

INSPECTION REPORT

Hill View Primary School

Bournemouth

LEA area:

Unique reference number: 113751

Headteacher: Mr R Lamb

Reporting inspector: Steve Crowley
21947

Dates of inspection: 7 – 10 February 2000

Inspection number: 190157

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hill View Road Ensbury Park Bournemouth
Postcode:	BH10 5BD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K. Rees
Date of previous inspection:	7 –11 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Steve Crowley	Registered inspector	Art	What sort of school is it?
		Music	How well are pupils taught?
			How well is the school the and managed?
Patricia Dodds-Racher	Lay inspector		Equal Opportunities
			How well does the school care for its pupils?
			How well does the school work in partnership with pupils?
Philip Mann	Team inspector	Information technology	
		Design technology	
Maureen Sinclair	Team inspector		
		English	English as a Second Language
Brian Emery		History	Pupils' attitudes, values and personal development
		Physical Education	Special educational needs
Michael Bowers	Team inspector	Mathematics	The school's results and achievements
		Geography	
Malcolm Powell	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Religious Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hill View is a very large Community Primary School situated in a predominantly residential area on the outskirts of Bournemouth. The current school roll stands at 573. In addition 87 pupils attend the reception classes. Less than 2% of the pupils come from ethnic backgrounds. Approximately one in five pupils have been identified as having some level of special educational need. Of these the majority have specific or moderate learning difficulties. The school has a policy of social inclusion. Pupils' attainment on entry to the school is appropriate for their age.

HOW GOOD THE SCHOOL IS

The school continues to provide an effective education for all its pupils. Standards in almost all subjects are at least in line with national averages or expectations, although in Year 2 pupils are underachieving. The leadership and management of the school have raised standards since the last inspection and the quality of teaching has improved. Overall the school provides satisfactory value for money.

What the school does well

- The school has successfully established an ethos in which pupils are keen to attend and very enthusiastic about learning
- Provision in the reception classes is good.
- By the time pupils leave school, standards are above the national average in mathematics, art, music and religious education.
- Pupils with special educational needs are well supported and they make good progress.
- A significant proportion of teaching is good or very good.
- Pupils relate very well to each other and to the adults at the school.
- Provision for pupils moral and social development is good.
- Good procedures are in place to ensure that pupils are secure and safe at all times.
- Positive partnership with parents makes a significant contribution to pupils' progress.
- The school's aims and values are well modelled by senior managers on a daily basis.
- Financial planning and school administration are of a very high standard.

What could be improved

- Clarification of the roles and responsibilities of subject co-ordinators and year leaders.
- The quality of teaching, particularly during Year 2, where pupils do not make enough progress and standards are not as high as they should be.
- Provision for information and communication technology
- Curriculum planning and co-ordination should be improved so that what pupils understand, know and can do is more systematically developed as they move through the school.
- More effective assessment procedures should be developed to provide accurate information that will assist teachers in planning what to teach and how.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1996, satisfactory progress has been made in improving the overall quality of teaching, curriculum balance, planning to meet individual needs and the quality of the reading environment. Good progress has been made in the development planning process and financial planning. Insufficient progress has been made in provision for information and communication technology.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	A	C	B	B
Writing	A	D	B	B
Mathematics	A	D	D	D

Key

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

The information above shows that standards in reading and writing are above average and in mathematics below average when compared to all schools and to similar schools. The results show improvement upon the 1998 performance. In information and communication technology, standards are below national expectations but improving. Standards in all other subjects are in line with those expected of pupils of this age.

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	C	D	B	B
Mathematics	C	B	B	B
Science	E	C	C	C

Key

well above average A
 above average B
 Average C
 below average D
 well below average E

The information above shows that standards in English and mathematics are above average and in science are average when compared to all schools and to similar schools. While standards have risen significantly in English since 1998, they have remained static in mathematics and science. In art, music and religious education standards are above those expected nationally for pupils of this age. In information and communication technology standards are below national expectations. In all other subjects standards are in line with national expectations. In agreement with the LEA, the school has set realistic but challenging targets for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show interest in their work and are very well motivated.

Behaviour, in and out of classrooms	Behaviour is good. Pupils understand what is expected of them and behave accordingly.
Personal development and relationships	Pupils relate very well to each other. They show respect for the value and beliefs of others.
Attendance	Attendance is good. Pupils enjoy coming to school.

Pupils arrive at the school each morning feeling positive about the day ahead. They respond very well to the caring but purposeful atmosphere of the school. They are courteous to visitors and proudly show them around the school or politely ask them if they need help. It is common to see pupils encourage each other during lessons while trying hard to achieve well themselves. Boys and girls relate very well to each other. During lessons such as music or drama, pupils often perform confidently in front of their classmates without fear of ridicule. Many of the pupils, particularly those with special educational needs, who enter the school with low self-esteem, gain confidence from the security the school offers. Consequently pupils are keen to attend the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Unsatisfactory	Good

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

The quality of teaching is satisfactory or better in 93% of lessons. In 61% of lessons teaching is good or better and in 22% it is very good or better. In 5% of lessons teaching is unsatisfactory and in 2% it is poor. Almost all of the unsatisfactory teaching occurs in Year 2. The teaching of English is satisfactory with many good features, particularly in the reception class. In mathematics teaching is satisfactory overall, with many good features at Key Stage 2. The teaching of literacy and numeracy skills is satisfactory. In almost all lessons pupils are well managed and the activities are purposeful, enabling pupils to practice new skills or learn new concepts. In most cases, teachers plan activities that match individual needs. In the best lessons teachers have very good subject knowledge which gives them confidence to ask searching questions that deepens pupils' thinking and builds on what they already know. Consequently pupils are aware of their own learning. Where teaching is less than satisfactory, poor subject knowledge and weak planning results in pupils being given incorrect information. Explanations are unclear and activities fail to present suitable levels of challenge. Pupils become inattentive as they are confused as to what they are supposed to be learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to the needs of the pupils. The quality and range of learning opportunities provided are satisfactory.
Provision for pupils with special educational needs	Extra help provided for pupils with special educational needs enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development is good. Spiritual and cultural development is satisfactory. Staff provide good role-models for pupils. Pupils are encouraged to relate to each other with kindness and consideration.
How well the school cares for its pupils	Pupils' care and welfare is a high priority for governors and senior managers. Pupils benefit substantially from this commitment. Child protection procedures are good.

The school has established very effective links with parents. Parents are kept well informed about the life of the school although some improvements could be made in the quality of information provided relating to standards of achievement.

Curriculum provision has improved since the last inspection. All statutory requirements relating to the curriculum are now fully met. All pupils have equality of access to the curriculum and there is effective provision for pupils with special educational needs. Pupils attending the reception classes, including those who are under five, are well prepared for the next stage of their education. A suitable programme for personal, social and health education is now established. The introduction of "circle time" provides pupils with good opportunities to share ideas and resolve problems together. Pupils benefit from some well-planned cross-curricular work based on topics or themes. However weaknesses in curriculum co-ordination and procedures for assessing progress makes the systematic development of pupils' skills, knowledge and concepts insecure. Overall, provision for information and communication technology, although improving remains unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and deputy headteacher have formed an effective working relationship. There are some weaknesses in the delegation and contribution of other staff with management responsibilities.
How well the governors fulfil their responsibilities	Governors are aware of the strengths and weaknesses of the school and are increasingly skilled at finding solutions and planning for the future.
The school's evaluation of its performance	The leadership and management have made satisfactory progress in developing suitable strategies for evaluating its own performance.
The strategic use of resources	Educational priorities are well supported through the school's financial planning process. Staff are mostly well deployed and good use is made of the accommodation

The headteacher continues to provide effective leadership and is well supported by the deputy head. There are some weaknesses in the effectiveness of the work of subject co-ordinators and year leaders. Roles and responsibilities need to be clarified and a better match achieved with regard to staff expertise and delegated areas of responsibility. This will lead to more effective teamwork. Governors and senior managers, working closely with the LEA, increasingly gather data and analyse it to find out how well the school is performing and to assist in setting targets for improvement. The school is becoming more skilled at using strategies that enable them to evaluate how effectively they are using the resources available.

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 going to school • Almost all parents agree or tend to agree that their child makes good progress at school • The quality of the teaching • Parents view the school as secure and safe • The school staff are approachable and listen well 	<ul style="list-style-type: none"> • A significant minority of parents would like to see more homework • One in five parents were unhappy about the information provided telling them how well their child is getting on • More activities outside lessons

The findings of the inspection team are broadly in agreement with the balance of views of parents reflected through the parents' questionnaire, the pre-inspection meeting with parents, conversations

with parents and those contained in written submissions. Inspectors believe the school operates a suitable homework policy and that there is a sound range of activities provided for pupils outside lessons, but information relating to how well pupils are progressing academically could be improved. A small minority of parents expressed concerns about bullying, especially at break times. There was very little evidence to support this view following careful first hand observation during break-times and conversations with pupils. What was clear however, was that some pupils felt anxious during break due to the rather "cramped" conditions. Nevertheless, first hand evidence gained from pupils themselves indicates that there are very few incidents of bullying and pupils feel very safe and secure.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Standards in the reception classes are good. Children make good progress in their learning in English and mathematics. Personal and social development is good and base-line assessments indicate that, in these areas of learning, pupils enter Year 1 with above average levels of competence. The successful use of numeracy strategies prepares pupils well for their work in the infants.
2. The results of the 1999 statutory assessments at Key Stage 1 were better than the national picture. The inspection findings indicate that whilst these standards are maintained in Year 1, pupils have not continued to make sufficient progress during Year 2, in English, mathematics and science. At Key Stage 2, the 1999 statutory assessments indicated that standards attained in English and science were close to the national picture. In mathematics they were above the national average. The inspection findings indicate that, whilst the school has maintained these standards in English and science, standards in mathematics have improved with more than the average number of pupils working at the higher levels.
3. In the 1999 reading tests, most seven year olds (97%) reached the expected level and 26% attained the higher standard within the range. One third of pupils are achieved at the lowest end of the range, which is significantly below the national picture. Ninety five percent of all seven year olds attained the national score; a higher than average percentage and attainment was at the lowest end of the range for one third of the pupils. The percentage of pupils attaining the higher level was similar to the national average. Attainment in speaking and listening followed a similar pattern. Attainment is best in literacy. At Key Stage 2, pupils read and scan text systematically to extract information in their research projects. However, pupils' skills in extended and creative writing are not as effectively developed.
4. In mathematics 99% of seven year olds attained the expected level (L2 in 1999) with almost 30% doing better. At eleven, 81% of pupils reached the national averages (L4) with 19% of these exceeding it. The inspection evidence indicates that the majority of pupils are not progressing satisfactorily enough to meet the national averages at the end of Key Stage 1 because lesson planning is not underpinned by regular assessments and Year 2 pupils do not build on the good standards attained in Year 1.
5. In science the great majority of seven year olds attained national averages with 20% doing better. At age eleven standards were close to the national average but the percentage of pupils attaining the higher level was below the national standard in the 1999 national assessment tests. Pupils' attainment in investigative science is below the expected levels. The findings of the inspection indicate that similar standards will be attained in the end of Key Stage tests with investigative science skills not being effectively developed across the whole school.
6. Attainment is broadly in line with national expectations and pupils' progress over time is satisfactory at both key stages in design and technology, geography, history and physical education. In art, standards are broadly in line with national expectations by the end of Key Stage 1, but poor progress during Year 2, results in standards not being as high as they should be. During Key Stage 2, however, pupils make very good progress and by the end of the key stage standards of attainment are good. In music

and religious education, standards are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils' progress in these subjects is better during Key Stage 2 than they are during Key Stage 1. In information and communication technology, pupils are beginning to make satisfactory progress due to some improvements in the resources available. However, this has not been the case for a sufficient period of time for standards of attainment to yet reach national expectations at either key stage.

7. Pupils with special educational needs are well supported and generally make at least satisfactory and often good progress in relation to prior attainment or matched against targets set in individual education plans, annual reviews and those contained in Statements.
8. A very small number of parents expressed concern that some pupils, capable of higher attainment, are not reaching their full potential due to the time teachers spend providing for pupils with special educational needs. Inspectors could find no evidence to support this view although there were a few lessons where planned activities did not provide sufficient challenge for higher attaining pupils. There is no significant variation in the progress made by pupils relating to gender.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to school. They show interest in their work and are very well motivated. They are fully involved in all aspects of school life. This has a positive impact on their learning and represents good progress since the last inspection.
10. A few parents expressed concern about bullying during break-times. Inspectors could find no evidence from direct observation or from pupil interviews to support this view. Pupils reported that they felt very safe at the school. Some, however, spoke of being anxious at break-times due to the somewhat cramped situation in the playground. Nevertheless, pupils behave well during play and lunchtimes and pupils relate very well to each other and to adults they come into contact with. During lessons and around the school generally, pupils clearly understand what is expected of them in terms of how they should behave and respond accordingly.
11. Relationships at all levels are very good. Pupils get on very well with each other and with adults. Boys and girls relate very well to each other. They willingly engage in conversations with visitors and are courteous. Pupils show respect for each other. For example, during a physical education lesson pupils showed their appreciation for the performance of others by applauding without prompting. The frequency of such occurrences significantly enhances the ethos of the school and contributes to the pupils' positive attitudes to school.
12. Pupils' personal development is good. Older pupils help to supervise younger pupils at break-times. Pupils consider the needs of others. After a design technology lesson some pupils cleared up materials from the floor in order to help the school cleaner. They willingly carry out any tasks they are given and regularly offer to help. Pupils are aware of differences in people and respect the values, culture and beliefs of others. They relate positively to pupils with special needs and there is no evidence of sexist or racist attitudes or behaviour.
13. Pupils' positive attitudes to school are reflected in the consistently good attendance

rate.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory, with many good and some very good features. Teaching is satisfactory or better in more than nine out of ten lessons. In over six out of ten lessons teaching is good or better and in one in four lessons it is very good or better. Overall, the quality of teaching has a positive impact on pupils' learning. This represents good improvement overall since the last inspection. However, there are significant weaknesses in the quality of teaching in Year 2, where almost one third of the teaching is unsatisfactory. This has a negative impact on pupils' progress and results in pupils underachieving by the end of Key Stage 1.
15. Where teaching is satisfactory, lesson plans clearly indicate what learning the teacher intends to focus on during the lesson. Pupils' behaviour is well managed and activities are suitably chosen to enable pupils to largely achieve the planned outcomes. However, lessons are not always well prepared. For example, during an information and communication technology lesson with Year 4, pupils lost concentration during a demonstration by the teacher because of technical difficulties, which could have been checked out before the lesson. In some lessons, although pupils make satisfactory progress overall, activities are not always well matched to individual pupils' learning needs. Not all pupils are sufficiently challenged. For others, the work set is too difficult without additional support or the task needs to be broken down into smaller achievable steps.
16. Teaching is good where lessons are well planned and well prepared. Pupils are made aware at the beginning of the lesson what they will be doing and what they will be expected to learn during the course of the lesson. Resources are used effectively to bring the subject to life for the pupils. For example, during music lessons with Years 5 and 6, pupils enjoyed experimenting with a wide range of musical instruments. During a literacy lesson with Year 3, the teacher assessed pupils' learning through skilfully constructed questions that focused pupils' thinking towards a detailed analysis of typical features common to instructional text. Confident and consistent management of pupils' behaviour enables pupils to take risks in front of their peers without fear of ridicule. Classroom assistants are well briefed and their contribution has a significant impact on pupils' learning.
17. Where teaching is very good or better, confidence in their own subject knowledge enables the teacher to ask searching questions that deepen pupils' thinking and build on what they already know. Pupils are encouraged to use subject specific terminology as they describe how they thought through a problem, such as during a numeracy lesson in Year 5. During a music lesson with Year 6, in which pupils were required to compose a simple repetitive percussion piece, careful attention was given to the placement of pupils with special educational needs within groups to ensure that all pupils achieved equally well from the activity. The teacher positioned herself very well in order to provide maximum support where needed. Consequently, what was a very busy and loud activity, resulted in all pupils being able to recognise the good progress they made during the lesson. In each of three physical education lessons focussing on dance with Years 1, 4 and 5, good opportunities were provided for pupils to identify good technique by appraising each others' performance.

18. Where teaching is unsatisfactory or poor, weak planning and poor subject knowledge result in pupils being provided with incorrect information. During an art lesson in Year 2, this led pupils to totally misunderstanding the work of the artist being studied. In a numeracy lesson in Year 2, the teacher misinformed the class of the number of grams in a kilogram. Lessons are poorly prepared. One teacher was unaware that pupils had been required to sit in places where they could not see the teacher's demonstration. Learning objectives and planned activities are not suitably matched to pupils learning needs. Pupils become inattentive as they are confused about what they are supposed to be learning.
19. Literacy and numeracy skills are suitably developed across the curriculum but teachers' general lack of expertise in information and communication technology has a negative impact on standards in this subject and opportunities for using computers to enhance learning in other subjects are missed.
20. The teaching of pupils with special educational needs has a positive impact on the progress they make. The two special educational needs co-ordinators (SENCO) are suitably experienced and very competent. While working in withdrawal and support settings they make challenging demands on pupils while remaining sensitive to their needs. Pupils enjoy working with them. However, while supporting pupils in the classroom their impact on pupils' learning is less effective.
21. Further development of high quality teaching that raises standards of achievement across all subjects is hindered by insufficient availability and use of reliable information generated from appropriate assessment procedures. The school has identified this as a priority area for development and has suitable plans in place to address the issue.
22. The quality of teaching has improved as a direct result of the new policy and practice for monitoring and developing teaching throughout the school. It is important that the entire staff pull together in support of this initiative, in order for standards to continue rising where they have done so, and in order to address areas where pupils are underachieving.

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

23. Satisfactory progress has been made in improving identified weaknesses in curriculum provision since the last inspection. This has a positive impact on pupils' learning. The school now provides a broad, balanced curriculum, which is relevant to the needs of all its pupils and meets fully the statutory requirements of the National Curriculum and of the locally agreed syllabus for religious education. Curriculum provision for the under fives is good. Pupils have equality of opportunity in respect of the school's curriculum, except where teaching is unsatisfactory and lessons fail to provide appropriate levels of challenge for pupils. The school has carefully analysed the percentage of time spent on each subject in each year group and has made changes, which have led to a satisfactory overall balance of provision. Religious education now has an appropriate time allocation throughout the school. A suitable programme for personal, social and health education has been clearly established which has a positive impact on pupils' personal development as they move through the school. The introduction of "circle time" provides pupils with good opportunities to share ideas and resolve problems together. Satisfactory arrangements are now in place for the provision of mathematics and science. Opportunities for developing literacy and numeracy skills across the curriculum are well planned. This helps pupils to improve their achievement across all

subjects. Pupils benefit from some well-planned cross-curricular work based on topics or themes, such as “Ancient Greece” or the “Egyptians”. The use of information and communication technology to enhance learning in other subjects continues to improve due to some improvement in the resources available. Pupils are beginning to make satisfactory progress during lessons but this has not continued for long enough for them to be attaining the standards they should be.

24. Not all weaknesses have been fully addressed. Current arrangements for monitoring and co-ordination of curriculum planning within and across subjects does not yet ensure that pupils consistently acquire knowledge, skills and concepts in a progressive manner. Not all co-ordinators and year group leaders work effectively together to plan the curriculum in a cohesive manner within the context of a shared sense of common purpose. This hinders pupils' attainment and progress.
25. The school makes satisfactory provision for pupils with special educational needs but the skills of the two co-ordinators, (SENCOs) who share the post, are spread thinly. Medium and short-term planning for pupils' special educational needs in the curriculum could be significantly improved if the special educational needs co-ordinators were more closely involved.
26. The school makes good provision for pupils to learn by joining in activities outside of the normal school day but the school does not make enough use of opportunities to involve the local community in pupils' learning.
27. Overall, pupils' personal development, including spiritual, moral, social and cultural development, is good. The spiritual development of pupils is satisfactory. Daily acts of collective worship provide good opportunities for pupils to sing hymns, pray together and to listen to stories which encourages them to consider the beliefs and needs of others. In religious education and class circle time pupils explore their own feelings and how their behaviour effects those around them. However, insufficient opportunities are planned throughout the curriculum for pupils to quietly reflect on and wonder about what they have learned.
28. The school promotes high moral standards resulting in good moral development for the pupils. Teaching and non-teaching staff provide good role models for the pupils through the emphasis they place on the importance of fairness. Moral issues, such as those relating to wealth and poverty are discussed during circle time, where teachers use questions and prompts well to deepen pupils' thinking. As they move through the school pupils are increasingly aware of the difference between right and wrong. Pupils are involved in the formulation of the class rules and consequently come to know and respect them.
29. Good provision is made for pupils' social development. Pupils are encouraged to relate to each other with kindness and consideration. The message is consistently reinforced in all areas of school life. The headteacher and deputy headteacher set a good example to pupils as they engage in conversation with them in and around the school. Pupils enjoy these interactions and learn from them. Consequently, older pupils demonstrate very good interpersonal skills with each other and particularly with adults visiting the school. They address each other in a respectful manner and convey caring attitudes effectively. Residential experiences make a valuable contribution to the pupils' social development, providing good opportunities for pupils to relate to each other in different contexts. All pupils are expected to take some responsibility for class routines although some opportunities to allocate tasks which require pupils to take

initiative are missed. Pupils' social awareness is enhanced through regular involvement in fund raising activities for a number of national and local charities.

30. The school makes satisfactory provision to extend pupils' knowledge of their own and other cultural traditions. Teachers ensure that different religions are presented in a positive light so that pupils appreciate and understand the belief of others. The school does not make full use of opportunities to involve local musicians or artists to enhance pupils' awareness and understanding of cultural richness. In art, geography and history pupils gain insight into other cultures, through well presented studies of, for example the Greeks in Year 3, the Egyptians in Year 4 and African culture in Year 1.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The care and welfare of pupils is a high priority for the school's governors and senior managers. Pupils benefit substantially from this commitment. Pupils interviewed reported that they felt very safe at the school and secure in the confidence that teachers listened to them if they have any concerns. All pupils were keen to stress their confidence in the headteacher to help them solve any problems that occur. The positive view pupils have of the headteacher in this respect has a significant impact on the caring ethos within which the school operates. Child protection procedures are comprehensive, well understood by all staff and consequently, very effective in ensuring pupils' welfare.
32. The quality of the educational and personal guidance provided for the pupils is satisfactory and improving. Pupils spoke positively of opportunities provided for them to share their concerns during circle time. Personal, social and health education enables pupils to think about issues that are likely to have an impact on their future lives, raising their awareness of their own responsibility for decisions they make. This helps to create a purposeful atmosphere in which pupils are looking to the future from an increasingly informed perspective. Pupils' personal development resulting from these experiences is suitably monitored and the information generated is used effectively to plan future provision. This represents satisfactory improvement since the last inspection.
33. Procedures for monitoring and supporting academic performance are weak. There are examples of satisfactory or good practice, such as in mathematics and art. The school has improved the use of test results, especially SATs, to predict and set suitable targets for future performance, but has not made sufficient headway in recording and using information about the current progress of individual pupils. This weakness is linked to the current arrangements for curriculum planning and assessment. When teachers are not clear about what they want pupils to learn, they are also unsure about how to evaluate pupils' attainment and progress. This sometimes leads to activities being planned that do not provide suitable levels of challenge for all pupils.
34. Pupils' competencies are accurately assessed when they enter the Reception classes. This enables teachers of the under-fives to plan activities that effectively build on what pupils already know, understand and can do. Assessment in mathematics at Key Stage 1 and Key Stage 2 has improved substantially since the last inspection, but the resulting good practice does not yet permeate other areas. There are good examples of accurately assessed portfolios of work for each year group in Art, but not all teachers use the information generated to inform future planning. The lack of a

marking policy and absence of collections of work representative of each level of the National Curriculum, compound weaknesses in assessment.

35. The academic progress of pupils with special educational needs is suitably monitored and adequately supported. This is due to the greater focus provided by the special needs co-ordinators and assigned support staff. The extra help these pupils receive helps them to make good progress.
36. Pupils' attendance is very well monitored. The information generated is used well, alongside very effective procedures for promoting good attendance. For example, the school makes very good use of the education welfare service, particularly in supporting pupils who are nervous about coming to school.
37. The school effectively promotes good behaviour among its pupils through a range of formal and informal procedures. While there is no agreed system of rewards or sanctions pupils are very aware of how they are expected to behave and respond accordingly for most of the time. Pupils know that they are expected to take responsibility for their own actions and they are encouraged to think about the impact of their behaviour on others. It is the established climate of mutual respect that most successfully impacts on the way pupils behave at the school. The effectiveness of the approach is reflected in the school's proud record of no exclusions. However, on the few occasions when inappropriate behaviour does occur not all staff respond consistently. For example, one member of staff responded effectively to mildly challenging behaviour by calmly but assertively restating the required behaviour, while another responded to similar behaviour with a less effective strong verbal reprimand. Senior management is aware that a more consistent approach throughout the school will improve the pupils' behaviour even more and suitable plans are in place to address the issue

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has established very effective links with parents, which has a positive impact on standards of achievement and the progress pupils make while at the school.
39. Almost all parents view the school in a very positive light. They feel supported by the school and are in turn, supportive of the school. The vast majority of parents attend parents' evenings to discuss their children's progress. They listen to their children read at home and record the titles of books read in pupils' home-school reading books. This has a positive impact on the progress pupils make in reading. Parents reported that they particularly liked the way the school seeks the views of parents and responds to queries or complaints. For example, a phonics workshop was recently established in response to a survey of parents' views.
40. The quality of information provided for the parents about the day to day life of the school and coming events is very good. Newsletters and general communication are written in an easy to read style and remain concise in what they say. This effectively encourages parents to maintain an interest in the school. The governors' annual report is wide-ranging and attractively presented. There is an excellent booklet for volunteers who help during class-time. Consequently, parents and other volunteers work effectively with teachers while in the classroom, making a valuable contribution to pupils' learning. Very good communication is maintained between the school and parents of children in reception. However, inspectors support the concerns of some

parents regarding the quality of information provided relating to pupils' standards of achievement and the progress they make. For example, annual reports could be improved by the inclusion of up to date information relating to National Curriculum levels.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher continues to provide effective leadership and is now well supported by a more recently appointed deputy. This has led to better use of targets and increased rigour in the action taken to meet the targets. They work together very well but have not yet successfully achieved amongst all staff a "shared sense of common purpose". Consequently not all staff work together as an effective team. For example, subject co-ordinators and year group leaders do not all feel comfortable in working together across subjects or key stages in order to plan the curriculum and agree assessment procedures in a co-ordinated manner. This has a negative impact on pupils' learning. Their roles and responsibilities need to be clarified and a better match achieved with regard to staff expertise and delegated responsibilities. This will lead to more effective teamwork. Nevertheless, the work of the school has remained suitably focused on raising educational standards and as new staff arrive at the school there has been the emergence of an increased sense of shared vision.
42. Where weaknesses in provision have been identified, such as the quality of teaching in Year 2, suitable action is being taken, in conjunction with the LEA adviser, through a new programme of classroom observation. This is being implemented throughout the school. While the programme appears very comprehensive and contains a very clear focus on improving the quality of teaching, the initiative has not operated long enough for the impact to be reflected in improvements in the pupils' progress in all areas. It is important that this programme continues
43. The governing body takes an increasingly active part in providing a steer for the school, shaping its direction and effectively fulfilling its responsibilities. They have grown in their understanding of the strengths and weaknesses of the school and more confident and skilled at working together to find solutions. This is reflected in the identified priorities contained in the school development plan which clearly maps out how the plan will be turned into action over realistic timescales. Educational priorities are well supported through the school's financial planning process and specific grants are used effectively to ensure that pupils benefit from them. Governors provide good support for the senior management team with whom they are becoming more skilled in the methods and use of self-evaluation and applying the principles of "best value". This results in more efficient use of the resources available. The quality of internal financial control and school administration is very good providing governors and the headteacher with up to date accurate information when needed.
44. The aims and values of the school are very much in evidence on a daily basis. The school aims to operate the principle of social inclusion. Pupils are managed in a manner consistent with this principle and consequently there are no exclusions. The headteacher and the deputy headteacher provide very good role models for the pupils and staff through their interaction with pupils in and around the school. They constantly ask pupils questions about their work and achievements, leaving the pupils proud of

their own efforts. This practice plays an important part in establishing the ethos of the school.

45. The school has an adequate number of teaching staff who are appropriately qualified and experienced to meet the needs of the National Curriculum. The staffing allocation for pupils with special educational needs is insufficient and results in the skills of the co-ordinators being spread thinly. There is also a good number of experienced non-teaching staff who contribute significantly to pupils' progress. The roles and responsibilities of year leaders and subject co-ordinators need to be further clarified to ensure effective curriculum co-ordination.
46. The school's special educational needs co-ordinators are less efficient and effective where they are used to support in classes. The skills and expertise they have make them a valuable resource and their contribution to the overall provision for special educational needs should be more focused on helping teachers plan and prepare and providing in-service training for their colleagues.
47. The accommodation has been effectively utilised to meet the needs of the curriculum. Classrooms and corridors are colourful and attractive areas for pupils to work. The "quad" play area is scheduled to be re-surfaced. Cramped conditions can result in some pupils feeling anxious during break-times. Play areas do not include any grassed space for physical education or games but the school makes good use of the local recreation park for such activities. Since the last inspection improvements within the school grounds include the installation of large play equipment.
48. Resources are satisfactory throughout the school. The number of computers available for pupils to use has improved significantly. This has started to have an impact on improving standards in information and communication technology but the full benefit of the investment will not be achieved until the staff have completed the planned training. Suitable plans are in place to convert the South Block library into a computer suite enabling pupils to benefit from the use of new technology.
49. Arrangements for the induction of new staff are satisfactory. The deputy headteacher has mentoring responsibilities for newly qualified teachers and the school follows the LEA scheme for the induction of new teachers. Once the school achieves a common sense of purpose amongst all staff it would become a very effective provider of initial teacher training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to maintain and sustain improvements and address identified weaknesses the headteacher and governors should;
- (1) Clarify and rationalise the roles and responsibilities of subject co-ordinators and year group leaders in order to improve monitoring, co-ordination and planning of the curriculum.
 - (2) Continue the rigorous approach recently adopted, in conjunction with the LEA adviser, of monitoring, evaluation and support of teaching and learning with a particular focus on the quality of teaching in Year 2.
 - (3) Implement effective procedures for assessing what pupils know, understand and can do and ensure that teachers use the information generated to inform curriculum and lesson planning.
 - (4) Provide training for teachers in information and communication and better availability and use of resources in order to raise pupils' standards of achievement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	108
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	22	39	32	5	2	-

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	616
Number of full-time pupils eligible for free school meals	-	73

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	147

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.7

Unauthorised absence

	%
School data	0.1
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
	2	53	43	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	48	49	52
	Girls	42	43	43
	Total	90	92	95
Percentage of pupils at NC level 2 or above	School	93	95	74
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	50	51	53
	Girls	42	43	43
	Total	92	94	96
Percentage of pupils at NC level 2 or above	School	96	98	100
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	6	52	42	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	38	48
	Girls	37	38	29
	Total	70	76	77
Percentage of pupils at NC level 4 or above	School	74	81	82
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	35
	Girls	38	37	35
	Total	68	68	70
Percentage of pupils at NC level 4 or above	School	72	72	74
	National	68	69	75

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	4
Indian	1
Pakistani	-
Bangladeshi	-
Chinese	1
White	565
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	28
Average class size	32

Education support staff: Y R – Y 6

Total number of education support staff	26
Total aggregate hours worked per week	418

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

Total number of education support staff	-
Total aggregate hours worked per week	-

Number of pupils per FTE adult	-
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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Total income	940709
Total expenditure	920095
Expenditure per pupil	1379
Balance brought forward from previous year	45747
Balance carried forward to next year	66361

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	660
Number of questionnaires returned	221

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	1	0
My child is making good progress in school.	43	48	7	0	2
Behaviour in the school is good.	32	56	11	0	1
My child gets the right amount of work to do at home.	29	43	21	5	1
The teaching is good.	43	51	4	0	2
I am kept well informed about how my child is getting on.	33	46	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	52	39	7	1	0
The school expects my child to work hard and achieve his or her best.	45	44	7	0	3
The school works closely with parents.	34	45	15	3	3
The school is well led and managed.	46	42	8	0	5
The school is helping my child become mature and responsible.	40	48	7	0	5
The school provides an interesting range of activities outside lessons.	16	32	28	8	15

Summary of parents' and carers' responses

The findings of the inspection team are broadly in agreement with the balance of views of parents. Inspectors found that the school operates a suitable homework policy and that there is a sound range of activities provided for pupils outside lessons, but information relating to how well pupils are progressing academically could be improved.

A small minority of parents expressed concerns about bullying, especially at break times. There was very little evidence to support this view following carefully first hand observation during break-times and conversations with pupils. What was clear however, was that some pupils felt anxious during break due to the rather "cramped" conditions. Nevertheless first hand evidence gained from pupils themselves indicates that there are very few incidents of bullying and pupils feel very safe and secure.

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

51. Provision for children under five in reception is good. The quality of teaching is at least satisfactory in all lessons. It is good or better in three out of every four lessons. Consequently, standards have improved since the last inspection. All but a few reach the national desirable learning outcomes for pupils entering Key Stage 1 and many exceed them. Children with special needs make good progress as a result of careful assessment followed by activities which are well matched to their learning needs.
52. Children in reception attend full-time after an initial settling-in period. A very good induction programme, during which staff visit homes and playgroups, enables the school to work closely with other carers and gather useful information about the children. Baseline assessment indicates that attainment on entry, although varied, is generally in line with that expected nationally. All staff, including class assistants, keep good records.
53. The curriculum is broad and balanced. Planning is suitable referenced to the desirable learning outcomes and to the National Curriculum. The curriculum has been well designed to meet the needs of the children. For example, a suitable phonic reading and writing programme is emphasised in response to evidence of some deficit in this area among the incoming children. "Circle Time " has been successfully introduced to extend children's personal and social development. Play and discovery sessions provide good opportunities for teachers to assess how well children operate independently. A renovated outside play area, with new climbing frames and slides, has increased the opportunities for physical development. The school has started to monitor the curriculum and the quality of teaching and learning but it is in an early stages of development. Although all reception teachers plan together the quality of their individual lesson plans varies and management needs to ensure that the best practice is always the norm. Targets based on the children's attainment as they enter school are only just being set.
54. The reception co-ordinator is fully aware of the strengths and weaknesses within the provision and has planned appropriately, over suitable timescales, for improvements. The accommodation is good and the provision is well resourced.

Personal and Social Development

55. Personal and social skills vary considerably on entry into the reception class. Not all children have attended nursery school and there are some who have not yet developed the ability to be independent, to share, listen or respond appropriately to others without considerable support. Teachers recognise the need to focus on developing these skills and plan accordingly. For example, children are made aware of forgiveness and why it is important to say sorry after reading and talking about ' The Grumpy Day '. They listen to the Teddy Bears Picnic and hear stories that encourage them to reflect on concepts such as "fairness". A good range of afternoon activities

enables children to learn through play and teachers use this time well to develop children's ability to make choices and accept responsibility.

LANGUAGE AND LITERACY

56. The current reception class entered school with a wide range of skills in this area of the curriculum. For example, when compared to other Bournemouth children, they were good at speaking and listening but less sure about phonics and spelling. Teaching is good and focuses on systematic learning. Most children know their letters and the sounds associated with words such as me, see, cat and mat. All take part in whole class reading, with many able to read simple words. Reading levels are above those normally expected for children not yet five. Good opportunities are provided for role play in the afternoon sessions and the presence of visitors, such as a nurse, promotes their social and language skills. Most are beginning to effectively use a pencil to form recognisable letters, the result of a structured approach by teachers. A variety of interesting tasks encourage writing skills. These range from producing a holiday postcard to writing class poems. Children make good progress in the reception classes with the vast majority reaching the Desirable Learning Outcomes by age 5 and many exceeding them. Children's progress is well supported by the strong partnership between school and parents. Parents value the booklets teachers produce to explain their approach to reading and organising workshops.

MATHEMATICS

57. Pupils in the current reception classes demonstrated a range of attainment in mathematics on entry to the school. They make good progress and by the time they have reached five the majority have attained expected levels. A structured approach to the teaching of mathematics and the matching of tasks to the pupils' level of understanding ensures that they make good progress. Good opportunities are provided for children to develop numeracy skills throughout the day. For example, children count up to thirty during registration. Very effective support by learning support assistants and parents, facilitates the brisk increase in understanding during small group work. For example, pupils who are having difficulty with number work, were well supported during their recitation of number rhymes, while using play dough to make numbers and while playing bingo. Children enjoy the activities designed to improve their ability to count in twos. Teachers are well organised. Children's interest is engaged and maintained through a range of strategies, such as the use of drumsticks and train tickets to place their counting in a practical context. Generally, children respond very well, displaying positive attitudes and an eagerness to participate in discussions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

58. Children have good opportunities to develop their awareness of the world through a variety of well-planned activities. These ensure that the children leave reception with a good approach to learning in science, design technology, history and geography. Achievement in information and communication technology is sound.
59. Children learn about time and the past by sequencing pictures of babies, toddlers and adults. They visit a local museum and gain an understanding of life in Victorian times, working in the kitchens to experience how life was different. One such visit was also

used effectively to expand children's knowledge of features such as rivers and farms, which they passed on the way. They compare the features of their local beach with those of a contrasting formation, the local headland. Children make good models of a nursery based on observations of a baby's needs. They choose from a range of materials and cut and glue well. Stimulated by the story of The Hungry Caterpillar they learn about its life cycle. There is some opportunity to explore textures and properties of materials by using sand and water but such activities are not extensive. The school has rightly identified the need for children to do more investigations of objects and materials that require.

CREATIVE DEVELOPMENT

60. Children now make good progress in this area of the curriculum, which was not the case at the time of the previous report. They have many opportunities to extend their imagination, whether through role play, designing and making suitable clothes for a teddy bear or by listening and responding to the many stories they are told. Good planning for music results in a range of learning opportunities that effectively build on children's prior learning. The teaching of art is good. Children work using a range of suitable media. They are beginning to mix paints and see how they can change the colour. They look at the work of famous artists such as Klee and Matisse and try to produce a similar picture. Clay and model making activities also stimulate their creative responses. Staff have worked hard to improve the delivery of this aspect of the curriculum and a good, stimulating, creative environment is being developed with some enthusiastic responses from teachers and support staff.

PHYSICAL DEVELOPMENT

61. Good opportunities are provided for children to develop their fine motor skills. They confidently learn to handle small objects whilst playing with construction kits. They use pencils, crayons and paintbrushes well. Play dough and sand are used to develop manipulation and control. Physical co-ordination is further developed through a structured, well-planned programme of dance, games and gymnastics. The teaching of gymnastics is at least good or better and children make good progress as they learn, for example, a variety of techniques that help to maintain balance.

ENGLISH

62. In 1996 the results of the National Curriculum assessments in English indicated that the attainment of Key Stage 1 was broadly in line with the standards achieved nationally. Results in 1997 improved and when compared to the average National Curriculum points achieved, were well above in reading and writing. However, standards fell in 1998 and the attainment of Key Stage 1 pupils in writing was below the national average although their reading reached national standards. The 1999 results were better and the performance of Key Stage 1 pupils was above that expected nationally for both reading and writing and in comparison with similar schools. The work seen during the week of the inspection indicates that the schools variable success in teaching English at Key Stage 1 continues. Whilst much of the work seen in Year 1 is above national expectations, overall standards in Year 2 are only satisfactory, especially when those aspects of English that are not directly measured by National Curriculum tests are considered.
63. By the age of seven the majority of pupils, including those with special educational needs are attaining satisfactory standards in speaking and listening. They listen well to their teachers and are keen to speak in front of others when supported imaginative teaching that involves them creatively. For example in a Year 1 class, pupils retold the story of the Three Little Pigs in detail and with enthusiasm in response to the teacher's use of finger puppets to help them sequence the events correctly.
64. Attainment in reading at the end of Key Stage 1 is generally above the levels expected nationally with some higher attaining pupils achieving well. Pupils in year 1 benefit from the good grounding they have received in the reception class. Consequently many Year 1 pupils read accurately with good expression. In Year 2, all pupils know how to break a word down when faced with problems, although few other strategies are commonly used.
65. By the end of Key Stage 1, most pupils attain standards in writing which are in line with national averages. In Year 1, teachers have high expectations, which results in good quality writing. For example, pupils were expected to discuss the meaning of jealousy with reference to the Frog Prince and expand in writing on the idea that the Ugly Duckling was sad because he was lonely. Work is well organised to meets the needs of individual pupils. In Year 2, pupils write for a variety of purposes and audiences but not extensively so. The majority construct sentences well and a few are adept at simple paragraphs. Writing is often grammatically correct but lacks depth. For example, in one class pupils were given the task of creating new dialogue for characters in the Little Red Riding Hood book but then left, unchallenged, about the possible extension of vocabulary. Handwriting is well-formed and spelling is good. Imaginative work of high quality is limited and pupils are not stimulated towards the adventurous use of language.
66. In 1996 and 1997 the schools results in English at Key Stage 2 were broadly in line with the national averages. In 1998, however, pupils performance fell to below although in 1999 it improved and was above. It should be noted that these results reflect the achievement of pupils across all levels of attainment. Analysis indicates that the performance of pupils in reaching level 4, the achievement expected from an average eleven year old , as well as level 5, was just close to the national average. This judgement is confirmed by the work seen during the week of inspection.

67. By the end of Key Stage 2, pupils' attainment in speaking and listening is generally in line with national expectations. Where teachers have high expectations, use a lively approach and ask searching questions, pupils talk confidently and use a wide range of vocabulary during discussions. Where teaching is less effective, pupils are not expected or prompted to speak slowly and clearly about, for instance, the best part of their weekend. No detailed explanations are required and the opportunity to discuss relevant issues missed. During Key Stage 2, there are too few opportunities for pupils to participate in debates, performance and presentations.
68. The good reading patterns established in Key Stage 1 continue in Key Stage 2. By the end of the key stage, many pupils are reading above the expected level. They express well considered preferences for authors and different types of books. Pupils confidently contribute to discussions relating to the plot or characters in books such as *The Hobbit*. However, there are limited ongoing structured opportunities for pupils to read and talk about books in a critical way. The range of texts studied throughout the key stage is not extensive and poetry, play reading and the use of newspapers or magazines are under represented. Nevertheless, pupils mostly read with suitable expression and intonation.
69. By the end of Key Stage 2 pupils' writing is in line with that of other children aged eleven. They vary their writing style well to suit the purpose, and punctuation, spelling and the use of grammar is frequently good. Pupils make good progress in these aspects of English as a result of the structured Literacy Hour where teaching is mostly good. However, insufficient opportunities are provided for the development of more creative and imaginative approaches to writing.
70. At both key stages opportunities to use information and communication technology to enhance pupils' learning in English are missed. This is a weak aspect of provision.
71. Overall, the quality of teaching in English is satisfactory. There is a small amount of unsatisfactory teaching but more than half of the teaching is good or better. The teaching of literacy is well supported across the curriculum with some good work being done in religious education, science, geography and history. The school has successfully tackled issues raised in the last OFSTED report and has set appropriate targets for improvement. Teachers' weekly plans are consistently sound and pupils mostly make good progress during lessons. Pupils with special educational needs make good progress. However, scrutiny of pupils' work over time presents a less satisfactory picture. Over time, pupils' progress is no more than satisfactory. This is linked to weaknesses in co-ordination of the English curriculum, assessment procedures and the use of the information generated to inform planning. The current co-ordinator has only recently been appointed. There has been no English or Literacy co-ordinator for the past year and the school had no English or Literacy policy. There were no medium-term plans. The schemes of work subsequently produced by year leaders are inconsistent in quality. Some plans offer little more than reference to the standard National Literacy Strategy material and remain very basic, whereas others, such as those in Years 1 and 3, are significantly more helpful. A new co-ordinator has recently been appointed. With the support of senior management she has drawn up a good "action plan" which suitably addresses the important priorities areas for future development.

MATHEMATICS

72. The percentage of pupils reaching Level 4 and above in the 1999 mathematics tests for eleven year olds was above the national average for all schools and for similar schools. The percentage attaining the higher level was close to but slightly below the national average. In the end of Key Stage 1 National Curriculum tests, 99% of pupils reached Level 2, which is well above the national average for all schools and similar schools. 80% of these pupils were working at high levels within the Level 2 standard. More than one pupil in four attained the higher standard which was above the national average.
73. Trends in attainment in mathematics have varied at Key Stage 1 over the last four years. In 1997 attainment was well above the national level and in 1998 it fell slightly below. The average performance over four years was above what is attained in schools throughout the country. At Key Stage 2 standards have remained above the national average during the last four years with the exception of 1997 where standards were close to the average level. At Key Stage 1 the boys slightly outperform the girls. At Key Stage 2 the girls' performance is better than the boys.
74. At Key Stage 2 the inspection findings identify a similar pattern of attainment for Level 4 with more pupils than the national average making good progress. More than the national average able Year 6 pupils are constantly working at the higher level. The school is in line to improve on its 1999 national test results for Level 5. This reflects the success of the setting arrangements across both Years 5 and 6. Pupils with special educational needs attain appropriate standards, which are slightly below the national average. The challenging teaching and the accuracy of the school's assessment procedures effectively supports the setting arrangements. This is a significant improvement on the findings of the previous inspection report.
75. The inspection findings for Key Stage 1 indicate that the oldest pupils are attaining standards, which are below the national average. This is because the lesson planning is not informed by the laid down assessment procedures which are not regularly updated. Consequently opportunities are lost to build on previous learning and the good standards attained in Year 1 are only consolidated. The more able pupils are not challenged to work at the higher levels. These findings indicate a decline in standards from both the 1999 test results and from the findings of the previous inspection report.
76. All teachers in Key Stage 2, have secure knowledge of the numeracy hour organisation and techniques and lessons ensure that pupils understand what they are doing, how well they have done and how they can improve. Teachers have good levels of subject knowledge and carefully plan lessons that challenge pupils to extend and apply their knowledge. More able pupils in Year 6 accurately work with number values to two decimal places to add two angles together then, subtracting these from 180 degrees, calculate the third angle of a triangle or the third sector of a straight angle. Pupils concentrate on their tasks carefully using protractors to measure the size of angles to the nearest .5 of a degree. Other pupils accurately write percentages in their decimal form and begin to apply these mathematical skills to calculate percentage discounts off items in sales. Teachers provide clear concise explanations, which include incisive questioning to help pupils organise their learning and help teachers to assess progress. Pupils feel confident to answer questions and volunteer to share their calculations with their classmates. Pupils in Year 3 make good gains through the effective use of mental mathematics sessions, acquiring secure mental strategies for the calculation of addition and multiplication using table facts.

77. Overall, the quality of teaching at Key Stage 1 is generally unsatisfactory. However, there are large variations throughout the Key Stage, which includes both poor and very good lessons.
78. Most teachers of Year 1 pupils are experienced and the teaching is mostly good. Planning is good and when available, classroom assistants are effectively deployed. Lessons are carefully structured to ensure that the more able pupils are challenged by calculating $69+5+7$ accurately, holding 69 in their head then adding five then holding seventy four in their heads and adding seven to consolidate their continuous addition ability. Other pupils show good understanding of place position and accurately use structural apparatus to place the correct number of tens in the 'tens' column and ones (units) in the 'ones' column on a place position card. Almost all the pupils have good concentration spans and respond confidently and accurately to questions posed by the teachers and other adults. Many teachers demonstrate good subject knowledge and assessment is used effectively to direct lesson preparation and ensures all pupils are presented with sufficient challenge. During lessons many Year 1 pupils were working at the higher levels showing good gains in the attainment of knowledge and skills acquisition.
79. In Year 2, lesson planning is not supported by the school assessment policy. Teachers are unable to accurately identify the point of learning, as pupils' records are not systematically completed. Scrutiny of pupils' exercise books identifies levels of attainment made by many in the previous term which have not been noted in the recording proformas even though the work is, at best, a consolidation of Level 1 work, successfully completed the previous year. This results in almost all pupils, and particularly those who are more able, not making the progress they should. Where a lesson is poor the teacher's knowledge of the subject is not good enough to promote demanding work and incorrect mathematical facts are delivered to the pupils. Key teaching points, such as the explanation of the scale displayed on weighing devices, are not included in the introductory exposition before the practical activity begins. This results in some confusion when pupils are asked to complete the tasks. A change of staffing allocation in Year 2 has resulted in two new teachers working with the year co-ordinator, but there has been insufficient support within the year and an unsatisfactory response to the subject co-ordinator's direction. Some individual lessons observed during the inspection were of good quality but the objectives being taught, such as reflective symmetry and weighing, do not always have the rigour of more challenging mathematical content observed in other classes.
80. The curriculum is broad and balanced and good medium term planning, suitably referenced to the National Numeracy initiative, ensures that all programmes of study are taught. The subject is effectively led by an enthusiastic and skilled co-ordinator. A successful audit has recently been completed and mathematical equipment is organised in resource banks strategically situated around the school. An effective core mathematics scheme is in place but the school is short of suitable extension materials to ensure stimulating and effective coverage of all mathematical concepts. The co-ordinator has monitored many lessons and fed back to teachers, and in most years standards are rising. Almost all teachers have secure knowledge of the numeracy initiative and the use of mental mathematics time is successfully underpinning pupils' number calculation. There is some development of numeracy across the curriculum, particularly in geography, but this is still limited and opportunities are missed to develop the use of data handling mathematical techniques in science to interrogate tables of results through bar charts and line graphs. However, there has been good improvement since the previous inspection particularly in Year 1 and Key Stage 2.

SCIENCE

81. The findings of the previous report were that standards in science were in line with national expectations at the end of each key stage. Progress was often good in Key Stage 2, especially for older pupils. Good use was made of specialist teaching and the quality of teaching was sometimes excellent. A weakness noted was the inconsistent development of skills in investigative work.
82. Evidence from the current inspection indicates that overall standards are broadly in line with national expectations at both key stages. There is still a lack of clear progression in the development of skills in work on scientific investigations.
83. The results of the most recent national tests at the end of Key Stage 1, based on teachers' assessments, were that 100% of pupils attained level 2 or over, with 49% at level 3. These results were well above the national average and well above the average for similar schools. At Key Stage 2, 82% of pupils attained level 4 or over, which was close to the national average and broadly in line with that for similar schools. The number attaining level 5 was 19%, which was below both the national average and that for similar schools. Attainment at the end of Key Stage 2 has improved steadily over the last three years.
84. The school's predictions are for a slight drop in attainment this year at the end of both key stages, and for a significant rise at the end of Key stage 2 in the following year.(actual figures are;-KS1;-99%L2+, 80%L2, 19%L3, KS2:75% at L4+, no predictions presented for L5s)
85. In the early part of Key Stage 1, good quality teaching has a positive effect on pupils' attainment and progress. The concept of fair testing is explained clearly and in a way which engages the pupils' interest. Skilful questioning encourages them to make their own predictions and to give reasons for them. Pupils are eager to participate in the discussion and the activity, and the quality of learning is good. Later in the key stage the teaching is more prescriptive and pupils have few opportunities to engage in practical activities. Pupils are not challenged to give extended answers and learn in a more passive way. The quality of learning varies from class to class, but overall attainment and progress are in line with national averages. By the end of the key stage pupils have satisfactory knowledge of work they have done related to the required programmes of study. They describe the basic needs for survival of animals and plants, they list some of the properties of common materials and can describe a simple electrical circuit.
86. Overall, the quality of teaching at Key Stage 2 is satisfactory. It is good in one half of all lessons. Where teaching is good tasks are explained clearly and pupils are encouraged to pose their own questions and suggest ways in which they might approach their work. Pupils respond well to this and work co-operatively in their groups devising how to conduct the investigation. Where teaching is less effective, explanations are not entirely clear and pupils are left in some doubt as to the purpose of the activity. Consequently, pupils are unable to draw significant conclusions from the exercise. Throughout the key stage, teaching of the factual content of the programmes of study is effective and lessons are presented in a way which engages pupils' interest and motivates them to learn. They acquire a sound basic knowledge of the differences between solids, liquids and gases and are aware that some substances can exist in different forms. However, the lack of a systematic approach to developing investigative skills throughout the school means that, by the end of the key stage, pupils do not

readily devise fair tests, varying only one factor, and lack confidence in measuring and recording their findings unaided. This lack of progression in skills development means that, in some cases, pupils are set tasks which are beyond their current level of understanding. Although overall attainment is broadly in line with national averages by the end of the key stage there is little evidence to suggest that higher attaining pupils are appropriately challenged. Pupils with special educational needs make satisfactory progress.

87. There are some weaknesses in overall planning for science which lead to a lack of continuity and progression in pupils' progress, particularly in the acquisition of skills of investigation. The overall quality of assessment is unsatisfactory in that opportunities are not generally identified in teachers' planning and there is no evidence of how results are arrived at or of how they are used to promote further progress.

ART

88. Standards in art are broadly in line with national expectations by the end of Key Stage 1, but poor progress during year 2 results in standards not being as high as they should be. By the end of Key Stage 2, standards are good, often above national expectations and pupils are making good and in some cases very good progress. Overall, this represents satisfactory progress since the last inspection.
89. At the beginning of Key Stage 1, pupils enjoy art and approach the subject with enthusiasm. Teachers' planning ensures that all pupils are suitably challenged and effectively supported so that they achieve well. Teachers have good subject knowledge and use skilful prompts to encourage pupils to make pertinent observations in response to the work of famous artists, such as Hundertwasser. The understanding they gain from the process is reflected in their own work as they use crayons to create different textures and colour blends, carefully considering where to place their images. They talk enthusiastically to each other about their work and offer suggestions as to how certain pieces could be improved. Portfolios of pupils work clearly demonstrate the underachievement during Year 2. Pupils make very little progress. Their work is less imaginative and lacks vitality. The quality of teaching in Year 2 is weak. Poor planning and weak subject knowledge results in pupils receiving misleading guidance as they study the work of Miro. Concepts such as surrealism are poorly explained leaving pupils confused and not really understanding what they are trying to achieve. Many pupils become poorly motivated and lose their enthusiasm for the subject.
90. During Key Stage 2, pupils make good and in some cases very good progress. Teaching is at least satisfactory and often good or very good. Pupils enjoy using a full range of materials as they produce two and three-dimensional finished pieces based on themes such as "Ancient Greece", "African Culture" or the "Aztec". This effectively develops their knowledge and understanding of other cultures throughout history. They use thumb and pinch pot techniques with increasing skill and decorate the outsides with indentation and relief designs heavily influenced by what they have observed from the study of the given culture. Portfolios of work reflect the progress pupils make and teachers use them well to inform their planning and preparation. Teachers encourage pupils to assess the quality of their own work and that of others. Early in the key stage, teachers help pupils know what to look for when assessing the quality of a piece of work. By the end of the key stage, pupils analyse the strengths and weaknesses of a given piece of work very well, using terminology such as symmetry and composition accurately and with confidence.

91. The co-ordinator has very good subject knowledge and generates real enthusiasm for the subject. She is keen to provide support and advice for colleagues wherever required. The curriculum is broad, balanced and well planned to maximise opportunities for cross-curricula links. Displays in and around the school are used well to celebrate pupils' artistic and creative achievements. In addition, they effectively reinforce on a day to day basis what pupils have learned. Classrooms are mostly of a good shape and size for teaching art and well resourced to enable pupils to use a full range of media, including computers.

DESIGN TECHNOLOGY

92. Standards in design technology at both key stages are in line with national expectations. This shows that there has not been an increase in standards since the last inspection. During Key Stage 1, pupils develop satisfactory design and making skills on activities that are usually relevant to the termly theme for example, one Year 1 class was involved in folding and cutting paper to make a 3 dimensional room and then making furniture to fit into the room. Year 2 pupils were involved in designing and making glove puppets from which they were able to list requirements, evaluate commercial glove puppets for their ideas and draw up designs for their intended puppets. During Key Stage 2, pupils develop their knowledge, skills and understanding through the use of a wider range of tools and materials. By Year 6 the quality of both design and finished product is in line with national expectations. Designs of shelters and slippers in Year 6 showed a satisfactory acquisition of design technology skills. Pupils are able to evaluate their finished products and make suggestions for their improvement.
93. The quality of teaching in design technology is satisfactory, although it varies from unsatisfactory to very good. In the better lessons, teachers emphasise the advantages of particular design technology techniques, have good subject knowledge with respect to the importance of the design stage, are aware of the appropriateness of materials and ensure opportunities for evaluation both during and following completion of the task. As design technology was not time-tabled for the older classes in Key Stage 2 during the inspection, judgements regarding the quality of teaching are inappropriate. However, scrutiny of completed work and examination of pupils' designs and evaluations indicate that pupils' make satisfactory progress. Year 3 pupils had constructed bird feeders and Year 5 had made models in connection with their history project of Tudor boats and houses. Both examples use a variety of materials and joining techniques and were of satisfactory quality.
94. Pupils' learning in design technology is good in Key Stage 1 and satisfactory in Key Stage 2. Learning is better where the activities are less prescriptive, giving pupils opportunities to use imagination and individual creativity. In Year 4 pupils were working well on pop-up books. They had a choice of pop-up mechanism and book content allowing them to experiment with a variety of techniques. Attitudes to design technology are at least satisfactory. Pupils are able to work well together and are able to share resources responsibly. The care shown in completed products from the older pupils demonstrates good caring and productivity.
95. The co-ordination of design technology is satisfactory. The school has recently introduced a new commercial scheme of work for the subject but it is too early to make a judgement as to the effect on progress. The school has good resources, some

held centrally others within classrooms. Planned activities need to include the construction of cams and levers, Jinx framed models and the use of motors. This would further extend the range of opportunities to develop constructional skills and challenge the higher attaining pupils. A recent addition to design technology resources is a food technology room containing excellent cooking facilities. This was not seen in operation during the inspection.

GEOGRAPHY

96. Throughout the school standards attained by pupils are similar to those found in most schools. These findings reflect those found in the previous report.
97. Good teaching in Year 1 challenges and inspires the pupils, expecting the most from them so as to deepen their knowledge and understanding. They speak with confidence and knowledgeably about the sorts of houses found in hot and cold climates and draw accurate sketches of houses with sloping roofs for rainy climates and buildings with flat roofs, painted white, to reflect the sun in hot countries. They know that pineapples and coconuts are grown in hot climates and apples are the fruits of England. The pupils correctly name places, such as Africa and Canada, where the climate is hot or cold. Specific and relevant geographical vocabulary is well developed. In Year 2, pupils accurately use plan view techniques to locate furniture on classroom plans and record their route from home to school. There are effective links between geography and information and communication technology. Pupils use computers to create imaginary maps, for data handling, finding locations using co-ordinates and for compiling basic tables representing variations in weather.
98. The older pupils in Key Stage 2 confidently interpret information contained in weather reports and meteorological maps. They examine geographical hypotheses, for example the further north you travel in the UK the colder it becomes. They interrogate the available evidence to determine the accuracy of the statement. Informed, enthusiastic and well-planned teaching challenges the pupils to develop relevant geographical skills as they gain new learning. Younger pupils successfully draw a map of the layout of an imaginary settlement, collaborating effectively together in pairs to identify what services the settlement requires and where such features should be located. Pupils enjoy their geography lessons concentrating to complete the tasks in a good working atmosphere. They begin to understand the importance of the proximity of natural resources such as water, rocks and forests to be able to provide raw materials for the construction industries.
99. The National Curriculum programmes of study in the subject have been carefully modified to release time for Literacy and Numeracy projects. The geography curriculum is still broad and balanced. Medium term plans would provide a suitable framework from which teachers can plan lessons except that they do not include how pupils are to be taught geographical skills. The co-ordinator has responded by introducing a commercially produced scheme of work but this alone will not be enough to fully address the weaknesses.

HISTORY

100. Throughout the school standards in history are satisfactory. By the end of both key

stages pupils' achievements are in line with national expectations. At the time of the last inspection standards were judged to be high in history, this is no longer the case. The progress pupils make in their learning is good across key stages, particularly in the acquisition of knowledge.

101. At Key Stage 1, from activities relating to local studies pupils learn to identify changes in the recent past. Pupils' skills in using research and enquiry to inform their knowledge, although at an early stage of development, are sound. For example a Year 2 class used old photographs of Bournemouth to identify locations and changes which have occurred. Another class asked sensible questions of a visitor to the school who had been a pupil in the 1970s.
102. By the end of Key Stage 1, pupils' sense of chronology is weak, but their historical skills and knowledge are sound. Teaching in Key Stage 1 is satisfactory in history. Teachers have reasonably secure subject knowledge and make good use of use resources, such as maps and photographs and visitors to the school, to support better learning.
103. At Key Stage 2, pupils are working on topics concerning Celtic and Roman Britain, Ancient Greece and the Race into Space. Pupils are beginning to develop research and enquiry skills. However, they have little insight into the way history is passed down through the ages or the reliability of evidence. However, pupils' knowledge of historical events is sound. In one Year 4 class, pupils retold the main events of the Celtic revolt with reasonable accuracy. In this particular class good teaching, informed by secure subject knowledge and effective story telling had clearly impacted on pupils' learning. In Year 3, pupils make good gains in knowledge relating to Ancient Greece. They know the correct words the Greek used for a range of implements and can describe why, for example, the Greeks thought education important only for boys. However, pupils' understanding of chronology is weak. Despite previous work and a time-line displayed in the classroom most pupils have little or no idea when the Ancient Greeks lived in relation to other times. Strategies for teaching such concepts need to be developed. In Year 5, pupils are studying a topic concerning developments in space exploration. This activity, linked with work in design technology is being used successfully to promote pupils' skills of historical research and enquiry. Pupils' knowledge of events during the 'Space Race' are good. They understand the rivalry between the US and the USSR, they know facts about 'firsts', such as Yuri Gagarin being the first man in space. Pupils have good skills in historical enquiry in Year 5. They can explain how they discovered facts using library books, TV and CD-ROM. No history lessons were observed in Year 6. However, discussions with pupils and scrutiny of work suggest that pupils achievements are in line with national expectations. The quality of teaching is having a positive impact in most history lessons. In the best lessons, teachers plan carefully, have good historical knowledge and tell stories well. Pupils enjoy these lessons, behave well and the questions they ask indicate that their imagination has been captured. Less successful lessons are characterised by weak preparation, insecure subject knowledge or a pedestrian style of teaching. Teaching in history overall is satisfactory with some good features at Key Stage 2.
104. The subject is soundly led by a co-ordinator who has good subject knowledge and understanding. However, more rigorous procedures are needed to ensure that within the year group planning approach, all teachers fully understand the nature of the tasks set and have the historical knowledge required to deliver the lesson successfully. The co-ordinator acknowledges that assessment procedures are in line to be improved. Current assessment arrangements are unsatisfactory. Resources for history are good;

text books and artefacts of good quality are available and pupils benefit from the good use of field work and visits. Displays of history work in classrooms are of high quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards of attainment in information communication technology (ICT) are below those expected nationally at both key stages. This represents a decline in standards since the previous inspection. During the lessons observed however, pupils' achievement was satisfactory and in some lessons it was good. Pupils are beginning to make satisfactory progress as a result of improvements in resourcing but this has not yet been the case for a sufficient period of time for standards of attainment to reach national expectations at either key stage.
106. Pupils in Key Stage 1 and Year 3 have access to computers both within their classrooms and in the corridors outside. Year 1 pupils use computers effectively to develop literacy skills and Year 3 pupils make good use of software packages to help them in the design of their history folders. They manipulate text frames, insert clip art and format both text and graphics with confidence. Throughout the rest of Key Stage 2 computers are available within classrooms. Year 4 pupils know how to cut and paste using the word processor. They can change the order of items in a list of instructions though the use of the cut and paste buttons on the tool bar. Pupils use a word processor to create the contents for a booklet in design technology. In Year 5, pupils question the plausibility of information held on a web site, but as they have no direct link to the internet, the exercise, had to be carried out with printed web sheets. In Year 6, pupils recognise the key features of a spreadsheet. Resource limitations mean that not all pupils have access to a spreadsheet on a computer during the activity. Two palm top computers were used to illustrate the spreadsheet but the activity centred around, a paper based exercise. Throughout the school, ICT is used to good effect in classroom and corridor displays. Pupils' work is enhanced imaginatively by the use of displayed word processing and clip art.
107. The teaching of ICT is satisfactory or better in all the lessons observed. A minority of teachers having good subject knowledge are familiar with the software used and can demonstrate features of the software well. Where resources are not available they use initiative. The majority of teachers, however, are not familiar with the full range of software that should be used by their pupils and this has a negative impact on pupils' learning and on the development of their ICT capability. Curriculum planning is unsatisfactory overall. Not all teachers plan for the effective use of ICT focused on using software relevant to the subject. Pupils use ICT to familiarise themselves with particular software with only tenuous connection for subject support. During effective lessons teachers demonstrate features of software clearly but limited resources too often prevent pupils having "hands on" experience. This slows down the development of their ICT skills.
108. Pupils' attitudes to learning in ICT is good throughout the school. They concentrate well and where possible apply themselves constructively. They are quick to apply newly learned skills especially when working within a challenging context and demonstrate a good level of confidence.
109. Co-ordination of ICT is unsatisfactory. The school has recently adopted the QCA scheme of work, which has yet to be fully integrated into teachers' long and medium term planning. Current provision for ICT does not ensure continuity and progression of

knowledge, understanding and skills nor does it include a rigorous system for the assessment of ICT capability.

110. The school is aware of the challenges ahead with respect to ICT. This is demonstrated by the clear development plan set out by the senior management team and the ICT co-ordinator, which outlines necessary development in resourcing and training requirements. Progress has been made in the re-organisation of hardware and in establishing two areas of centralised computers in the South Block. Additional resources through the National Grid for Learning have been planned for, with the intention of networking within the school. A certain amount of teacher in-service training has been provided within school to introduce specific software and raise teachers' knowledge and understanding. However, the urgent need for teacher training should be addressed. This will partly be catered for through the imminent New Opportunities Funded teacher training but the school has not yet decided on the training provider. Teachers may well benefit from some further basic skills training before involvement in the national scheme.

MUSIC

111. By the age of seven, standards in music are broadly in line with national expectations. During Key Stage 2, pupils make good progress and by the time they are eleven standards are above national expectations. This is due to the strength of the teaching in year six. Satisfactory progress has been maintained since the last inspection.
112. Insufficient lessons were observed at Key Stage 1, to form a reliable judgement regarding the quality of teaching. Teachers' records, interviews with pupils, scrutiny of pupils' work and recorded video evidence formed the basis for judgements relating to standards and pupils' progress during Key Stage 1. Pupils enjoy music lessons and speak enthusiastically about what they have achieved. Pupils show that they are capable of applying the skills and techniques learned during lessons, in a different setting. For example, as they sing during assembly they can be seen concentrating on taking breaths at the correct time. They watch the conductor carefully and follow prompts well.
113. Teaching at Key Stage 2 is good and often very good. Good opportunities for linking music to other art forms are provided. For example, during a well planned art lesson with Year 5 pupils produced colourful paintings to record their response to different types of music signifying change in mood. They explained their response well to the rest of the group. Years 2 and 3 worked effectively together, combining drama, dance and music in the production of "Puss in Boots". Very good subject knowledge and confidence in managing groups so that pupils feel comfortable to perform in front of each other without embarrassment is a strong feature in Year 6. This results in pupils making very good progress during their final year at the school. Pupils work together effectively as they develop rhythm and melody during improvised compositions. They learn about musical traditions such as the "Blues" and recognise developments from them such as "Rhythm and Blues" and "Rock 'n Roll". Opportunities for pupils to attend choir practice helps to build a musical culture within the school.
114. The co-ordinator has prepared long and medium-term plans from which teachers prepare individual lesson plans. However, insufficient contact is maintained with what is going on throughout the school in music lessons to ensure that pupils learn systematically. There is as yet no coherent approach to assessment being used

consistently to assist in the planning process. The accommodation lends itself well to the development of music and the subject benefits from a good range of resources.

PHYSICAL EDUCATION

115. Throughout the school standards in PE are satisfactory. By the end both key stages standards are at least in line national expectations and pupils are achieving well. Standards in physical education have been maintained since the last inspection. During the course of the inspection lessons in physical education focused on gymnastics and dance. The scheme of work shows good coverage of all aspects of physical education over the year.
116. During Key Stage 1, pupils develop good physical control. In gymnastics they balance well during floor exercises and while working on the apparatus. In gymnastics lessons, pupils practice and perform a good range of skills. They strive to improve their performance and understand the need to warm up and warm down. They listen well to instructions and follow them to the best of their ability. During dance performances they express feelings well and make good use of balancing skills learned in gymnastics as they respond to music with movement.
117. During Key Stage 2, pupils warm up thoroughly and understand why it is important. In gymnastics lessons, they consolidate previously learned skills as they develop fitness and stamina. They execute star jumps and sit-ups safely and sustain effort as they complete circuits, which require a range of strenuous movement. During dance performances pupils interpret music, moving imaginatively and sequencing actions well. Teaching is effective where themes from other curriculum areas are used as inspiration for improvising movement through dance. In all lessons pupils are aware of the need to evaluate their performance to help them improve. For example, during two lessons in Year 6, pupils worked together successfully to improve a sequence of movements influenced by a T. S. Elliot poem and music by Pink Floyd.
118. The quality of teaching in physical education is good with some very good features. This has a positive impact on the standards achieved and the progress pupils make. Teachers have good subject knowledge and use equipment and music well which helps to motivate pupils. Some teachers gave very good demonstrations. This helps pupils considerably as they attempt the same movement. Teachers management of pupils is good, which ensures that lessons continue at a good pace and pupils develop good working habits. Pupils mostly behave safely and sensibly.
119. The co-ordinator has good subject knowledge and provides sound leadership. However the current arrangements for assessment tend to emphasis what has been covered as opposed to assessing what knowledge, skills and concepts pupils have acquired.
120. Resources in physical education are good. Pupils enjoy using good quality equipment and work hard to succeed. This has a positive impact on pupils' achievements in physical education. A wide range of extra-curricular activities available to pupils, provides good opportunities to play games with adults and benefit from specialist coaching.

RELIGIOUS EDUCATION

121. In the previous report it was found that attainment at the end of Key Stage 1 was broadly in line with national expectations. There was insufficient evidence to make a judgement for Key Stage 2. Noted weaknesses were; some poor teaching, coverage of agreed syllabus sometimes lacking depth and no evidence of awareness of other faiths. Some lessons emphasised personal and social issues with no religious content.
122. Evidence from the present inspection is of an improving picture. No poor teaching was observed, there is at least satisfactory coverage of the requirements of the locally agreed syllabus and pupils are able to describe aspects of other faiths they have studied. All lessons observed had a distinct religious content.
123. Only one religious education lesson was seen in Key Stage 1, but scrutiny of teachers' planning and pupils' work, together with discussions with pupils from Y2 contribute to the judgement that overall standards are broadly in line with those attained nationally at the end of the key stage. Standards in Key Stage 2 are above the national average.
124. In the Y1 lesson observed the story of Joseph is made meaningful for the pupils by the effective use of role-play. This results in pupils gaining a good understanding of the emotion of jealousy. They listen attentively to the story and are eager to express their own opinions. By the end of the key stage, pupils have a sound knowledge of Bible stories. They recall accounts they have heard of some of the parables and miracles of Jesus and are able to offer explanations of their significance. They recall work they have done on some Christian symbols, such as the cross, the fish and Christingles. Pupils have very little knowledge of other faiths, but work on aspects of Judaism and Islam is planned for later in the school year.
125. The quality of teaching at Key Stage 2 is at least satisfactory, and is very good in the majority of lessons. Teachers challenge pupils to think for themselves and to make personal responses to the matters and issues being discussed, such as the nature of responsibility and its significance for members of a faith. Imaginative teaching strategies stimulate pupils' responses to their work. For example, the setting up of a "pilgrimage" in the classroom, enriches pupils' understanding of the importance of the experience for Muslims. Pupils display good factual knowledge of events from the life of Jesus and discuss their significance. They are familiar with the church and can name some of the ceremonies and festivals which are observed there. They describe work they are doing on Hinduism and some are able to identify common features of the Hindu and Christian baptism ceremonies. The overall good quality of teaching results in pupils displaying positive attitudes towards the subject and being keen to engage in discussion of issues. Some older pupils in particular pose searching questions about the nature of religion. The majority of pupils, including those who have special educational needs, make good progress.
126. The good quality of the developing scheme of work has a positive effect on pupils' response and attainment, particularly in Key Stage 2. A variety of strategies is suggested to make work interesting and relevant for the pupils.