and mathematics so that they know the levels they are working at and, importantly, what they need to do to reach the next level.
- The quality of support from teachers and classroom assistants for pupils eligible for the pupil

premium, disabled pupils and those with special educational needs, and those learning English as an additional language is of high quality. As a result, these groups make exceptional progress. A key factor in this is that many teaching assistants have a subject specialism, for example in mathematics, so they can give excellent support to pupils' learning in those subjects.

- Strengths in the teaching of reading start in the Early Years Foundation Stage with the very successful teaching of letters and sounds and continue in Years 1 to 6, with the excellent teaching of higher-order reading skills, such as comprehension, inference and deduction.

The behaviour and safety of pupils are outstanding

- In the Early Years Foundation Stage, children are very happy, extremely secure and confident and know the day-to-day routines exceptionally well. In an assembly during the inspection, one of the Reception classes showed great confidence in performing 'We're going on a safari' to the rest of the school.
- In Years 1 to 6, pupils' behaviour in lessons and around the school is exemplary. They are impressively polite, welcoming and engaging young people, who talk with great confidence about their learning and obvious enjoyment of school.
- Attendance is above average. There have been no exclusions for a long time and there are no recorded incidents of significant behavioural, bullying or racist issues.
- Pupils feel totally safe in school and have no concerns about behaviour; this is supported by those parents who completed Parent View. Pupils have an excellent understanding of bullying and its different forms. In Year 6, a poster display not only showed very high-quality computer skills but showed an excellent awareness of all the dangers linked to cyber bullying.
- The school council plays a hugely important role in the day-to-day life of the school. Pupils in Years 3 to 6 perform conscientiously their many duties as monitors, including acting as 'Helping Hands' to younger pupils.

The leadership and management are outstanding

- The fact that the school has improved from satisfactory to outstanding in less than three years shows the extremely successful impact of the headteacher and senior leaders in driving school improvement and their commitment to pupils' high achievement.
- A key reason for this success is that the school has transformed the way in which pupils learn. There is now a focus on giving pupils the maximum amount of time to use and apply their key skills in meaningful ways, so that they can see the importance of learning. The topics pupils study are exciting, for example in Year 4 where they wrote 'fantasy books' to take to the local library for the public to read.
- The other key reason is that senior leaders and teachers have a much greater focus on ensuring that all groups of pupils are expected to make outstanding progress. As a result, there is more rigorous checking-up on pupils' progress and, if any are at risk of falling behind, high-quality extra help is given immediately. The management of teachers' performance and their progression through the salary scales is linked very closely to pupils' progress.
- Pupils premium funding is spent carefully and is used to provide additional adult support for pupils and to ensure that no pupils miss out on any aspect of school life, for example school trips, including residential. The impact of this spending is evident as the gap between their performance and other pupils is closing within the school, and they are achieving significantly higher than similar pupils nationally.
- The local authority provides effective support for the school and this has contributed to the significant improvement since the last inspection. The level of support is reducing because the school has shown its strengths and capacity to sustain these.
- The school ensures that all pupils are treated equally and the result of this is the outstanding

achievement of all groups of pupils. Discrimination in any form is not tolerated.

- In the Early Years Foundation Stage, the outdoor learning area is not as well resourced or as exciting as the indoor area; it is quite a small area, although the nature of the school site is a factor in this.
- In Years 1 to 6, pupils benefit from a rich learning experience that contributes successfully to their spiritual, moral, social and cultural development.

■ **The governance of the school:**

- Governors know how well the school is performing when measured against schools nationally in the end of Year 6 tests. They provide effective support and challenge to the senior leadership team in their work to improve the school even further. They monitor closely the use of additional funding for the pupil premium and its impact on pupils' achievement, and whether the gap is closing or not when measured against similar pupils nationally. Governors undertake regular training through the local authority programme. They check-up regularly on the performance of the headteacher, teachers and other staff in relation to outcomes for pupils and the link with salary progression. Governors ensure that the school meets all requirements for the safeguarding of pupils.
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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	113726
Local authority	Bournemouth
Inspection number	405480

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	402
Appropriate authority	The governing body
Chair	Barras Stone
Headteacher	Vivienne Arkell
Date of previous school inspection	28–29 September 2010
Telephone number	01202 428982
Fax number	01202 429348
Email address	viv.arkell@bournemouth.gov.uk

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