

INSPECTION REPORT

HAMWORTHY FIRST SCHOOL AND NURSERY

Poole

LEA area: Poole

Unique reference number: 113689

Headteacher: Mrs C Taylor

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: February 7th – 11th 2000

Inspection number: 189466

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3-8
Gender of pupils:	Mixed
School address:	Blandford Road Hamworthy Poole Dorset
Postcode:	BH15 4AY
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Doe
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Hilary Bonser	Registered inspector	Religious education; Geography	The school's results and achievements; Teaching; Leadership and management. Assessment
Mary Bebo	Lay inspector		Attitudes, values and personal development; Care and welfare for pupils; Partnership with parents. Links with community; Accommodation
James Elliott	Team inspector	Science; Design technology; Music. Equal opportunities.	Curricular and other opportunities.
Anthony Green	Team inspector	Mathematics; Information technology; History; Physical education. English as an additional language.	Financial efficiency; staffing; resources.
Jean Thomson	Team inspector	Under-fives; English; Art; Special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large community first school and nursery for boys and girls of 4-8 years of age. It has 344 full-time pupils, 88 of whom are under the age of six. There are 88 part-time pupils in its nursery. Pupils' attainments are below the expected levels when they join the nursery, with many of them having poorly developed language, personal and social skills. The school draws its pupils from the local area. A significant number of families live in housing association or council properties. This, together with a nearby Marines' Base, contributes to a high turnover of pupils each year. There are 146 pupils with special educational needs, which is above the national average. A third of the pupils are eligible for free school meals, which is also above the national average. Very few pupils speak English as their second language or come from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

Hamworthy First School and Nursery is a friendly community where pupils are very well behaved and keen to learn. They achieve well, with the majority reaching average standards by the time they leave the school. The school provides well for its pupils and the quality of teaching is good. The headteacher, governors and staff work well together to improve standards. The school has an income that is below average and provides good value for money.

What the school does well

- There is very good leadership by the headteacher; she provides a clear sense of direction.
- The school aims and values are clearly focused on the particular needs of the pupils.
- There is very good provision for children in the nursery and reception classes; they are taught very well and make good progress.
- There is very good provision for pupils with special educational needs; they make good progress.
- There is good teaching overall in the school.
- Pupils behave very well; their personal development and relationships are very good and they are keen to learn.
- The school cares very well for its pupils.
- School and parents work together well; parents are very satisfied with what the school provides.
- The school makes good provision for pupils' personal, spiritual, moral, social and cultural education.

What could be improved

- Standards in writing are too low.
- More able pupils are not challenged enough in their work in Key Stage 1 and Year 3.
- Pupils do not have enough time or opportunity to use information technology across all subjects.
- There are weaknesses in teachers' weekly planning and in some aspects of assessment in Key Stage 1 and Year 3.
- Attendance levels are unsatisfactory; there are many absences for holidays taken during term time.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996, when it was found to be a school with a number of good features and several that were unsatisfactory. Some of the action points noted have been met and others are now being successfully tackled. There have been many improvements in addition to this, since the appointment of the present headteacher four terms ago. These include a substantial improvement in the quality of teaching, further improvements in the behaviour, attitudes and personal development of the pupils and in the provision for pupils with special educational needs. The quality of leadership and management has improved further and governors are now more fully involved in the school. There is a clear sense of direction and strong determination to raise standards in English and mathematics, and particularly in writing, backed by effective action and good teamwork.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	B	C	C	B
writing	C	B	D	D
mathematics	C	C	C	B

Key	
well above average	A
above average	B
average	C
below average	D
Well below average	E

The results show that standards are average in reading and mathematics, in comparison with schools nationally, and above those of schools with a similar context. Standards are below average in writing. These fell in 1999, partly because of a particularly high number of pupils in the year group with special educational needs, but also because not enough attention was given to developing pupils' skills in this area. Over the last three years, results have kept broadly in line with the national picture, except in writing. Inspection findings confirm these results. The school is making satisfactory progress towards its targets. Children in the nursery and reception classes make rapid progress, as a result of very good provision and teaching. By the end of the reception year, the majority reach the standards expected for their age. These are sustained through the rest of the school, except in writing. Pupils with special educational needs make good progress throughout the school, as a result of the very good support they receive. More able pupils do not achieve as well as expected, as their work is often not challenging enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comments
Attitudes to the school	Good overall; very good in the nursery and reception classes.
Behaviour, in and out of classrooms	Very good throughout the school.
Personal development and relationships	Very good; the school places great emphasis on pupils' personal and social development.
Attendance	Unsatisfactory in the last school year; improving this year.

Pupils are keen and interested in their work. Their very good behaviour helps to create a very orderly environment, where they feel secure and learn well. They show real care and concern for each other and act very responsibly. They work and play together very well and enjoy a very good relationship with the adults in the school. Although levels of attendance are showing a marked improvement this year, many parents still take their children away on holiday during term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7- 8 years
Good overall	Very good	Satisfactory	Satisfactory

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 overall is good or better in 55% of lessons. It is very good and occasionally excellent in 17% of them. No unsatisfactory teaching was seen during the inspection. This is a significant improvement from the time of the last inspection, when almost a quarter of teaching was unsatisfactory. In the nursery and reception classes, teaching is very good, with 94 per cent of lessons where it is good or better. It is very good in almost half of the lessons seen. This makes a major contribution to the children's learning and to the good progress they make in their first two years in school. In Key Stage 1 and in Year 3, teaching is satisfactory overall, with a substantial amount that is good. In Key Stage 1, 47% is good or better and in Year 3, 39% is good or better, of which 10% was very good in both. Teaching in mathematics is good, and satisfactory in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children in the nursery and reception classes, satisfactory elsewhere. Enriched by a good variety of visits, visitors and clubs.
Provision for pupils with special educational needs	Very good; pupils have clear, achievable targets and are supported very well.
Provision for pupils with English as an additional language	Very good; pupils make very good progress in their understanding and use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for social development; good for moral development; sound provision for spiritual and cultural development.
How well the school cares for its pupils	Very well; Very effective measures promote good behaviour and to monitor and improve attendance.

The very good opportunities for learning in the nursery and reception years are very relevant to the children's ages and differing needs. The particular needs of pupils with English as an additional language and those with special educational needs are identified at an early stage and they receive very effective help. The good provision for pupils' personal, spiritual, moral, social and cultural development makes a strong contribution to their very good personal development. Pupils receive very good support and guidance and this has a positive impact on their learning. However, pupils do not spend enough time on information technology. In Key Stage 1 and Year 3, activities do not always meet the needs of more able pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; very good leadership by the headteacher, supported well by the deputy.
How well the governors fulfil their responsibilities	Satisfactory; They take an increasingly active part in management.
The school's evaluation of its performance	Good. Priorities are well focused and result in effective action.
The strategic use of resources	Good. Money is used well to support priorities on the school development plan.

The headteacher provides very good leadership, managing change and development very effectively. The strong, shared sense of direction she has created is seen in the way that the school's aims and values are clearly evident in its daily life and work. The involvement and effectiveness of the governing body has increased considerably since the last inspection. There is a very clear view of what needs to be done to raise standards and well-planned action to achieve this. The measures already taken this year to improve the quality of writing are a good example of this. Principles of best value are applied well to all decisions. The levels of staffing, the accommodation and learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The school expects their children to work hard and helps them to make good progress. • The school helps their children to become more mature and responsible. • The school is well led and managed. • Their children are well taught. • Most staff are approachable and responsive to their views and concerns 	<ul style="list-style-type: none"> • The range of activities outside lessons. • More able pupils are not fully stretched. • The information about what their children are taught.

The judgements of the inspection team support the very positive views that parents have of the school. Evidence shows that more able pupils are not always fully stretched and that the amount of curricular information parents receive varies between year groups. However, there is a good range extra-curricular activities for older pupils and all pupils go on a wide variety of visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results in the 1999 National Curriculum tests at the end of Key Stage 1, based on average points, are broadly in line with the national average in reading and mathematics but below average in writing. The proportion of pupils reaching the expected level 2 was above average in reading and close to average in writing and mathematics. This reflects the very good provision and support for pupils with special educational needs. The proportion of pupils reaching the higher level 3 is close to average in reading and mathematics but below average in writing, with very few pupils reaching the higher grades within level 2. Compared to schools in a similar context, the results are above average in reading and mathematics but below average in writing. Results over the last four years have remained close to average, except in writing where they fell last year. This is partly due to a particularly high number of pupils with special educational needs in that year group, but also because not enough attention was given to developing pupils' skills in this area. Variations between the performance of boys and girls are not significantly different from the national picture. Teacher assessments in science show that the proportion of pupils who reach the expected standards is well below the national average. Standards in English and mathematics have kept pace with national trends, except in writing. They are similar to those noted in previous inspection. The weaknesses in writing have not yet been overcome.
2. Inspection evidence confirms these standards except in science, where the majority of pupils were judged to be meeting the expected standards, although few exceed them. This difference is due largely to inaccuracies in teacher assessments rather than any significant changes in standards. The school has set appropriate targets to raise standards in English and mathematics. This year, in English, these are focused particularly on improving standards of writing and in providing effective additional support for carefully identified groups of pupils, in Key Stage 1 and in Year 3, who are not making the expected progress in reading and writing.
3. Children's attainments on entry to the nursery, shown in the initial assessments, are below those expected for their age. Many have poorly developed language and personal and social skills. Children make good progress overall, as they move through the nursery and reception classes. Baseline assessments at the beginning of the reception year show children have already made significant progress in language development and personal and social skills. By the end of the reception year, the majority of children meet the expected levels in all areas of learning and exceed them in their creative, personal and social development. The considerable gains they make in the first two years at the school, are the result of very good teaching and provision, which is carefully adapted to their particular needs. In Key Stage 1 and Year 3, pupils sustain these achievements and by the time they leave the school the majority meet the expected standards in all subjects except writing. Pupils with special educational needs make good progress towards their targets. The small number of pupils who speak English as an additional language achieve very well. More able pupils are not consistently challenged and do not achieve well enough.
4. In English, standards in speaking and listening and reading at the end of Key Stage 1 and by the time pupils leave the school at the age of eight, meet the expected levels and pupils make sound progress. Writing is below the expected standards and pupils do not make as much progress as they should. Few pupils exceed the expected standards. The strategies that have been introduced this year to improve the quality of writing are well focused and thought out, but have not been in place long enough to judge their effect. However, in general, insufficient use is made of opportunities in other subjects across the curriculum for pupils to practise and extend their writing skills. By the age of seven, most pupils talk confidently with adults and listen well to each other. Most read simple texts with reasonable fluency and use appropriate strategies to establish the meaning of unfamiliar words. Many pupils write briefly, in simple sentences, adding little detail. By the age of eight, pupils take part in group discussions well. They begin to express ideas about the characters and plots in the books that they read. However, the amount and quality of their writing is limited. The literacy hour has been introduced in a consistent way across the school. This provides continuity of approach for pupils as they move between year groups. This year, appropriate adjustments have been made to provide a greater emphasis on the teaching of writing skills.
5. Standards in all aspects of mathematics, including numeracy, meet national expectations at the end of Key

Stage 1 and Year 3. Pupils make satisfactory progress. By the age of seven, most add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. By the age of eight, pupils have a sound recall of number facts and measure with increased accuracy. Pupils have some opportunities to practise and extend their numeracy skills across the curriculum. In a Year 3 geography lesson for example, pupils improved their understanding of how to interpret thermometer readings. However, such opportunities are not planned for systematically.

6. Standards in science, at the end of Key Stage 1 and Year 3, broadly meet national expectations, although few pupils exceed these. They make good progress in carrying out experiments and investigations through a wide range of opportunities for these. Pupils understand how to construct a fair test and, for example, how diet affects their teeth. However, there are not enough opportunities for written recording, which limits the progress of more able pupils in particular.
7. Standards in information technology meet national expectations at the end of Key Stage 1 and Year 3. The majority of pupils make satisfactory progress. By the end of Year 2, pupils have appropriate word-processing skills and use clip art pictures. In Year 3, they build on these skills and begin to use equipment such as a digital camera. However, pupils do not receive the recommended allocation of time in this subject. Not enough use is made of computers in many classes and opportunities for information technology across the curriculum are not fully exploited.
8. In religious education, the majority of pupils meet the expectations of the locally agreed syllabus at the end of Key Stage 1 and Year 3. Pupils make satisfactory progress. They develop a sound understanding of Christianity and key features of Judaism and Hinduism. They improve their understanding of their feelings and actions, and of the effect of these on others. They are open to the views and beliefs of other people.
9. By the end of Key Stage 1 and Year 3, standards broadly meet the expected levels in art, design technology, history, geography, music and physical education. Pupils make sound progress overall. In Year 3 in physical education, pupils make good progress in dance.
10. Pupils with special educational needs make good progress towards the targets set in well-focused individual education plans. Many also make good progress in English and mathematics in relation to their prior knowledge and understanding. Examples of this are seen in their improving recognition of numbers and their use of their knowledge of sounds to spell words. It is reflected in the significant number of them who meet the expected standards in these subjects by the end of Key Stage 1 and Year 3. This is a result of the very good provision and support they receive from class teachers and learning support staff and is an improvement since the last inspection. Pupils who speak English as an additional language attain appropriate standards and make very good progress in their understanding and use of English, in relation to their prior knowledge.
11. A small number of more able pupils in Year 3 receive additional support to extend their reading skills. However, in general, in both key stages, more able pupils do not make as much progress as might be expected as they are not always fully challenged by the nature of the tasks they are set. There has been little improvement in this since the previous inspection. The school has already identified this as a priority in next year's development plan. There is no significant difference in the progress of boys and girls.

Pupils' attitudes, values and personal development

12. Pupils throughout the school almost always respond well in lessons and have good attitudes to their work. The attitudes of children under five are particularly good. There was only one lesson seen during the inspection when attitudes were less than satisfactory, and this was partly because classroom organisation did not meet the needs of all the pupils. Such positive attitudes make a good contribution to standards attained and the quality of learning. Overall, pupils' attitudes, values and personal development have improved since the last inspection.
13. Children under five are very happy and secure in school and they respond to all activities with much interest and enjoyment. They are very eager to explore new learning and have fun doing so. Pupils in Key

Stage 1 and Year 3 are enthusiastic in their approach to work and get involved well. For example, Year 1 pupils in a literacy hour were so keen and eager to contribute ideas for captions to the story about 'The Three Little Pigs' that the lesson overran. There is a high level of participation by older pupils in after school activities and pupils of all ages are very well involved in the weekly book club.

14. The pupils' behaviour in lessons, in the playground and around the site is very good, contributing to an orderly and secure environment that supports learning and personal development. Particularly good examples were seen during wet playtimes during the inspection. Pupils are also complimented on their high standards of behaviour when outside school, such as on school visits. Pupils respect and follow the school's expectations on behaviour, as well as their own class rules, which they compile with their teachers at the beginning of each year. They are friendly, polite and helpful to each other and to adults. They show respect for property and are careful, for instance, when handling books and musical instruments. There is no evidence of litter or graffiti. Pupils are trusted to behave, such as when they walk to and from the hall for physical education, and they show very good self-control and self-discipline. Pupils with special educational needs and those who speak English as an additional language have good attitudes towards learning. The school clearly values these pupils and makes every effort to ensure that even those with very specific needs are fully integrated and accepted by peers. In all lessons observed, pupils accepted each other in a positive way, working and playing together in a sociable and caring environment.
15. No bullying or harassment was seen during the inspection. The school has had one fixed period exclusion in the past twelve months, which was handled appropriately.
16. Overall, the pupils' personal development and relationships are very good. The school places great emphasis on this aspect of its work from the earliest days in the nursery and reception. Teachers encourage pupils to take responsibility and to become independent learners from the beginning. For example, all children are encouraged to be responsible for their own and class equipment on an increasing level as they become older. As a result, rapid gains are made in the personal and social development of children under-five and this is sustained through the school. Pupils are diligent when carrying out various jobs. For instance, class 'green monitors' remember to shut the door and turn off the light when all the pupils leave a room. Pupils in Year 3 show exceptional maturity as they voluntarily help younger pupils at lunchtime. Relationships between the pupils are very good and they show real care and concern for each other. They offer good support to each other in class and work and play very well together in mixed gender groups and paired activities, sharing resources very well when required. They react kindly to pupils with specific needs and ensure they are not isolated. The pupils are developing respect for other people's feelings, values and beliefs. As they get older, they are also starting to understand how their actions can affect others. For example, Year 2 pupils in a religious education lesson exploring what makes us feel good about ourselves, listened well to each other when reflecting on and sharing their feelings sensitively. Relationships with teachers and support staff are also very good and they are almost always warm and good-natured. They value and use pupils' responses, which helps their confidence and independence.
17. Attendance levels at the school are unsatisfactory but are improving thanks to the variety of strategies the school has put into operation. Last year's reported figures for attendance were below the national average, but attendance for this academic year is showing a marked improvement. Nonetheless, a significant proportion of absence is still due to the number of parents requesting permission to take their children away on holiday during term time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching overall is good or better in 55% of lessons. It is very good and occasionally excellent in 17% of them. No unsatisfactory teaching was seen during the inspection. This is a significant improvement from the time of the last inspection when almost quarter of the teaching seen was unsatisfactory. Although there have been a few staff changes, other factors have contributed strongly to this improvement. Since the present headteacher took up her appointment four terms ago, all teachers have taken part in in-service training for example, in classroom organisation and management. This has led to a noticeably consistent and effective approach to this throughout the school. The headteacher monitors teaching regularly and individual feedback leads to targets for improvement. She has agreed targets with each subject co-ordinator as part of the development of their role. These support the clear sense of direction and the shared commitment to raising standards through continuing improvements in the quality

of teaching.

19. Within this positive picture, the quality of teaching varies. In the foundation years, in both the nursery and reception classes it is very good, with 94 per cent of lessons where it is good or better. It is very good in almost half of the lessons seen. This makes a major contribution to the children's learning and to the good progress they make in their first two years in school. In Key Stage 1 and in Year 3, teaching is satisfactory overall. In Key Stage 1, 47% is good or better and in Year 3, 39% is good or better. Particular features that distinguish the very good teaching in the foundation years are highly effective teamwork, planning, assessment and use of resources. In Key Stage 1 and Year 3 teaching overall is good in mathematics and satisfactory in English, science, music and physical education. In information technology, religious education, art, design technology, geography and history not enough teaching was seen to make overall judgements.
20. Teachers are working hard in planning and implementing the National Literacy and Numeracy Strategies. The teaching of literacy and numeracy skills is very good in the early years. Elsewhere it is satisfactory for literacy and good for numeracy. Teachers are supported well in this, through appropriate training. This year, teachers are helping pupils to know better how to improve their work by setting individual targets, which are shared with parents. Teachers focus appropriately on developing pupils' numeracy skills within mathematics lessons. They begin with a brisk introductory session of mental mathematics, using similar techniques across the school. These motivate pupils well and help them to extend the range of mental strategies. Teachers generally match activities appropriately for different groups of pupils, which helps them to concentrate and to extend their understanding at an appropriate level.
21. In literacy, trained support staff provide effective additional help for carefully identified groups of pupils, who are experiencing some difficulties in reading and writing, through the 'Additional Literacy Strategy' and the 'Sidney' programme. Several children have made more rapid progress already, as a result of this. In many literacy lessons, teachers do not yet match the group activities sufficiently well to the needs of more able pupils, in particular. This limits their progress, especially in writing. Many opportunities are missed in other subjects for more able pupils to consolidate and extend their understanding through written recording. Teachers generally do not make enough planned use of opportunities across the curriculum to help pupils to develop their literacy and numeracy skills. There are some exceptions to this. In a Year 2 personal, social and health education lesson for example, the teacher made good use of opportunities to consolidate spelling patterns, learnt in an earlier literacy lesson.
22. Pupils with special educational needs are well taught and supported by teachers, support staff and the co-ordinator. This contributes well to the good progress they make. Teachers usually provide appropriately matched and interesting activities for these pupils. For example, in some lessons observed, more challenging work was set for some pupils within a special needs group because of progress being made. However such practice varies as, targets from individual educational plans are not yet built specifically into all planning. These include termly English and mathematics targets for individuals and weekly group targets for literacy and numeracy. The quality of teaching for pupils who speak English as an additional language is very good. However, displays around the school do not celebrate the richness of the pupils' home language and culture.
23. Teachers in the foundation years have a very good understanding of how young children learn. They apply this very effectively in the range and timing of the activities they provide, in a way that keeps children continually engrossed. The very good, detailed planning at every level, in which all staff are fully involved, contribute well to the consistency of high quality of teaching. Teachers make thorough ongoing assessments of individual children through observations and discussion with them. They make very good use of this information to plan what the children should learn next and to ensure all that activities are appropriately challenging. Their very good knowledge of individual children underpins the realistically high expectations they have of them, and the way in which they support children in meeting these.
24. Strong features in teaching across the school include consistency in the organisation of classrooms to provide attractive learning environments for pupils and to support them in working independently. In a Year 1 literacy lesson, the teacher's high expectations of independent working were reflected in the sense of purpose and concentration of a group of more able pupils. They worked very well together to allocate, draw and sequence a series of illustrations for the story of 'The Three Little Pigs'. Teachers manage their

pupils well. Almost all build warm, secure, positive relationships with their pupils, based on mutual respect, which build their self-esteem and confidence. This makes a considerable contribution to the high standards of behaviour and the interest and effort pupils put into their work. Some teachers have very good questioning skills. A good example of this was seen in a Year 3 mathematics lesson on investigating general statements. The teacher led a very effective final session, which reinforced very well what pupils had learnt. Very good questioning was carefully matched to individual pupils, following observations of their successes and difficulties during group activities.

25. In Key Stage 1 and Year 3, there are some weaknesses in teachers' weekly planning, in particular and in their day-to-day assessment, which contributes to inconsistencies in the quality and range of work produced by pupils in different classes. This is most noticeable in Year 3, but is also evident in Key Stage 1. These also result in many lessons where work given to more able pupils, especially, is not sufficiently challenging. Teachers within each year group use the same half-termly plans for all subjects and the same weekly planning for literacy and numeracy. These are related appropriately to schemes of work and to the National Curriculum. This is an improvement since the last inspection. However, with the exception of mathematics, weekly plans are often no more than an outline of activities and do not make clear the specific lesson objectives. There is no indication of how the objectives and activities will be adjusted to meet the needs of different groups of pupils. While some good examples were seen of ongoing assessment in lessons, there is no consistency over the way that teachers note what pupils learn, in relation to objectives of the lesson, or take account of this in planning subsequent lessons. Little use is made of marking to help pupils improve their work. Inaccuracies in teachers' assessment of work, in relation to national standards indicate that their expectations are not high enough for many pupils, especially in science and writing.

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

26. The curriculum provides a broad range of satisfactory learning opportunities overall. These encompass the statutory requirements of the National Curriculum, religious education and the provision for a daily act of collective worship. However, there is no agreed policy for sex education, although this is an area identified by the school for future development. Whilst there is appropriate breadth of coverage in information technology, insufficient time is given for pupils to use computers across the full range of the curriculum.
27. The quality and range of learning opportunities for children in the nursery and reception years is very good and a strength of the school. They are very relevant to all of the children's ages and needs, with a strong emphasis on practical experience and personal and social development. They provide a very smooth transition to the National Curriculum. They make a significant contribution to the good progress children make in the early years.
28. The curricular opportunities for pupils with English as an additional language and those with special educational needs are also very good. They meet the requirements of the Code of Practice. The quality of the individual education plans has improved since the last inspection. These now provide clear, achievable targets for pupils, which help them to make good progress. The co-ordinator and class teachers are given time to draw up the individual plans together and to review outcomes. Pupils with special educational needs have equal access to the curriculum. Appropriate tasks and well-planned support ensure that they spend the majority of their time in the classroom working with and alongside peers. Withdrawal is limited to opportunities to focus on specific identified individual and group needs, and are planned carefully to ensure they do not affect full access to the rest of the curriculum. There is a weakness, however, in the provision for more able pupils, as work is often not challenging enough for them. In science, for example, there are insufficient opportunities for pupils to individually record their work. This is an area identified in the previous inspection that has yet to be addressed.
29. The introduction of the national strategies for literacy and numeracy ensure that basic skills are promoted satisfactorily. Appropriate time is given to this daily, and additional help is given to those who do not make the expected progress. Pupils are taught in parallel mixed ability classes. Within classes pupils are grouped and work according to ability. The school is developing mid-term plans to support teaching in all areas of the curriculum. These plans are a useful tool, although subsequent weekly lesson planning does not always

provide equal opportunities for all pupils in the same year group.

30. The curriculum is enhanced by a good range of extra-curricular activities. These include gymnastics, outdoor games, dance, drama, gardening, painting, choir and band. These are well supported by pupils and staff. The curriculum is broadened further with a range of visits in the local area. For example, children in the nursery enjoyed being pirates at a local museum and pupils in Year 3 visited places such as Poole Quay and Brownsea Island as part of their local studies. Pupils in Year 1 make a weekly visit to the local library, which supplements their classroom reading resources. Visitors have included a local Christian speaker, local clergy, railway police, a puppeteer and the curator from the owl sanctuary. These activities support a variety of curriculum areas well. They also provide opportunities to develop pupils, personal, spiritual, moral, social and cultural education, for which the school makes good provision overall.
31. Personal, social and health education is promoted well through science, religious education, art, music and physical education. The school makes appropriate provision for sex and drugs education, although planning for this area of learning is not formalised.
32. Provision for pupils' spiritual development is sound. Through religious education, lessons, assemblies and regular circle time activities, pupils are provided with opportunities to talk, think and reflect on their own feeling and those of others. For example in Year 3, pupils took part in a lesson designed to make them aware of how facial expression can indicate how a person feels and to find strategies for supporting others in need. Assemblies offer some opportunities for quiet and prayerful moments and through art and religious education pupils are able to celebrate the wonder and marvels of the world around them.
33. The school makes good provision for pupils' moral development and very good provision for their social development. Pupils are given good examples by staff and have a clear sense of right and wrong. Almost all staff, including the lunchtime supervisors, have a very positive approach to managing the pupils, based on very good relationships. They apply the behaviour policy consistently. Pupils are given frequent opportunities in lessons for collaborative work, to which they respond very well. They become more aware of the needs of people in the wider community. They collect, for example, for the Julia Perks cancer fund and hear about the plight of Albanian orphans from a visiting speaker. Throughout the school, green monitors take responsibility for ensuring doors are closed and lights are switched off. In Year 3, some pupils assist younger children during lunch breaks very well. The provision makes a strong contribution to their very good behaviour and personal and social development.
34. Provision for cultural education is satisfactory. Religious education provides for opportunities for pupils to learn about their own Christian heritage and about the traditions and beliefs in Judaism and Hinduism. The wide range of visits increases their knowledge of their own culture. However there is less evidence of learning about other aspects of different cultures, except in art.
35. The school enjoys good links with the local community and good relationships with partner institutions. These positive links and relationships make an effective contribution to pupils' learning and have been sustained since the previous inspection. All pupils make a number of visits into the local area to enhance curriculum work. A number of visitors contribute well in ensuring the pupils have a variety of learning experiences. There are good links with the local church. The vicar visits regularly to take assemblies, and the church is used as a resource in religious education, art, geography and history lessons. The children's harvest gifts are distributed to the elderly in the community, which helps to keep the community in touch with the school.
36. The school is a member of a strong pyramid of schools, which work closely together and provide, for example, enriched curricular opportunities for pupils, such as participation in a celebration of arts festival last summer. Good links have been forged with the middle school, which help to ensure effective induction arrangements for pupils and an efficient transfer of records and attainment data. There are good links both with local playgroups and a local mother and toddler club, which uses the school hall weekly and these facilitate the settling in arrangements for the under-fives. The school welcomes a number of students into school for work experience placements through its good links with other secondary schools, colleges and the initial teacher training consortium.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school places great importance on caring for its pupils in personal, social and intellectual terms, and provides very good support and guidance for all pupils. This work enhances the quality of life in school and has a positive impact on standards. The school has successfully maintained the caring and secure environment identified during the last inspection, and has made further improvements, in particular in recording attendance and in adopting a health and safety policy. Although the school has made some improvement in its procedures for assessing pupils' attainment and progress, particularly in English and mathematics, more work needs to be done.
38. All staff provide very close caring support for pupils; they have a very good knowledge of pupils' individual needs. For example, the emphasis the school places on pupils' personal and social development has a huge impact in helping pupils to become increasingly independent, self-confident and knowledgeable about themselves. The school gives a high level of support to pupils with specific needs and helps the large number of those who join mid-term to settle quickly. Parents appreciate the support given to their children and pupils feel confident to consult almost all staff when they have concerns. The school has good relationships with external support agencies. For example, the school nurse runs a monthly confidential drop in session for parents, staff and children.
39. All staff support pupils with special educational needs very well. Effective use is made of external support services such as the educational psychologist. The school also makes good use of support available from the local education authority. Good records of individual development are maintained, which contribute to the good progress these pupils make. The care given to pupils who speak English as an additional language is very good. They are helped in a positive, welcoming manner to meet targets in learning, through carefully structured programmes.
40. Arrangements for child protection are good and all staff are well aware of the procedures to be followed. The school has good day to day arrangements for promoting the health and safety of pupils through safe working practices. Governors are diligent in carrying out their responsibilities. First aid arrangements are very good. For instance, the school notifies all parents by letter about any accident their child might have had during the day, however minor. A system of risk assessments is developing and is in place for outside visits. Pupils are very well supervised during playtimes and teachers personally oversee the collection arrangements at the end of the day, which also provides an informal opportunity for liaison with parents.
41. The procedures for monitoring and improving attendance are very good. Registration periods are prompt and efficient, which is an improvement since the last inspection, so that no teaching time is lost. The school makes very good use of information technology to track absences, and responds quickly if it has any concerns. Parental requests for family holidays during term time are very well monitored. The school has a very clear understanding of what constitutes authorised and unauthorised absence, which it shares with parents, and is consistent in its recording.
42. Measures to promote discipline and good behaviour are very effective and are based on positive encouragement rather than the imposition of sanctions. Teachers make good use of praise and rewards to raise pupils' confidence and self-esteem and to encourage achievement and good behaviour. Pupils and parents value the school's Golden Book and certificates of achievement. Pupils do not consider bullying an issue in school. They are happy to tell staff of any minor incident and are confident that the matter will be handled appropriately. The school has had one fixed period exclusion in the past twelve months which was handled appropriately. This is an isolated incident and, as such, reflects the school's efforts to support pupils and resolve problems without resorting to this sanction.
43. Overall, the monitoring of pupils' academic performance and personal development is satisfactory. There have been some improvements in assessment procedures and the use of the information produced, since the last inspection. Some aspects are very good but there are still weaknesses in others. The results of the initial and ongoing assessments in the nursery and of the baseline assessment in the reception year are used very well to match activities to the individual needs of the children. They are also used well for the early identification of pupils with special educational needs, whose progress is also monitored thoroughly. Screening at the end of the reception year, national tests at the end of Year 2 and Year 3, as well as reading

tests, are used well to identify pupils in need of additional support. This is given, for example, through intensive support programmes, or an extension reading group for more able pupils in Year 3. The information from these is now also used well to identify areas of weakness in the curriculum and to plan appropriate action. This year, individual targets have been set for each pupil, which were agreed with the parents. These will be reviewed at parents' meetings this term, providing useful additional information about pupils' personal and academic progress.

44. In mathematics, religious education and, to a lesser extent in science there are assessments at the end of each unit of work, which help to track pupils progress. This practice has not yet been extended to other subjects. Although teachers assess pupils' writing every month and keep records of their progress in reading, there is no consistency in the way that this is done. In Key Stage 1 and Year 3 there are no common procedures for teachers to take account of pupils' responses to lesson objectives, when planning what they should learn next, as a result of weaknesses in weekly planning. There are inaccuracies in the assessments teachers make of pupils' work, especially in science, in terms of National Curriculum levels. There are no opportunities for teachers to moderate examples of pupils' work together, to inform their judgements and expectations in relation to national standards. Although all teachers keep records, which enable them to monitor pupils' progress, there is no agreed format for these within year groups or across the school, which leads to inconsistencies in their quality.
45. The monitoring of pupils' personal development is satisfactory. Class teachers know their pupils very well and monitor their personal development through their own detailed knowledge and informal records. In addition, the school has introduced a new formalised system of target setting to be discussed regularly with parents and to help pupils improve; some of these targets contain elements of personal development for some pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school maintains many good links with its parents and carers, helping them to contribute positively to pupils' learning and social development. The strengths identified in the previous report have been maintained. The parents as a whole are very satisfied with the provision the school makes for their children and what it achieves. More than 50 percent of those who returned questionnaires strongly agree that the school is approachable and that their children like school. They also appreciate the quality of teaching, the good progress their children are making and that they are expected to work hard and to do their best. They feel that the school's approach encourages maturity in their children and that it is well led and managed. The main concerns expressed by parents were about the limitations of extra curricular activities, the challenge for higher attaining pupils and the limited information they receive on what their children are studying. Concerns regarding the range of activities outside lessons were not borne out by inspection evidence and were found to be appropriate for the ages of the children. All children go on a variety of visits and there is a good range of extracurricular activities for the older children. However, inspectors found evidence that the more able pupils are not always consistently challenged and that the detail of curriculum information is inconsistent between year groups.
47. Overall, the quality of information provided for parents and carers is good. They are well informed about day to day events through, for instance, regular letters from the headteacher and informal face to face contact with staff. Termly year group newsletters give expectations about homework and broad details of work to be studied, but the depth of information and usefulness to parents varies between year groups. However, parents appreciated the hugely successful curriculum focus sessions on numeracy held recently, which have enabled them to support their children's learning at home more effectively. The annual written reports for each child are good and mostly give a clear view of attainment and progress, particularly in English and mathematics. Formal parent consultations are held twice a year when short-term goals are identified and parents are invited to agree on the support that they will give at home to help their children improve. The school has good systems in place for initial home visits to all families and induction sessions in school for nursery and reception parents to share information.
48. Parents' and carers' involvement in the school is good. They are much encouraged and they feel welcome. They find it very easy to approach almost all staff informally to discuss any questions or problems

regarding their children. A large number of parents make an important contribution to standards through help with school activities, for example in lessons, making resources and running the weekly book club. Others give of their time willingly to help with maintenance and projects to improve the fabric of the building. In addition, the parent teacher association works hard in organising fundraising events, which raise significant funds to improve the educational opportunities of all pupils. Parents are actively encouraged to become involved in their children's learning at home, in line with the home-school partnership, and they generally respond well to this request. They are also very supportive of events involving their children, such as productions and sports' days. Parents of pupils with special educational needs are involved well in their child's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall leadership and management of the school is good. Little headway had been made in effectively addressing the weaknesses identified in the previous report, until the appointment of the present headteacher four terms ago. Since then, several aspects of weaknesses in planning, assessment, monitoring and the roles of the co-ordinators have improved, and planned development is continuing. These factors have already contributed to the very considerable improvement in the quality of teaching since the last inspection. In addition to this, there has been a significant improvement in the informed and active involvement of the governing body and effective changes in the management structure have been made.
50. The headteacher provides very good leadership. She gives a strong sense of direction to the work of the school, which is clearly focused on raising standards and the expectations of performance through improving the quality of teaching and learning. She has shared this very effectively with the governing body and staff and increasingly with parents, securing the commitment, enthusiasm and willingness of all to continuing improvement. It results in a well co-ordinated team, working with a clear sense of purpose towards common goals. A particular strength is her very well judged pace of change and development. This is based on perceptive recognition and analysis of strengths and weaknesses of the school, drawn from performance data, observation and discussion. It is reflected in clear, well-prioritised development plans.
51. The clearly stated aims and values of the school are very evident in its policies and procedures and promoted consistently in the daily life and work of the school. They are appropriately focused on the particular needs of the pupils, for example in the strong emphasis in the curriculum on personal and social development. They are reflected in the very good personal development and behaviour of the pupils, their good attitudes to learning and the good provision for personal, spiritual, moral, social and cultural education. Parents are rightly appreciative of the positive influence of the school's aims and values on their children. Very good relationships and the open, active partnership and good communications between almost all members of the school community, established by head teacher, underpin this. There is a strong emphasis placed on enabling all pupils to achieve their best. This is seen, for example, in the very good provision for supporting lower attaining pupils and those with special educational needs. At present more able pupils are not fully extended. The school is aware of this and has plans to address this next year.
52. The headteacher is supported very well by her deputy and by the governors. The deputy headteacher is fully involved in all decision making and development planning, as well as contributing well to the efficient smooth day-to-day running of the school. She is very effective in her role as special needs co-ordinator. The procedures for identifying pupils with special needs and the quality of the individual education plans have improved since the last inspection. There are new support programmes and the number of support staff has been increased. The governors have allocated considerable additional funding for this from the school budget. Pupils involved are already making faster progress. The co-ordinator and governor for special educational needs, together with the headteacher, are monitoring the effectiveness of these measures closely.
53. Over the last year, as a result of good arrangements for appraisal, performance management and professional development, as well as greater clarity over their roles and responsibilities, co-ordinators are beginning to manage their subjects more effectively. They have their own budgets and agreed targets with the headteacher. These support school priorities well in addition to individual needs. They monitor planning and provide useful guidance and support for colleagues. This has led to an increasing awareness

on their part of what needs to be done in order to raise standards. However co-ordinators, except in mathematics, and year group leaders do not yet monitor the outcomes of pupils' work or teaching of their subject, to ensure consistency of provision and standards across and between the year groups.

54. The headteacher monitors teaching systematically. Lesson observations are focused and the subsequent discussions and action points agreed with teachers have already made substantial contribution to improvements in the quality of teaching. A good example of this is the consistent approach to classroom management and organisation. The headteacher carries out careful and detailed analysis of test results. This leads to well-planned comprehensive action to remedy weaknesses that have been identified and to evaluate any improvements. A good example of this is the wide-ranging action taking place this year to raise the standards of writing, although it is too soon to see its overall impact.
55. The governing body is now involved in ensuring that good support is given to educational priorities through careful financial management. This is an improvement from the previous inspection. The headteacher and the governing body prioritise spending decisions based on improving standards. The full governing body agrees the budget allocations annually and they take in to account the high expenditure required to maintain the building in a sound condition. Good use is made of resources and spending is linked well to competitive consultation and tendering. The finance committee of the Governing Body monitors expenditure regularly in order to check that actual expenditure is in line with the agreed budget. There are good procedures in place to review and evaluate the effects of financial decisions. Governors are very supportive of the school. The restructuring of their committees and procedures and their full participation in training opportunities has enabled them to meet all statutory responsibilities satisfactorily. Governors are committed, well informed and contribute with increasing effectiveness to policy and decision-making through the committees and full meetings. They now have specific areas of responsibility within the curriculum where they are beginning to monitor performance and improvements, as well as providing support for staff. A good example of this are the visits made by the governor for special educational needs.
56. Administrative systems are good. They are unobtrusive, efficient and respond to needs. Information is readily available for the headteacher, the finance committee and the governing body, to ensure that finances are kept in good order and costs easily determined. Specific grants, for example for improving standards in literacy and numeracy, are used well.
57. Satisfactory use is made of new technology. The administrative officer has a sound knowledge of administrative programs and is receiving regular training and support to update her skills. Satisfactory use is made of information technology for data analysis and for supporting pupils with special educational needs. The use of multimedia computers in the classroom is unsatisfactory. Internet access for pupils is to be introduced shortly. Trainee teachers make good use of information technology.
58. The number, qualifications and experience of teachers to match the demands of the curriculum is satisfactory overall, although some lack confidence in the use of information technology. The number of support staff is good and they provide very effective support for pupils with special educational needs. Newly appointed teachers, supply teachers and student teachers are given good support and guidance and are assimilated well into the life and work of the school. Staff training is appropriately matched to the school's development plan. The school is an effective provider for initial teacher training.
59. The adequacy of the school's accommodation is good overall. It provides a range of facilities that enhance the pupils' learning opportunities. For example, the large hall can accommodate the whole school for assemblies and is well used for physical education, music, dance and drama lessons. In addition, a separate studio enables year groups to work together or to watch a television programme, for instance. An attractive garden area has been created for environmental studies and is also used by the gardening club. Outside play areas are sufficient and include both playgrounds and a grassed area for sports activities. There are appropriately stimulating outdoor play facilities for children under the age of five. Accommodation for pupils with special educational needs is colourful, pleasant and spacious.
60. Since the last inspection, a number of improvements have been effected. Some of these have been small scale and funded from the school's own budget and frequently relying on the skills and enthusiasm of

parents, staff and governors. Some larger schemes have also been implemented, including the refurbishment of the pupils' toilet facilities. Much work remains to be done, however, but requires significant external investment. At the same time, the high maintenance costs associated with the age and condition of the fabric of the building are a drain on the budget, which diverts money away from providing additional learning resources where these are needed.

61. Learning resources are satisfactory overall. Resources for the under fives are good. However, the sufficiency and range of resources are unsatisfactory in geography, design and technology and history. The library is under-resourced and, therefore, rarely used for independent research activities. However, this has been identified in the school's development plan as an area for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*(*areas already identified for improvement on the school development plan)*

- Raise standards in writing by, in addition to the measures already implemented this year,*:-
 - Providing planned opportunities across the curriculum for pupils to practise and extend the range, quality and amount of their writing.
 - Ensuring that pupils know precisely how to improve the quality of their writing. (see paragraphs 3, 4, 21, 44, 73, 74, 77, 89, 99, 115)
- Provide greater challenge for more able pupils in Key Stage 1 and Year 3 by*:-
 - Taking full account of the differing abilities of pupils in the planned objectives and activities of lessons in all subjects.
 - Making better use of daily assessments to inform teachers' expectations and to ensure that the nature and content of tasks extends more able pupils fully.
 - Increasing the amount of written recording in other subjects by older and more able pupils especially. (see paragraphs 11, 21, 25, 28, 73, 77, 88, 99)
- Ensure that pupils have sufficient time to extend their skills in information technology across the curriculum by:-
 - Monitoring and adjusting the time and frequency of planned opportunities for pupils to use classroom computers.
 - Ensuring that subject planning includes the use of information technology and the skills to be supported.
 - Improving staff confidence through appropriate training. (see paragraphs 7, 26, 58, 95, 96,97)
- Improve the quality of weekly planning and aspects of assessment in Key Stage 1 and Year 3, building on the examples of good practice which already exist, by*:-
 - Ensuring that the key objectives in half-termly planning are reflected in specific lesson objectives and in sufficient detail to show how these and the planned activities will be adjusted for groups of differing abilities.
 - Establishing common practice for assessing pupils' progress in lessons against the specific lesson objectives in weekly planning, to inform subsequent work.
 - Improving the quality and consistency of marking.
 - Providing regular opportunities for teachers to moderate examples of pupils' work together, in relation to national standards, to inform their expectations and the accuracy of their assessments.
 - Establishing manageable, common formats for record keeping. (see paragraphs 21, 22, 25, 29, 44, 77, 84, 85, 90, 95, 115, 120)
- Improve the levels of attendance by*:-

- Continuing to use the very good strategies already put in place for monitoring and promoting attendance.

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Continue to strengthen the roles of the co-ordinators and year leaders by providing regular opportunities, and training where necessary, to monitor the outcomes of pupils' work and the teaching of their subjects to ensure consistency within year groups and progression across the school.* (see paragraphs 53, 77, 97)
- Improve the range and quality of resources in the library to provide more opportunities for pupils to develop their research skills.* (see paragraphs 61,72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	26	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	44	344
Number of full-time pupils eligible for free school meals		113

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y3
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	6	140

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	57
Pupils who left the school other than at the usual time of leaving	75

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	41	40	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	31	37
	Girls	39	37	38
	Total	72	68	75
Percentage of pupils at NC level 2 or above	School	89 (87)	84 (89)	93 (90)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	30	30
	Girls	36	33	31
	Total	67	63	61
Percentage of pupils at NC level 2 or above	School	83 (82)	78 (82)	75 (80)
	National	82 (81)	86 (85)	87 (86)

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	
Pakistani	
Bangladeshi	
Chinese	
White	344
Any other minority ethnic group	

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	1	
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.

Teachers and classes**Qualified teachers and classes: YR– Y3**

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	26:1
Average class size	29

Education support staff: YR – Y3

Total number of education support staff	17
Total aggregate hours worked per week	167

Financial information

Financial year	1998-9
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	£
Total income	608796
Total expenditure	578532
Expenditure per pupil	1388
Balance brought forward from previous year	-11953
Balance carried forward to next year	18311

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22:1
Total number of education support staff	2
Total aggregate hours worked per week	48
Number of pupils per FTE adult	11:1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	431
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	1	1	1
My child is making good progress in school.	42	52	5	0	1
Behaviour in the school is good.	30	58	5	1	5
My child gets the right amount of work to do at home.	24	58	7	1	9
The teaching is good.	44	51	4	0	1
I am kept well informed about how my child is getting on.	37	49	9	5	0
I would feel comfortable about approaching the school with questions or a problem.	53	40	5	2	1
The school expects my child to work hard and achieve his or her best.	44	50	2	0	5
The school works closely with parents.	36	50	10	3	1
The school is well led and managed.	40	54	3	0	2
The school is helping my child become mature and responsible.	40	54	2	0	3
The school provides an interesting range of activities outside lessons.	23	31	26	5	15

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

62. The very good early years provision and teaching in the nursery and reception classes are strengths of the school. Children are admitted to the nursery in September in the year in which they have their fourth birthday. They attend either a morning or afternoon session. They attend full-time when they move to the reception classes in the following September. At the time of the inspection, 88 children were in their second term of part-time schooling. The majority have some pre-school experience before coming to the nursery and there is good liaison with these pre-school groups. Initial assessments show that children's attainments on entry are below average. Boys and girls of all abilities, including those with special educational needs, make good progress in the areas of early learning, and very good progress in some aspects of these. By the time they leave reception at the age of five, their overall attainments meet those expected for their age. High quality teaching, provision and co-ordination, together with very good teamwork between teachers, nursery assistants and support staff, have a very positive impact on the standards achieved by the children.
63. The majority of children entering the nursery have poor personal and social skills. They make excellent progress, and the standards they achieve in this area, by the end of the reception year, are well above those expected for their age. They quickly develop very good attitudes to school. They behave well and show respect for adults and peers. High levels of co-operation are evident for example, from even the youngest children, when preparing a 'meal' in the home corner, without supervision, and when reception children work together to write letters to the polar bear in the ice-cave. They quickly learn to take turns very well, as when they shared a gingerbread man cooked by some of the nursery children. The quality of teaching is very good. Staff plan very thoroughly for this area of learning and the children are well motivated. They concentrate very well, particularly when being taught in groups or as a class. The teaching methods and classroom organisation ensure that the children's interest in learning is captured and maintained. A good example of this is free choice given to move between the exciting, well-structured activities both inside and outside, in the nursery. This encourages the children's growing independence and sense of responsibility. They clear away resources they have used sensibly. In both the nursery and reception, staff use appropriately high levels of praise and encouragement to inspire the children to participate fully. Teachers have high expectations and pupils respond appropriately. During circle time, for example, they contribute well and listen quietly to the responses of others.
64. Children enter the nursery with poorly developed language and literacy skills. The majority make very good progress and achieve the expected levels by the time they leave reception. The quality of teaching is very good. Observations of lessons show that speaking and listening skills are emphasised and developed particularly well. Children contribute well to class and group discussions and share their ideas keenly. Teachers and support staff phrase questions very well, to encourage responses to stories. Children were asked, for example, "What can you see in the gloom?" when sharing 'Bear Hunt'. Methods of sharing books and various forms of literature inspire interest and participation. Teachers encourage children to recall the sequence of a previously read story, by pegging words from the text on a line. Children join in with shared reading even from the earliest age, with repeated words and sequences. They enjoy books and handle them with care. This is evident during, for example, book changing time in the nursery, where every opportunity is taken to encourage children to look at the title and think about the contents of the book. Teachers, nursery and classroom assistants model writing, for example, in the home-school link book, ensuring that children follow it from left to right. They have a growing awareness that print carries meaning. The nursery teachers concentrate on encouraging oral work, pencil skills, rhymes and initial sounds. This is very good preparation for the reception year, where early reading skills are developed well. Children know a number of words by sight and the majority of the children can identify sounds. Good writing skills are demonstrated, with letters, words and simple sentences being written with adult support and independently.
65. Children make good progress in mathematical knowledge and understanding, so that by the end of the reception year the majority of children achieve the standards generally expected for children of their age. They grow in confidence in counting at least to five, and some to ten and beyond. They begin to write recognisable numbers, sometimes with increasing accuracy. The quality of teaching is very good. Teachers plan activities that are interesting to children and give them confidence to develop mathematical ideas

independently. For example, following a group session using a dice to reveal a number, count the dots and represent the number in objects, four children were observed repeating the activity in pairs without adult support. Teachers encourage use of appropriate vocabulary for addition and subtraction and select familiar resources to promote understanding. Mickey the monkey, for example, is used to take bananas away from a total of five. Children identify some two-dimensional shapes correctly, for example, when designing and making kites in reception.

66. Children make good progress towards the early learning goals for knowledge and understanding of the world. Most achieve the expected standards by the end of the reception year. Lessons are taught well and teachers, in both the nursery and reception classes, provide a vast range of experiences for children to investigate objects and materials. For example, children in reception were fully engaged in a well-planned activity, thinking about how weather affects the clothes we wear. They were able to sort clothes into two sets and dress dolls appropriately. They were also given the opportunity to investigate ice, being asked, “What does it feel like?” and, “What will happen if we hold it for a long time?” and, “Where would we put it to stop it from melting?” The children were excited by the activity, but responded thoughtfully. When children in the nursery were making wooden models, they ‘signed in’ in pairs to the workshop independently, put on goggles for safety and worked sensibly and imaginatively using hammers, wood and nails. For example, one child described her layered model as a “birthday cake”. Good use is made of information technology. Even the youngest children in the nursery control the mouse and make appropriate selections from screen icons.
67. Children also make good progress towards the early learning goals for physical development, so that most meet the expected standards at the end of the reception year. A good range of small and large equipment is provided both inside and out. Children move safely and use their imagination, for example, when playing with the wheeled vehicles. They co-operate together, using the space sensibly and are aware of those engaged in other activities around them. Teachers, nursery nurses and classroom assistants provide a good balance of support to encourage confidence, imagination and independence. For example, they suggest that children in the sand area have a sandcastle competition, using the equipment to create different shapes.
68. Children make very good progress made in creative development and the standards attained by the end of the reception year are above the expected levels. The quality of teaching is very good. Teachers provide a stimulating learning environment where children can use their imagination in a variety of ways in role-play areas, for example, created as ice-caves or igloos. They explore colour, through mixing water- colours and observing the work of artists like Monet. Some children show exceptional dexterity and imagination in designing and making. For example, when making a kite, a reception child drew his design, recorded the materials required and cut out a square cat, triangular ears and oblong whiskers. All parts were attached appropriately and a hole punched for the string tail. The face was completed in the colours represented in the initial design. Opportunities for children to be involved imaginatively in music and dance are also provided. In a dance lesson, for example, the teacher selected rhymes and songs to encourage the children to gallop or skip when needed, to strengthen the story-line. When working on creative activities, the children collaborate well in pairs and as a group. They are keen to share ideas with adults and each other.
69. The quality of education provided for children under five was seen as a strength of the school during the last inspection. This has been maintained and some aspects have been improved further, notably the quality of teaching. This was judged as good overall during the last inspection. During this inspection almost all of the teaching seen was at least good and almost half was very good, or occasionally, excellent. Very good management by the early years co-ordinator and the nursery year leader ensures that the curriculum for the under fives continues to be appropriate and of high quality in both year groups. The early learning goals for language and literacy are set out termly, and progression is identified clearly. There are termly plans for numeracy, with clearly defined key objectives. The initial nursery assessment is completed when children enter the Nursery. This is used very well to adjust target skills, which are set out in the termly plans, to the needs of the children. Results from the baseline assessments are also used very well to set targets and to plan appropriate work, building on the good progress that children have made in the nursery. All methods of assessment with individuals and groups are consistently thorough and detailed, establishing the progress children make and identifying subsequent stages of learning. Parents are made welcome and are fully involved in the partnership to educate their children. Classrooms and outside areas are well resourced and equipped and a detailed action plan outlines further improvements, for example, to the outside play areas.

ENGLISH

70. Results from the 1999 national tests, based on average points, indicate that by the end of Key Stage 1, the attainment of pupils in reading is broadly in line with the national average and above the national average for similar schools. Attainment in writing is below the national average in comparison with all schools and similar schools. The proportion of pupils attaining level 2 in writing dropped from 1998 to 1999, with no pupils attaining level 3 and few reaching the higher grades in level 2. In 1999, the threshold results for pupils reaching level 2 are above average in reading and close to average in writing. This reflects the very good provision in the school for pupils with special educational needs. In reading and writing, teachers' assessments were below test results. There is no significant difference between boys and girls, compared to the national picture. Inspection findings confirm this picture.
71. Standards in speaking and listening meet the national expectations by the end of Key Stage 1 and by the age of eight. Children entering the nursery generally have poor skills in this area of the curriculum, but by the time they leave the reception year the majority are achieving the Early Learning Goals in speaking and listening. By the end of Key Stage 1, pupils listen well to their teachers and to each other in whole class sessions and generally offer sensible suggestions in response to questions. Many pupils explain their work to the class and select appropriate vocabulary well. Some adapt their tone of voice in appropriate situations. There was a good example of this when two pupils in Year 1 created an imaginative puppet show and performed this to the class. Pupils in Year 3 continue to build on these skills. They have frequent opportunities to work co-operatively and they take part in group discussions well. For example, they work together well to generate compound words and produce a joint list. Opportunities to extend pupils' skills through role-play and drama are not consistently provided in either key stage, although a good drama session was observed in Year 2. The pupils had a clear sense of enjoyment and showed great confidence in their performances of the Snow White story.
72. At the end of Key Stage 1 and by the age of eight, attainment in reading is in line with national expectations. On entry to the nursery, pupils' reading skills are not well developed. They make rapid progress and meet the expected levels by the end of the reception year. In Key Stage 1, pupils work through a structured reading scheme and make choices from a wide selection of books, developing their phonic skills to improve accuracy. Children have an enthusiasm for books and are becoming aware of authors. In Year 3, they are developing thoughts on characters and plot and many are able to offer opinions and make comparisons with other books read. A significant number of pupils show understanding of alphabetical order when using dictionaries. Pupils read regularly to teachers and other adults, both individually and through the group guided reading sessions. Pupils throughout the school particularly enjoy the whole class shared reading sessions. The headteacher now provides additional support to the more able readers in Year 3. The school encourages parents to support individual reading at home. However, insufficient experience is provided in reading for a range of purposes, including reading for research. The reference library is not used well to support reading or information retrieval skills in other subjects.
73. Attainment in writing, at the end of Key Stage 1 and by the age of eight, is below that which is expected nationally, particularly for the more able pupils. Children make good progress in the early years and many meet the expectations for their age by the end of the reception year. The less able pupils and those with special educational needs working within Key Stage 1 and in Year 3 generally make good progress in spelling and letter formation. Pupils complete an impressive amount of work, especially when compared with more able pupils. The gains made by other pupils are less than expected. They write briefly, in simple sentences, adding little detail. In Year 3, punctuation is still basic and the spelling of more difficult words is not always accurate. Handwriting is not consistently joined. Few pupils use more complex sentences. There is limited evidence of appropriate work for the more able, particularly in opportunities for extended writing.
74. There are not enough planned opportunities for extending the amount and quality of writing across the curriculum. In Key Stage 1, and especially in Year 3, opportunities are lost in other subject areas, such as religious education, science and geography. Appropriate use is made of information technology in literacy lessons to extend pupils' word-processing skills, when writing stories and poems.

75. During the last inspection in 1996 it was reported that the range of reading was too narrow. This has improved and the class libraries offer a good selection of scheme readers, fiction and non-fiction. Attainment in writing was reported as less than satisfactory throughout the school, particularly for the more able. It is too early to see the impact of the measures taken this year by the school.
76. The quality of teaching is satisfactory overall in both key stages. No unsatisfactory teaching was observed. The management of pupils across all year groups is a particular strength of teaching. Teachers have good relationships with pupils and high expectations of standards of behaviour. A good example of this was seen in a Year 1 literacy lesson, where pupils responded confidently to challenging questions about consonant clusters and were willing and able to learn from their mistakes. Pupils of all abilities, including those with special educational needs have very positive attitudes towards learning. They are keen and responsive and able to work independently as well as co-operatively. They are supportive of each other and interested in their work. They demonstrate high levels of sustained concentration and work independently when required. They respond appropriately to classroom assistants who work in partnership with teachers and provide very good support to individuals and groups.
77. In Key Stage 1 and Year 3 however, teachers' weekly planning is unsatisfactory and this contributes to inconsistencies in the amount and quality of work produced between some classes, especially in Year 3. Planning does not always state specific objectives, which are adjusted for different ability groups. The detailed targets for pupils with special educational needs are not shown clearly at times. The expectations of teachers in Key Stage 1 and Year 3 are often too low, especially in writing and consequently the more able pupils are not sufficiently challenged and they do not achieve as well as they could. Opportunities for assessment are inconsistent. Good questioning of pupils is often used to establish and extend pupils' skills. However, the outcomes of lessons are not recorded in a consistent way and the assessment of written work is unsatisfactory. For example, work in the 'First of the Month Books' is not always annotated to indicate achievements and future targets. When marking work, not all teachers use constructive comments to help learning. The reading records throughout the school are inconsistent in format and lack opportunities for teachers to comment. No moderation of written work across the school takes place, to inform and raise teachers' expectations.
78. The co-ordinator manages the subject satisfactorily. The school has identified writing as a priority for development this year. There is a comprehensive action plan, within the school development plan. Tasks include staff training from an external adviser for the introduction a focused scheme to support writing development. There is an extensive programme of additional support for pupils who are not making the expected progress. Appropriate adjustments have been made to literacy lessons to provide a greater emphasis on teaching writing skills. All targets have a realistic time scale with planned funding approved by governors.

MATHEMATICS

79. Results of national tests in 1999 show pupils' attainment at the end of Key Stage 1 to be close to the national average at level 2 or above. The proportion of pupils obtaining level 3 was also close to the national average. Results for the four years from 1996 to 1999 are close to the national average and above average when compared to similar schools. However, teacher assessment for 1999 was well below the national averages and did not match the test results. Results for the four years 1996 to 1999 show that boys performed better than girls. Inspection evidence does not indicate that there is a difference between the performance of boys and girls. The previous inspection report judged standards at both key stages to be in line with national expectations. Present findings show these standards have been maintained.
80. By the end of Key Stage 1, the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. By the end of Year 3, pupils have a sound recall of number facts and, when given the opportunity, can describe their personal strategies for recalling number. The use of numeracy across the curriculum is satisfactory but is not always specifically planned for. In science, Year 3 pupils measure liquids accurately, when testing the absorbency of paper. In geography, pupils take daily temperature readings to draw graphs to develop a computer database. However, not all of the pupils had a confident understanding of the relationship between hot and cold temperatures and the rise and fall of the

liquid on the thermometer's scale. Time lines and dates are soundly used in history. Accurate measuring is not fully developed in design and technology.

81. In their work on shape, space and measurement pupils at the end of Key Stage 1 can describe common two and three-dimensional shapes. A good example was observed in a Year 1 class, where a group of pupils who had finished their set work began to make up games. These involved selecting three-dimensional shapes and describing the properties of the shapes to each other. The group had a good knowledge of such mathematical terms as faces, edges and corners as a result of the teacher's insistence on correct mathematical language. By the end of Year 3, pupils' measure with increased accuracy in millilitres, millimetres and centimetres.
82. When data handling, Key Stage 1 pupils can sort three-dimensional objects using a variety of reasons, make a simple tally chart from their results, and draw and interpret bar charts. By Year 3 pupils are able to produce their own and computer generated bar and pie graphs and compare the results. A good example was observed where pupils produced a graph of the different ways they travelled to school
83. In both key stages the overall quality of teaching is good and is an improvement on the findings of the previous inspection report. This is due largely to the implementation of the National Numeracy Strategy. In one lesson observed in Key Stage 1 and one lesson in Year 3 teaching was very good. The very good lessons are exemplified by the sharing of the lesson objectives with the pupils so that they know what they have to learn. The teachers ensure that work is well matched to the differing abilities of the pupils. Very good use is made of questions to assess and move the pupils on to their next stage of learning. Good use is made of discussion, which encouraged pupils to share their personal strategies. A clear emphasis on this and on investigative work, helps pupils to make good progress in these aspects. This is enhanced by the way that most pupils sustain concentration, work independently and to engage in purposeful group discussion. Good use is made of end of lesson reviews to revisit the objectives of the lesson and stress the mathematical language. However, only a few teachers begin the lesson by sharing the objectives with the pupils or review at the end of a lesson whether those objectives have been achieved. In a Year 1 lesson, the use of mathematical language for shape was not well developed because the class teacher did not use, or insist that the pupils tried to use, the correct mathematical terms for describing shapes. For example, pupils were not corrected when they continually called a sphere a 'sophia'. Learning support assistants, and parent helpers, are given good guidance by teachers and support pupils well. Throughout the school, the attitudes of pupils to learning are good overall, in a third of lessons they are very good. However, in one Year 3 lesson, the attitudes of the pupils were unsatisfactory due to inconsistencies in classroom management. Generally, pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies, which may be incorrect; in doing so they learn from their mistakes. Relations between pupils, and between pupils and adults, are good. The challenging tasks now being set at both key stages ensure that pupils of all abilities make good progress within lessons and sound progress over time. Pupils with special educational needs make good progress, helped by well-matched individual targets. Pupils who speak English as an additional language make very good progress. Pupils are developing well their mental recall of tables and number facts to support mental calculations.
84. The co-ordinator is providing good leadership and has ensured a smooth introduction of the National Numeracy Strategy. She is a good role model for the teaching of mathematics. The strategy is making a satisfactory impact on the attainment of pupils and a good impact on teaching. Long term and medium term planning is sound and identifies learning outcomes. A number of teachers have also adapted their medium term planning sheets to identify work for lower and higher attaining pupils. However, there is an inconsistency in the way in which lessons are planned and specific assessment opportunities are not always noted. Satisfactory procedures are in place for assessing pupils' progress and understanding through end of week evaluations and end of topic tests. The co-ordinator has planned to introduce an appropriate tracking sheet, which will monitor the skills and understanding of all pupils. The monitoring of teaching and learning by the co-ordinator has been identified as an area for development. There is no moderation of work to assist teachers in assessing accurately against national standards. At both key stages, good use is made of regular homework. The use of information technology to support the subject is unsatisfactory.

SCIENCE

85. In 1999, teachers' assessments show that the proportion of pupils reaching the expected standards at the end of Key Stage 1, is well below average. However, inspection findings show that by the end of Year 2 and of Year 3, the majority of pupils attain standards in line with national expectations, although few exceed them. This discrepancy is due to inaccurate teacher assessments, rather than any large fluctuation in standards.
86. Since the previous inspection there has been an improved emphasis on experiments and investigations. Examples include testing out ideas and hypotheses in magnetism in Year 1, testing the effect of friction and gravity in Year 2 and observing and recording weather throughout the school. This emphasis provides pupils with good opportunities for first hand learning and gives them confidence in the subject.
87. Throughout the school pupils develop an appropriate but limited science vocabulary and have opportunities to explore the full range of National Curriculum programmes of study for science. Pupils understand the scientific experimental process and are happy to hypothesise, predict and test out their results and conclusions. As pupils move through the school they are aware of what makes a fair test. In Year 2, for example, they ensure that, when rolling a car down a ramp, the car starts at the same point and the elevation of the ramp is constant. They know how to set up a control experiment with one variable. In the same investigation they alter only the elevation of the ramp, while keeping all other factors unaltered.
88. Pupils with special educational needs are well supported and their needs met within the normal classroom activities, often with the help of learning assistants. They make satisfactory progress. However, there is insufficient challenge and expectation for both average and more able pupils. In particular, there are insufficient opportunities for individual recording of work undertaken in class and written work is weak and limited. There are also some differences in the work covered in some classes within the same year group.
89. Literacy and numeracy are developed through discussion, conventions of speaking and listening in group work, and in using appropriate units of measurement, such as using a metre stick, rather than a ruler, to measure the distance travelled by a toy car over a surface. However, many opportunities are missed for average and more able pupils to extend their writing skills. Through visiting speakers, there are opportunities for the development of pupils' personal, social and health education. For example, in Year 3, the dental health nurse provided support for a topic on teeth and healthy diet.
90. Teaching is satisfactory in both key stages, with examples of good and some very good practice in Key Stage 1. This is characterised by secure subject knowledge, well-planned lessons that meet the needs of all pupils, brisk pace and well managed lessons that have high expectations of behaviour. Teachers in these lessons ask well-chosen key questions and reinforce scientific enquiry. For example in a lesson on gravity in Year 2, pupils were able to discuss their ideas directly with the teacher and these were recorded directly onto a class record sheet that informed the work of other pupils in the class. However, there is a lack of detail in teachers' weekly planning. It is often not clear how objectives and activities will be matched to pupils' differing abilities. Although some assessments are carried out at the end of each unit of work, there is no common practice for assessing pupils against the weekly objectives.
91. Throughout the school, relationships between staff and pupils are always positive and teachers manage pupils well. This contributes well to the positive attitudes pupils have towards learning, which in Key Stage 1, is often good or very good. In most lessons pupils are well behaved and motivated, interested, enthusiastic and sustain concentration. They contribute keenly in class discussion and work collaboratively and well in group activities. Pupils follow the good example of staff in handling equipment with safety, care and confidence. In a lesson on magnetism in Year 1, for example, pupils carried out an investigation with a variety of materials, ensuring all were returned appropriately and tidily.
92. The co-ordinator has a clear view for the development of the subject. She plans to develop teachers' confidence through training, and to identify opportunities for monitoring and assessment to ensure appropriate levels of challenge in what pupils learn. Resources for science are centrally stored and are adequate for the curriculum.

INFORMATION TECHNOLOGY

93. Little direct teaching was observed during the inspection week. Therefore, judgements are mainly based on the scrutiny of pupils' work, displays around the school and discussion with pupils and teachers.
94. By the end of Key Stage 1 and Year 3, pupils' attainment is in line with national expectations. This is similar to the findings of the previous inspection report. The majority of pupils are familiar with simple keyboard and mouse operations and are prepared to experiment should anything go wrong. Year 1 pupils write simple descriptions about themselves and about a visiting puppet show. Year 2 pupils write firework poems and add clip art pictures. They can also change the size and style of fonts, delete and alter errors and are beginning to use the spellchecker before printing the final draft of their work. By the end of Year 3, pupils can confidently manipulate screen icons using a mouse, select items from an on-screen menu and use the 'drag and drop' features of a program. They write poems and stories, using different fonts, colours and border patterns and use the spellchecker. They use the keyboard and mouse confidently to combine clip art pictures with their own drawings. Pupils are able to produce pie and bar charts of their mode of travel to school. In one Year 3 class, good use is made of a digital camera to combine photographs and text. There was no evidence of control technology being used in Year 3 or CD-ROMs being used for research.
95. No direct teaching was observed during the inspection week, therefore it is not possible to make a judgement about teaching. Long term planning for the subject is comprehensive and covers the programmes of study. However, the use of information technology does not show clearly in the planning for other subjects. Short term planning does not make specific reference to the skills to be taught to the differing ability groups within a class. Record keeping of the acquisition of skills is not consistent throughout the school. Therefore it is not an effective planning tool to meet the different ability ranges and thus ensure progress. Computer programs are selected to support other areas of the curriculum. For example, word processing is used to support literacy; number programs and a data handling program support mathematics; data programs to record the weather each day support Year 3 geography and a graphics program supports art. As part of the literacy hour, Year 3 pupils use hand-held word processors confidently to write stories in the style of traditional tales. The response of pupils to information technology is good. They are well motivated, well behaved, and co-operate with each other. They remain on task. Pupils take a pride in their work and enjoy showing and discussing their computer skills with other pupils and adults.
96. There is a satisfactory ratio of computers and printers to the number of pupils in each year group but their use is inconsistent. Since the previous inspection, many of computers have been updated. However, the systematic use of computers in the majority of classes is underdeveloped and pupils are not receiving the recommended allocation of time for information technology. Progress of pupils is generally satisfactory, but progress of the more able, and those with computers at home, is restricted by the lack of a systematic approach to the teaching of skills and an unsatisfactory allocation of time for the subject.
97. The subject is soundly managed by the co-ordinator. She has identified areas for development, which include improving teacher's confidence. However, she has few opportunities to work alongside colleagues in order to support and monitor teaching and learning. Class computers have been upgraded to multimedia computers to provide a consistency of format and are to be linked to the Internet shortly. A set of hand held computers are available for pupils to use in literacy lessons. Good use is made of computers to support pupils who speak English as an additional language.

RELIGIOUS EDUCATION

98. During the inspection, lessons were seen only in Key Stage 1. However, evidence from these, together with discussion with pupils and staff, scrutiny of planning, displays and previous work indicate that, by the end of Year 2 and Year 3, pupils meet the expectations of the locally Agreed Syllabus. Pupils in Year 2 are familiar with the main features of the Christian celebrations of Harvest, Easter and Christmas, as well as some Jewish festivals, such as Rosh Hashanah and Yom Kippur. A few more able pupils explain the purpose of these. Pupils know stories about key figures in Judaism, such as Abraham and Daniel, and parables from the New Testament, such as 'The Good Samaritan'. They reflect upon and share their

feelings and thoughts about what makes them feel good about themselves. Pupils in Year 3 describe the appearance and some characteristics of Hindu gods, such as Shiva, and show a sound recall of features of Hindu worship.

99. No overall judgement was made about standards in religious education in the previous inspection report. Improvements have been made in Key Stage 1 in the range and presentation of recorded work noted at that time. Pupils across both key stages often record their thoughts and knowledge through pictures and captions. This helps pupils with limited writing skills to be able to participate fully in lessons and to express their ideas. In Key Stage 1, teachers also provide other pupils with an appropriate range of opportunities for written recording, which supports their developing literacy skills. In Year 2, for example, some pupils wrote mini-books, retelling the Christmas story as one of the shepherds. However, in Year 3 there are insufficient opportunities for more able pupils, especially, to consolidate and extend their knowledge and understanding through written work, or to extend their writing skills.
100. The quality of teaching in Key Stage 1 is satisfactory overall; it is good at times. In the best examples, as in a Year 2 lesson about feelings, pupils respond very well to the high expectations of their teacher in both behaviour and the manner of working. This has a clear impact on the good amount of work they achieve during the lesson. The teacher also skilfully helped pupils to improve their literacy skills, without detracting from the main objectives of the lesson. Good links were made with phonic work from an earlier literacy lesson as individual pupils wrote their ideas on a class sheet. The written task was appropriately matched to the needs of different groups of pupils. In this, and in a similar well taught lesson in Year 1, good classroom organisation combined with a sense of calm engendered by the teachers, also contributed to the positive attitudes and behaviour of the pupils. In the Year 1 lesson, the teacher helped pupils to make good progress in understanding their emotions by exploring them first through dance. She then used sensitive, carefully structured questions to help them articulate their ideas more clearly. Another example of this was seen in another Year 1 lesson. Following a discussion about how Jesus calmed the storm, pupils offered comments such as 'He is the son of God' and 'God is special and he changes things', also showing a growing understanding of Christian beliefs. In all lessons seen, teachers helped pupils to develop their speaking skills, by encouraging them to explain their ideas more fully.
101. Teachers manage pupils well and in a way, which reflects the good and often very good relationships that have been established. As a result of this, pupils respond well to the subject and show positive attitudes to learning in lessons, where they behave sensibly and listen well. They are open, tolerant and interested in the traditions and beliefs of other people and how these are reflected in their lives. A very good example of this was seen, when a visiting minister talked to the pupils in Year 2 about his work with orphans in Albania. They listened with rapt attention and in a subsequent lesson showed good recall and considerable empathy in discussion. Pupils of all ages are confident in expressing their ideas and feelings, secure in the knowledge that both teachers and their peers will value and respect what they have to say. Very good examples of this were evident in all lessons.
102. The co-ordinator manages the subject well. She has developed good quality, detailed termly plans for each year group. These ensure that the requirements of the revised locally Agreed Syllabus are met in full and that there is continuity of learning for the pupils. There are planned assessments for each unit of work. The co-ordinator now has a budget, which she uses well to plan continuing improvement in resources. These are improvements since the previous inspection. Teachers make good use of the resources and artefacts both in lessons and in attractive displays to increase pupils' understanding of, for example, key elements of Hinduism.
103. Assemblies are carefully planned to support the current topics in religious education lessons. The emphasis throughout the school on personal and social education also provides good support for aspects of religious education concerned with learning from human experience. The subject makes a good contribution to personal, spiritual, moral social and cultural development of the pupils, for example, in learning about the needs of other people in the wider community.

ART

104. No observations were made of the teaching of Art in Key Stage 1 or Year 3 during the week of inspection, but scrutiny of work, observations of displays throughout the school and investigation of resources indicate

that the vast majority of pupils are in line to meet national expectations.

105. In Key Stage 1 pupils develop good control over a wide range of media and techniques. They are able to mix and blend colours and undertake careful observational drawing. They have the opportunity to work in two and three dimensions, for example, through construction of models, co-operative collage work, the making of clay pots and representations of calculating machines through history. Pupils are given opportunities to consider and appreciate the work of different artists, Monet and Dali for example, and to use some of the artists' techniques in their own work. Children use an information technology colour program with confidence.

106. In Year 3 there is an appropriate range of two and three-dimensional work. There are opportunities for pupils to experiment with a range of resources and materials. There are resources to study the work of other artists critically, carefully and appreciatively. For example tile prints and designs are made in the style of William Morris and sunflower pictures created in pastel from study of Vincent Van Gogh. Pupils also have the experience of working co-operatively, planning and constructing, for example, Saxon houses from research. Pupils use sketchbooks to record work, which helps teachers to assess progress. There is evidence of the use of information technology art programs.

107. Since the last inspection in 1996, the art co-ordinator has worked hard to improve the range of opportunities for pupils. There is an increase in three-dimensional work and resources for the study of art of other cultures have been increased. There is some evidence that these are currently used. The subject is very well managed. A scheme of work has been developed giving clear progression in teaching the elements of art from the nursery through to Year 3. Planning for techniques of drawing, painting, printing, textiles, three-dimensional work and information technology has also been developed. The termly objectives for each year group have been recorded on the school's curriculum map.

DESIGN AND TECHNOLOGY

108. Only a limited amount of teaching was seen during the inspection week. Judgements are also based on scrutiny of work, planning and discussions with teachers and pupils. These indicate that by the end of Key Stage 1 and Year 3 standards are in line with national expectations. The strengths in the previous inspection have been maintained. Pupils carry out a simple assessment of the work of others and use this to improve their own work. For example, in Year 1, pupils were shown a sliding picture made by their teacher. They were asked to consider the ways it had been made and to create one of their own. By the end of Year 3, when pupils leave to move on to middle school, they have had opportunities to plan, design, make and evaluate simple models. An example in Year 3 included designing and making clothes for a Saxon figure, to support work in history. A further example of work in Year 3 was the designing and making of picture frames using card and pasta. These are of very good quality and there are plans to make and sell similar products at the school summer fete.

109. Pupils have opportunities to explore all aspects of the programmes of study within the National Curriculum for design technology. Appropriate links with literacy and numeracy are evident in the cross-curricular approach to design technology. In Year 1 for example, pupils were asked to make a sliding picture to depict a traditional story, supporting work in the literacy hour. In Year 3 pupils had designed and made packaging. This was designed in the form of a net and required careful drawing and accurate measurement.

110. The small amount of teaching that was seen in design technology in both key stages was satisfactory overall. Teachers have an appropriate subject knowledge and understanding and manage pupils very well in lessons. Pupils have a positive attitude and behave well in lessons. They handle materials and equipment with safety and with care. There is a sense of enthusiasm and enjoyment in practical lessons.

111. Resources, with the exception of those for food technology are satisfactory. The co-ordinator has a clear plan for developing the subject, which includes updating food technology resources and providing opportunities for staff to develop further their subject confidence.

GEOGRAPHY

- 112.No geography was taught in Key Stage 1 during the inspection period. In Year 3, insufficient teaching was seen to make judgements on its quality. Evidence from previous work, displays, planning and discussions with staff and pupils indicates that the majority of pupils, including those with special educational needs, broadly meet the expected standards by the end of Key Stage 1 and Year 3 and make satisfactory progress.
- 113.By the end of Key Stage 1, pupils begin to identify features of different locations such as towns and countryside. They build on previous knowledge of where they live, when comparing it with the seaside during a visit to Sandbanks. In following the travels of Barnaby Bear, they begin to contrast, for example, the climate, landscape and methods of transport in countries such as Italy, Thailand and Turkey. In Year 1, pupils develop mapping skills by locating their homes on a large-scale street plan of the area and drawing their own maps to show the way they come to school. They plot the routes they take on visits to the local church and library. They use observations made during their walks to draw pictures of different types of houses.
- 114.Pupils in Year 3 are familiar with the common symbols used on weather charts. They learn about the effect of hurricanes and cyclones from topical examples. They record temperatures taken in the school garden over a number of weeks and begin to identify patterns from their readings. They find out and compare temperatures and rainfall in a number of capital cities and identify these in atlases and on a wall map, which helps to improve their knowledge of world locations. They enter weather information onto the database, constructing graphs and pie charts to help them to begin to interpret their data.
- 115.Teachers make appropriate use of opportunities to support the pupils' numeracy skills. In the short lesson seen in Year 3 for example, the teacher used skilful questioning to help pupils improve their skills in interpreting thermometer readings. In some classes, pupils' skills in information technology are supported through the use of databases. However, the amount and quality of written recording varies between classes and opportunities for pupils, especially the more able, to develop their writing and reference skills are missed. Teachers do not assess pupils regularly at present, nor track the development of their geographical skills. Consequently, work is not always matched well to the needs of different groups of pupils.
- 116.The recently appointed co-ordinator is reviewing provision systematically and has a clear, appropriate view for the continuing development of the subject. This includes, for example, greater emphasis on an investigative approach and planned opportunities for assessment and the development of literacy skills through geography. A variety of well-planned visits in the locality, including the local study undertaken by Year 3 each year, contribute well to the pupils' social, cultural and personal development.

HISTORY

- 117.During the inspection week, lessons were only observed in Key Stage 1. Therefore, judgements are based on limited classroom observations, discussion with pupils and teachers, scrutiny of the pupils' work and photographic evidence. This indicates that the majority of pupils meet the expected standards at the end of Key Stage 1 and Year 3. The majority of pupils make satisfactory progress.
- 118.The written work of the pupils shows that they are developing a secure foundation of knowledge about life in the past and a sense of chronology. The pupils compare aspects of life today with life in the past, and understand the terms past, present and future. Year 1 pupils use pictorial evidence to sequence the development of houses. Year 2 pupils know the main facts of the Fire of London and can sequence holiday photographs to make a time line from seventy to fifty years ago. Year 3 pupils have a sound understanding of life in Roman Britain. Pupils with special educational needs and those who speak English as an additional language make good progress,
- 119.In the lessons observed, the attitudes of pupils to learning were good. Pupils enjoy their work. Individuals talk about events with enthusiasm. For example, Year 2 pupils discuss with interest the life and diaries of Samuel Pepys at the time of the Fire of London.
- 120.It is not possible to make an overall judgement about teaching. However, teaching was good in the Key Stage 1 lessons observed. The teachers are knowledgeable and enthusiastic. The pupils are given interesting tasks. Long term planning is comprehensive but short term planning is not consistent. Good

links are made with other subjects such as art and literacy. For example, in a good Year 2 lesson on the Fire of London, pupils sequenced a number of sentences before writing about the events of the fire. Good support is given to the pupils with special educational needs, and the approach to the subject ensures that all pupils find the work interesting and challenging.

121. The co-ordinator is new to the subject but has already begun to make an impact. A nationally produced scheme of work has recently been introduced. Areas for development have been identified in the co-ordinator's development plan. There are no samples of work or tracking sheet to assess pupils' skills, knowledge and understanding. Resources are unsatisfactory. There are few artefacts for the pupils to look at or handle. Good use, however, is made of the local library and museum service to supplement resources. The use of information technology to support the subject is underdeveloped.

MUSIC

122. Standards in music in both key stages are in line with national expectations. As they move through Key Stage 1, pupils consolidate and build on their skills in singing in music lessons and assembly and in using untuned instruments and percussion appropriately. By the end of Year 2, most pupils have an appreciation of tune and tempo and can follow a simple beat with some confidence and expression. Some play the recorder and are members of the school band. Extra-curricular music is supported by a number of staff and this provides opportunities for pupils to extend and develop these musical skills.

123. By the end of Year 3 most pupils are beginning to perform to achieve a planned effect using symbols and signs to communicate musical ideas. For example in Year 3 pupils are able to play the ocarina, a wind instrument that helps them learn simple fingering and to read musical notation. Links with literacy and numeracy occur through speaking and listening within lessons and counting beat in performance.

124. Teaching in music across the school is satisfactory overall and good at times. Good teaching is marked by secure subject knowledge and a brisk pace, with high expectations of pupils' attitudes and behaviour. Lessons are well structured with clear and achievable aims and pupils are purposefully engaged. A good example was seen in a Year 3 lesson where the teacher provided a well-chosen example for pupils to build on previous learning to learn new notes and tunes on the ocarina. Pupils are confident and happy to perform in front of their peers. Pupils throughout the school enjoy their music. They have a freedom of expression and a clear sense of fun. Instruments and resources are used appropriately and with care. The strengths noted in the previous inspection have been maintained.

125. The co-ordinator for music plans to adopt a new scheme of work for music, which will give teachers greater confidence and ensure that there is continuity of planning for the subject throughout the school. Resources for music throughout the school are adequate and appropriately used often within the school studio room. Music and singing support school assemblies and makes a positive contribution to the musical development of those pupils taking part. There is little opportunity however for pupils to hear, perform and appreciate the music of other cultures either in lessons or assembly.

PHYSICAL EDUCATION

126. No games lessons were observed during the inspection week. Therefore, judgements are only based on observations of dance and gymnastics lessons. In those, standards meet the expected levels.

127. By the end of Key Stage 1, the pupils perform with suppleness, control and with safety, a range of basic tasks such as balancing and travelling in a variety of ways and directions. They demonstrate sound control when linking actions together. By the end of Year 3, the pupils show good skills and control when developing a sequence of movements in gymnastics. When given the opportunity, they discuss their work, and that of others, in order to refine and improve. Judgements are very similar to those of the previous inspection.

128. The quality of teaching at Key Stage 1 is satisfactory overall. In two lessons observed the quality of teaching was good. The quality of teaching at Key Stage 2 is good. Teachers have good subject knowledge, and set a good example to the pupils by dressing appropriately. Lessons are soundly planned and include

the essential elements of warming up and cooling down. However, few lessons include the opportunity for pupils to discuss and refine their work effectively with each other and with the class teacher. The teachers have high expectations and manage the pupils well throughout lessons.

129. Pupils are willing to learn and make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, especially in dance. Pupils work purposefully to produce improvement and they make good use of practice and repetition in order to refine performance. They respond well to activities and show enjoyment in lessons. They work well individually, in pairs and in groups. When given the opportunity to evaluate each other pupils do so effectively.

130. There is no scheme of work to ensure continuity and progression. This has been identified as a priority in the co-ordinator's development plan. Assessment is inconsistent, with no common approach to recording and tracking the progress of pupils' skills. Therefore, talented pupils are not clearly identified. The school benefits from a spacious hall, a large hard play area, a large field, and a newly developed ball pen. There is a good range of extra curricular activities for physical education, which include gymnastics, football and outdoor games. These are organised by volunteer parents as well as teachers. Swimming lessons are not on the curriculum. As part of a local initiative for dance the school has performed to the public at the nearby community school and at local theatres.